

# Research on the Two-Way Strategy of Integrating Ideological and Political Teaching with Information Security Courses

Haibo Fu

Wuchang polytechnic college, Wuhan 430202, China.

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**Abstract:** In the Internet age, information security (hereinafter referred to as IS) is closely related to social development. As an essential part of the basic courses in universities, the information security courses (hereinafter referred to as ISC) have played a role in expanding and extending students' ideological and political content and have further enriched the methods and practical means of ideological education. In the information age, the importance of IS professionals to national development is self-evident. The further enrichment of the teaching methods of ideological and political education (hereinafter referred to as IPE) has provided a good nourishing environment for the development of IPE in college courses and has spawned the integration of various educational elements into the IPE field for modern students. For this reason, this paper will put forward key research questions on how to integrate ISC into the IPE system and formulate specific integration measures based on actual requirements.

**Keywords:** Information Security Courses; Ideology and Politics; Teaching Research; Strategy Application

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## Introduction

The IS majors play an important role in the construction of the higher education curriculum system and occupy a special position in the current specialized talent cultivation. It is also clear from the relevant policies that cyberspace and information security are by no means only related to personal interests, it also involves national security interests. Therefore, the importance of cultivating excellent IS professionals is self-evident for safeguarding the security of both our country and its network and information. This also highlights that ideological and political teaching (hereinafter referred to as IPT) cannot be ignored in ISC teaching. Hence, it is necessary to explore the path of effective integration of IPT into ISC; focus on digging out the ideological and political elements in the construction of the curriculum system; clarify and refine the fit point between IS professional knowledge and IPT elements; take the hidden profound thoughts as theoretical support to look for classic cases related to ISC; strengthen the guidance of students' values and correct ideology while explaining professional knowledge to students; and fundamentally promote the development of students' ideological and political literacy.

### 1. The Connotation of IPT of ISC

To explore the connotation of IPT of ISC, we should clarify the curriculum construction concept of "curriculum ideology and politics" (hereinafter referred to as CIP). With the formation of this concept, the education circle is gradually promoting its implementation in Shanghai universities during their exploration. Nowadays, "CIP" has laid a solid learning foundation and a broad learning consensus in the education sector, and in various universities in China. This also reflects that, in the current stage of curriculum construction, the CIP has gradually changed from the working requirements to policy deployment, which also highlights the core focus in the construction and development of the current new curriculum reform in universities<sup>[1]</sup>. From the practical education activities and the relevant theoretical research to the presentation of educational and teaching achievements, all have shown vitality and have obtained gratifying IPT achievements.

The basic core concept of IPT and ISC has not changed. Relevant educators should comprehensively analyze and explain the connotation characteristics and value functions of ISC, and conduct multi-dimensional research and exploration on how the ideological and political elements can be integrated and applied in the ISC via relevant experience and research results in the frontier fields. In fact, the problem of "separate governance" still exists in certain curriculum systems in the relevant links of CIP construction. This is mainly reflected in the fact that the ISC set by some universities only focus on the development of their own professional fields, and lacks the perspective of the overall situation and coordination in action. In terms of integration and utilization of resources, they are less efficient and are unable to play the role of educational synergy. To ensure education effects meet the idealized requirements, we need to integrate

and apply the big concept of CIP, pay attention to its unique role of "IPE", and promote the collaborative education of ISC and IPT as well as the joint role of implicit and explicit education. The basic meaning of the so-called synergy is to ensure that all the constituent elements of the entire system can coordinate and cooperate with each other, advance together, integrate the functions of each element, and finally make full use of the overall function to achieve the goal of the orderly operation.

## **2. Analysis of the Ideological and Political Elements in the ISC**

### **2.1 Cultural Confidence**

For example, when teaching content related to virus detection technology involved in ISC, you can expand the elements related to cultural self-confidence and use specific cases to illustrate. Take our current self-developed core technologies as an example, we could use the scientific and technological achievements in IS, such as anti-virus software Kingsoft Internet Security, 360 Security Guard and so on. In this way, students will increase their awareness of our national and social development. Meanwhile, they will realize that to promote national development, they must develop a spirit of independent research, effectively develop core technologies of science and technology, and fundamentally improve our scientific research strength and international competitiveness.

