

The Practical Problems and Path Optimization of Ideological and Political Curriculum Construction of Specialized Courses in Colleges in the New Era

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Abstract: In the new era of solidly promoting Chinese-style modernization, the ideological and political curriculum construction of professional courses in colleges has far-reaching practical significance in promoting the organic combination of knowledge teaching and value guidance, and promoting the all-round development of college students. However, the ideological and political curriculum construction of professional courses in colleges is still in the stage of exploration and development, facing such practical problems as the multi-subject participation mechanism has not been formed, the evaluation system needs to be improved, and the collaborative promotion mechanism needs to be improved. In view of this, colleges should take integrating resources as the core and establish a multi-subject participation mechanism, establish and improve the evaluation and assessment system of the ideological and political curriculum construction of professional courses guided by improving the education effect, and build a collaborative mechanism of the ideological and political curriculum construction of professional courses with the goal of forming a strong synergy.

Keywords: Professional courses; The ideological and political curriculum construction; Foster virtue through education

Fund Project:

Innovation and Practice of Interdisciplinary Foreign-related Talent Training in Higher Education Under the Background of New Liberal Arts, Higher Education Teaching Reform Research and Practice Project of Henan Province (2021JGLX083).

1. Introduction

In the new era, talent plays a fundamental and leading role in comprehensively promoting the construction of a modern socialist power. In essence, the premise of promoting Chinese-style modernization is to realize human modernization. This requires colleges to speed up the pace of the ideological and political curriculum construction of professional courses, comprehensively improve the ideological and political literacy and comprehensive quality of college students on the basis of improving the level of theoretical knowledge of contemporary college students, so as to effectively promote the overall development of people and lay a solid talent foundation for accelerating the realization of Chinese-style modernization. From this perspective, major universities must follow the laws of education, promote the ideological and political curriculum construction of professional courses with high standards, deeply explore the ideological and political elements in professional courses, and guide young college students to establish a correct world outlook and outlook on life. However, it cannot be ignored that there are still many problems in the ideological and political curriculum construction of professional courses in colleges. In view of this, this paper analyzes a series of constraints on the ideological and political curriculum construction of professional courses in colleges, and puts forward a more targeted optimization path, in order to provide useful reference for improving the effectiveness of collaborative education between professional courses and ideological and political courses.

2. Practical Problems Faced by the ideological and political curriculum construction of professional courses in colleges in the New Era

2.1 The multi-subject participation mechanism of ideological and political curriculum construction of specialized courses in colleges has not yet been formed

In the new era, many colleges still face the practical dilemma of insufficient participation of professional course teachers. To be specific, some teachers of specialized courses in colleges lack a deep understanding of the ideological and political curriculum construction, and they have a relatively obvious resistance to it. It is generally believed that ideological and political education should be carried out by teachers or counselors in Marxist colleges. This has led to some professional course teachers still devoting most of their time and energy to teaching professional knowledge in the process of conducting classroom teaching, and they do not deeply integrate socialist core values into professional courses, which greatly restricts the effective improvement of the ideological and political curriculum construction effect of professional courses. Moreover, many professional course teachers focus on completing their own teaching tasks and knowledge transfer, and lack necessary communication and collaboration with ideological and political course teachers, resulting in the “island effect” of ideological and political education.

2.2 The evaluation system of ideological and political curriculum construction of professional courses in colleges needs to be improved

Due to the lack of an evaluation system for professional course teachers' ideological and political teaching abilities, most professional course teachers often devote their time and energy to tangible incentives and assessments under the pressure of professional title evaluation and scientific research assessment, and pay relatively insufficient attention to the ideological and political curriculum construction of professional courses. In-depth analysis shows that the ideological and political curriculum construction of specialized courses is faced with a practical problem that is difficult to quantify statistics. Although some colleges have gradually increased their attention to the effect of ideological and political curriculum construction of professional courses, they have not yet established a scientific, rational, comprehensive and quantifiable evaluation index system, which is not conducive to improving the scientific and precise level of ideological and political curriculum construction of professional courses. In addition, many colleges still use traditional evaluation models, focusing on evaluating students' mastery of professional theoretical knowledge. Due to the relatively single evaluation subject, evaluation method, and evaluation indicators, it is difficult for universities to effectively grasp the dynamic changes in students' thinking after receiving ideological and political curriculum construction of professional courses, and it is unable to comprehensively measure the educational effect of the ideological and political curriculum construction of specialized courses.

