

Research on Improving the Teaching Ability of “Curriculum Ideological and Political Education” Among University Teachers: Taking the Logistics Geography Course as an Example

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Abstract: Curriculum ideological and political construction is an effective way to implement the fundamental task of cultivating morality and cultivating people. At present, the ability of university teachers to explore and integrate the “ideological and political elements” of professional courses needs to be improved. This article takes the logistics geography course of the logistics major as an example to conduct relevant analysis from the aspects of exploring ideological and political elements, creating and establishing an ideological and political material library, and exploring integration methods, in order to achieve the goal of improving the ideological and political teaching ability of university teachers in the course.

Keywords: Ideological and political education; Improvement of teaching ability; Logistics geography

Introduce

Curriculum ideological and political education is a comprehensive educational concept that combines various professional courses with ideological and political theory, scientific and technological innovation spirit, professional literacy, etc. It is a comprehensive education concept that always regards “moral education and talent cultivation” as the most fundamental task of education. The integration of ideological and political education into professional courses, also known as “subject moral education,” means the organic decomposition of key and core content in moral education into each professional course, fully realizing the educational function of each professional course, and reflecting the educational responsibility of every teacher.

1. The Current Situation of Teaching Ability of “Curriculum Ideological and Political Education” among University Teachers

1.1 Insufficient understanding of the integration of ideological and political elements into professional courses among university teachers

The Guiding Outline of Curriculum Ideological and Political Construction in Higher Education Institutions points out that “to comprehensively promote curriculum ideological and political construction, teachers are the key. It is necessary to promote teachers to further strengthen their awareness of education, identify the perspective of education, and enhance their education abilities” (Ministry of Education, 2020). The organic integration of ideological and political education into professional courses, as a new exploration direction in current education reform, remains a key constraint for the development of ideological and political education in professional courses due to the cognitive barriers faced by university teachers in integrating ideological and political education into professional courses^[1].

1.2 The lack of ideological and political literacy of university teachers

When it comes to education, we hold the concept of nurturing yourself before cultivating others. In the implementation process of ideological and political education in the curriculum, it is not only necessary for professional course teachers to have a solid

professional foundation and good scientific research ability, but also for university teachers to have good ideological and political literacy. To achieve good moral education results, teachers are supposed to follow precepts and set examples. In short, correcting one's attitude, improving one's ideological and political level, and enhancing one's ideological and political awareness are the necessary paths to enhance one's ideological and political teaching ability.

1.3 The evaluation system for ideological and political education in courses is not sound

Teaching evaluation is a very important part of the teaching process. It plays a role in testing teaching effectiveness, diagnosing teaching problems, providing feedback information, and more importantly, guiding the direction of teaching. The evaluation index system for ideological and political education in most universities is superficial, with insufficient standardization, specificity and operability, which directly affects the effectiveness on ideological and political education.

2. Path to Improve the Ideological and Political Teaching Ability of Logistics Geography Course

2.1 Determine the Moral Education Objectives of Physical Geography Curriculum

first of all, it is necessary to clarify the moral education training objectives of this course. The moral education goal of the logistics geography course should be guided by ideological and political elements and values such as patriotism, strong national self-confidence and a global perspective, to achieve the goal of moral education by skillfully integrating socialist core values and the excellent traditional culture of our Chinese nation with the knowledge points of the logistics geography course as the carrier^[2].

2.2 Design on Ideological and Political Content in Logistics Geography Teaching

The teaching and research department or course team shall hold a discussion meeting on talent cultivation plans, teaching outline system, selection or writing of lesson plans, courseware, and textbooks. It is recommended to invite authoritative experts from both inside and outside the school to participate and check, and deeply integrate the ideological and political aspects of the curriculum layer by layer. In addition, the course team or teaching and research office should assign dedicated personnel to establish a logistics geography course ideological and political construction group. The fundamental responsibility of this group is to be responsible for excavating, analyzing, and summarizing relevant ideological and political elements in the logistics geography course, and forming a material library of ideological and political elements in the logistics geography course. The ideological and political teaching plan for the physical geography course is shown in Table 1.

Table 1 Excerpt of the Ideological and Political Implementation Plan for Logistics Geography Course

Knowledge points	Ideological and political elements	Ideological and political materials and implementation methods
Logistics Environment and Logistics Layout in China	Patriotism education	Learn from the "Medium and Long Term Plan for the Development of the Logistics Industry (2014-2020)" issued by the State Council, and analyze relevant data on the development of China's logistics industry in recent years in conjunction with the "2023-2028 Logistics Industry Market Deep Analysis and Development Strategy Research Report", guiding correct values, national pride, national honor, and social responsibility.
Geography of Agricultural Logistics in China	Ecological civilization and green development	1. Introduce Ai Qing's poem "I Love This Land" to read aloud. 2. Introduce the deeds of Academician Yuan Longping, promote his innovative spirit and craftsmanship spirit of constantly striving for self-improvement, keeping up with the times, and always climbing the peak, as well as the importance of food production in China.
Geography of Industrial Logistics in China	Love and dedication to work, craftsmanship spirit	Before class, students collect data on China's industrial development through the internet and discuss the position of industry in the national economy in class. 2. Watch examples of dedication and dedication to work, and students share the stories of artisan spirit workers.
Logistics Geography of China's Transportation Industry	Technological powerhouse, innovative spirit	1. The development of railway construction in China. 2. The construction process of the Qinghai Tibet Railway, the spirit of "challenging the limits and bravely creating first-class" of the Qinghai Tibet Railway, China's "great country responsibility" and the strength of China's power.
International Logistics Geography	Technological powerhouse, patriotic education	1. Set up a special topic on "China's High Speed Rail Going Global Strategy". Understand the China Europe Express. 2. Let students collect current events of the "the Belt and Road" initiative, so that while learning the "the Belt and Road" initiative, students can develop a global strategic vision and further enhance national pride.

2.3 The Implementation of Ideological and Political Education in the Course of Logistics Geography

Firstly, the ideological and political introduction during the pre class preview stage. Fully utilize the various functions of the Super Star Learning Platform, provide relevant ideological and political materials for students before class, and assign preview tasks. Taking the logistics geography course as an example, in the teaching of international logistics geography, the topic of “China’s high-speed railway going global strategy” is recommended to students in advance to cultivate a global strategic perspective and enhance national pride.

Secondly, teachers integrate ideological and political elements into the classroom. When teaching course content, teachers should identify the entry point of ideological and political education, introduce relevant ideological and political elements, guide and inspire students by few cases or questions, and enable them to experience and absorb ideological and political education. Taking the logistics geography course as an example, in the teaching of international logistics geography, on the one hand, we undertake pre class previews on the content related to China’s high-speed rail going global; On the other hand, in the classroom, teachers introduce the development status of the China Europe train to help students establish a sense of national pride and mission^[3].

Last but not least, use the Learning application and platform to extend learning after class. The time in class is limited, but we can make full use of the platform to expand our education after class. For example, in the teaching of international logistics geography, after class, students are encouraged to speak in the discussion area and talk about ideological and political feelings on the “the Belt and Road” by discussing and collecting current affairs news on the learning platform, so that students can further cultivate global strategic vision and enhance our national pride while learning “the Belt and Road”. Further enrich the ideological and political content of the curriculum, and consolidate the results of ideological and political education.

References:

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