### **2.2 Social Responsibility**

Contemporary students have high learning ability and personalized learning methods, however, when facing external resistance and problems, they are easily intimidated and lack a sense of commitment. In this case, when integrating the elements of IPE, such as teaching the current risks and challenges in IS field, teachers should make it clear that each student can establish a high sense of responsibility and make them realize that IS has become a national security strategy, which concerns the future and destiny of a nation as well as people's life and production.

## **3. Professional Ethics**

Along with the application of digital currency, Bitcoin and other related virtual currencies are also circulating in the current information network platform. As a result, the Ransomware-as-a-Service (RaaS) model emerges, which allows the ransom to be paid through a network that is not regulated by any country or institution. It is difficult for people to visualize this model before the emergence of digital currency. Therefore, the emergence and application of emerging technologies have multiple effects, which can be both positive and negative. There is essentially no good or bad technology, it depends on what the people who apply it have in mind. In this sense, students must stick to their own moral bottom line, adhere to their professional principles, and avoid using the technical methods they learned for evil purposes.

## **4. Strategies for applying the IPT in ISC**

Firstly, build a new goal for the IPT in ISC. Relevant educators should clarify the accurate goals of the IPT in ISC, and ensure that they can truly become the helmsman of educational activities, so as to point out the direction for the teaching practice of ISC, thereby allowing every student to clearly understand their goals. In the process of integrating ISC with the requirements of IPT, in order to make it an advanced curriculum module, teachers must create a well-developed educational goal system based on their teaching objectives. First of all, it is necessary to clarify the cognitive goals of IPE in ISC, integrate specialized ideological and political content in professional teaching, and carry out reasonable classroom teaching, so that students majoring in ISC can develop a clear understanding of the development in the IS field as well as the situation and characteristics faced by our IS management in the new era, so as to update the knowledge reserve and ideological understanding of ISC. The second is to clarify the value goals of IPE in ISC [2]. Usually, the IPE content in college courses should be able to consciously guide students' value with respect to the development of ISC in a reasonable and scientific way. It should pay attention to the multi-dimensional interpretation of specific actual cases, and strengthen instructions of IPE, which can help students build a firm cognitive relationship between curriculum knowledge and ideological and political learning, thus enhancing their patriotic feelings. The third is to clarify the behavioural goals of IPE in ISC, or the ability goals. When designing IPE in ISC, universities should guide students to shoulder the heavy tasks of implementing and protecting national IS through CIP, so that students can transform their national security awareness hidden in their hearts into externally conscious behaviour. In this way, they will be courageous enough to practice and safeguard national interests, thereby enhancing the initiative of students in defending national sovereignty and strengthening their responsibility.

Secondly, based on the teaching requirements of ISC, promote the construction of IPT models. Teachers must focus on the construction of ideological and political connotations, and constantly improve the education methods and ability training forms for students. The IPE model of IS in a new era also needs to adhere to the guiding ideology of Marxism-Leninism and take the theoretical

system of socialism with Chinese characteristics as the guiding principle, which can help students establish a sense of self-improvement and develop correct ideological concepts. On this basis, teachers should have a deeper understanding of the ideological and political content in professional courses and have a clear point of view. Through practical actions, students can understand the deep meaning behind the various theories mentioned in the IPE in the ISC, expand the scope of IPE, and ensure that they can accurately gain ideological perceptions while acquiring knowledge and skills. Properly transforming the ideas and perspectives of IPT can widen the road of IPE. By selecting resources related to students' real life, students can be guided to think deeply about the value orientation behind various problems. In addition, while implementing the CIP, we should also ensure the smooth progress of relevant courses to achieve both knowledge transfer and emotional resonance with students.

Thirdly, change the teaching concept of ideological and political courses, actively explore the method of integrating ISC with IPT, fully dig out the unique ideological and political content in ISC, and connect it with students' knowledge and skills training goals. In the ISC construction, university administrators need to meet the learning needs of school teachers; set up relevant ideological training courses based on the socialist value system with Chinese characteristics; guide teachers to use the rich connotation and theoretical practice of the concept of national interests; draw on the moral education ideological factors in the construction of socialism with Chinese characteristics in the new era proposed by general secretary Xi Jinping; and internalize them as teachers' own ideological reserves, thereby correctly leading students to understand and practice the values in IPE.

## **Conclusion**

To sum up, to effectively promote the two-way integration and development of ISC and ideological and political elements, we need to scientifically sort out the content of IPE in ISC, established the ideological system on the basis of respecting the integrity of the curriculum teaching system, thereby stimulating the patriotic enthusiasm of students after they are combined organically.

## **References**

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