2.3 The coordinated promotion mechanism of ideological and political curriculum construction of specialized courses in colleges needs to be improved

In the process of promoting the deep integration of professional teaching and ideological and political education, some professional course teachers lack the necessary theoretical literacy and knowledge reserves, making it difficult to accurately grasp the junction between professional courses and ideological and political courses. This largely restricts the coordinated promotion of the teaching of various professional courses and ideological and political education, and hinders the organic integration of value guidance and knowledge transfer. Furthermore, it should be emphasized that only by constructing a scientific and reasonable communication and cooperation mechanism can we better promote the continuous integration of professional teaching and ideological and political education. However, in the new era, some colleges have not yet established a departmental coordination and linkage mechanism for the ideological and political curriculum construction of professional courses from a macro perspective, which restricts the formation of strong synergy among various departments.

3. The Optimized Path of Ideological and Political curriculum Construction of Professional Courses in Colleges in the New Era

3.1 Establish a multi-subject participation mechanism with integrating and optimizing resources as the core

Colleges should focus on strengthening top-level design based on systematic thinking, building a multi-subject collaborative participation mechanism, and eliminating the “island effect” of ideological and political curriculum construction of professional courses. Specifically, colleges should strengthen professional course teachers' recognition of the ideological and political construction of the curriculum by conducting thematic training, improve their ideological and political literacy and theoretical level, and help professional course teachers master the necessary knowledge of the ideological and political discipline and Marxist theory. On

this basis, colleges need to strive to create a communication and dialogue mechanism, strengthen the benign interaction between ideological and political teachers, professional teachers, and counselors, and transform the traditional teaching concept of one-way education. Professional course teachers should deepen cooperation in teaching design with ideological and political course teachers, accurately grasp the junction between professional courses and ideological and political courses through collective lesson preparation, integration and sharing of teaching resources, and deeply explore the ideological and political elements contained in professional courses, so as to promote the comprehensive development of college students. In the new era, colleges must start from the overall perspective, establish the linkage mechanism of professional course teachers and ideological and political course teachers, deeply embed the content of ideological and political education in the teaching practice of various professional disciplines, and promote the organic combination of students' professional learning and ideological and political quality improvement.

3.2 Establish and improve the evaluation system for ideological and political curriculum construction of professional courses guided by improving the effectiveness of education

Colleges need to organically combine professional course teaching standards with ideological and political standards, and improve the evaluation system for ideological and political curriculum construction of professional courses. It is not only necessary to comprehensively assess the effectiveness of professional course teaching, but also to scientifically evaluate the effectiveness of ideological and political education. Specifically, colleges should gradually incorporate the mastery of ideological and theoretical knowledge, extracurricular practical performance, ideological values, and moral cultivation of college students into the evaluation index system based on the actual situation, so as to comprehensively measure the effectiveness of ideological and political curriculum construction in professional courses. Based on this, colleges should include college students, ideological and political teachers, professional course teachers, class counselors, and student parents in the evaluation system, and give full play to the role of multiple subjects in evaluating the effectiveness of ideological and political curriculum construction in professional courses. In addition, relevant departments of colleges can use cloud computing, big data and other digital technologies to track the performance of teachers and students in all links of ideological and political curriculum construction of professional courses, promote the organic combination of dynamic evaluation and result-oriented evaluation, and lay a solid foundation for improving the quality of ideological and political curriculum construction of professional courses.

3.3 Establish a collaborative promotion mechanism for ideological and political curriculum construction of professional courses with the goal of forming a strong synergy

In the new era, colleges should deepen communication and cooperation between teachers and various departments, establish a collaborative promotion mechanism for ideological and political curriculum construction of professional courses, thereby forming a strong synergy and promoting the infiltration and integration of ideological and political course teaching content and professional course teaching content. Colleges need to strengthen the collaboration and education between ideological and political teachers, professional teachers, and relevant education and teaching departments by building communication and cooperation platforms and other ways. In this process, colleges should incorporate various departments such as administration, management, teaching, and publicity into the professional ideological and political curriculum construction system, ensuring that each department plays its own role and makes concerted efforts. In general, colleges should always build a collaborative mechanism for promoting ideological and political curriculum construction of specialized courses based on the systematic concept, and promote the expansion and extension of ideological and political education from the point to the surface, so as to provide strong support for the implementation of the fundamental task of foster virtue through education.

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