

On the innovation of Rural Revitalization Strategy into the “Ideological and political course” of financial discipline in Colleges and Universities

—Taking the course of personal finance as an example

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Abstract: the course of Ideological and political education refers to the collaborative education of professional courses and ideological and political courses in Colleges and universities to cultivate students into socialist builders and successors with both morality and talent. The implementation of curriculum ideological and political education must not be mere formality. It is necessary to combine the teaching implementation of curriculum ideological and political education with the major national development strategy, so as to realize the purpose of curriculum ideological and political education serving the national strategy. Based on the integration of Rural Revitalization Strategy and ideological and political teaching, this paper takes the core course of financial major “personal finance” as an example, and comprehensively carries out the reform of Ideological and political teaching from the aspects of the formation of Ideological and political teaching team, the reconstruction of curriculum content, the refinement of ideological and political elements, the implementation path of Ideological and political teaching, and the evaluation of Ideological and political teaching.

Key words: Rural Revitalization; Curriculum ideological and political education; Collaborative education; Project Teaching

The Rural Revitalization Strategy was proposed in the report of the 19th CPC National Congress on October 18th, 2017. The Central Committee of the Communist Party of China and the State Council have also successively issued the No. 1 document of the Central Committee, which emphasizes the importance of the Rural Revitalization Strategy for the national economic development and makes a comprehensive deployment for the Rural Revitalization.

From the perspective of value orientation, the implementation of Ideological and political courses in Colleges and universities has value coupling with the national socialist modernization. The course of Ideological and political education refers to the collaborative education of professional courses and ideological and political courses in Colleges and universities, instilling the socialist core values into students through the form of three complete education, and cultivating students into socialist builders and successors with both morality and intelligence. The implementation of curriculum ideological and political education must not be mere formality, but should be combined with the national major development strategy. Next, this paper will take the core course of college finance “personal finance” as an example to talk about how to integrate the Rural Revitalization Strategy into the ideological and political teaching of this course.

1 The value and role of curriculum in talent cultivation

Personal finance is the core course of financial majors such as financial management and investment finance in Colleges and universities. It is also a professional development course for business majors. The course is aimed at the positions of personal customer manager or financial planner in financial institutions such as commercial banks, securities companies and wealth management companies. It mainly cultivates high-quality financial technology skilled talents who are determined in ideology and politics, cultivate both morality and technology, develop in an all-round way, and meet the needs of the society.

From the perspective of the three-dimensional teaching objectives of the course, it specifically stipulates the literacy objectives that students need to achieve after learning the course: show the coordination and communication skills of financial personnel, and have a good sense of responsibility; Financial and household financial data processing and calculation are meticulous and keep improving; Have the risk awareness of investment, be honest with others, and do not exaggerate the return of investment or conceal the risk of investment; Be objective and realistic when making investment analysis and financial planning for others

According to the job requirements, relying on the three-dimensional learning objectives of the course, the teaching of the course has long adhered to the value orientation of moral education, and comprehensively promoted the collaborative education of Ideological and political education of the course.

2 Research and practice of Ideological and political teaching of personal finance

Rural Revitalization has always been the national development strategy in recent years, and the important symbol of Rural Revitalization is that farmers get rich. Daixiuying, a member of the National Committee of the Chinese people’s Political Consultative Conference (CPPCC), said: we should strengthen financial services and training for farmers, so that “money bags” can generate money. Therefore, rural revitalization is inseparable from the irrigation of financial management and financial “running water”. In view of this, relying on the school alumni resource library, the main line of the course project is “providing comprehensive financial services for new farmers’ alumni who return home to start businesses”, and at the same time, students are allowed to participate in various agricultural

activities through the second classroom. Through the study of this course, students will stimulate their feelings of home and country to serve agriculture, rural areas and farmers and revitalize the countryside. Specifically, the ideological and political teaching of the course is mainly implemented from the following aspects.

1. Establish a collaborative ideological and political teaching team

The teaching of curriculum ideological and political education is not only the responsibility of professional teachers, but also the task of curriculum ideological and political education should be undertaken by all educational subjects under the pattern of full education, and they should jointly become “big students” who shape students’ correct outlook on life and values. Therefore, it is necessary to establish a collaborative education team including course teachers, counselors of the student work office and enterprise mentors, and the three parties should cooperate in education to achieve a seamless link in education.

2. Reconstruction of course content

Based on the teaching concept of “project oriented, task driven”, according to the curriculum standards, the national professional standards for financial planners, and relying on the types of positions held by Financial Planners (banks, securities companies, insurance companies, professional financial companies, etc.), reconstruct the curriculum content, establish work projects, and construct specific work situations under work projects.

Relying on the actual situation that many students of our school choose to return home to start a business after graduation, the ideological and political teaching course team visited the alumni who returned home to start a business and conducted in-depth research on the economic development of their rural areas and the financial needs of alumni. The total project throughout the whole course is “comprehensive financial planning service for new farmer alumni”. According to the job content of the financial planner and the financial needs of new farmers, the project is structurally divided into several major task modules, such as analyzing farmers’ family situation, bank financial planning, securities investment planning, insurance planning, pension planning, and children’s education planning.

According to the reconstructed course teaching content, we should dig into the ideological and political elements of the course. Through in-depth combing, this course has sorted out the “four levels” of Ideological and political elements of the course: one core value is the general idea of Ideological and political education of the course, that is, the first level; The second level is the family and country feelings of revitalizing the countryside reflected by the main line of curriculum tasks; The financial literacy, morality, craftsman spirit and labor spirit reflected in the professional standards of financial planners are the third level; The specific ideological and political topics of each task module are the fourth level.

3. Implementation path of curriculum ideological and Political Education

Guided by the project, through case analysis, situational simulation and other teaching methods, relying on the “1+n” classroom, the “333” teaching mode of three steps and three dimensions is adopted to make the ideological and political elements “salt dissolved in water”. Among them, 1 is the main classroom of Ideological and political teaching of the course, and N is several second classrooms; The third level is before class, during class and after class; The three steps are the three steps of classroom teaching; Three dimension is the way of Ideological and political integration in the curriculum, namely, theoretical guidance, project driven and environmental education.

(1) before class: combine teaching with theory and create an online education environment. Relying on online courses, we will strive to create an online education environment. Students participate in communication and sharing through real-time interaction in the forum area and instill ideological and political education online. For example, the online course platform plays the teaching video of the national model financial planner before class, allowing students to watch and participate in online discussion: what professional qualities should an excellent financial planner have? Through the interactive discussion in the forum area, ideological and political education is instilled in students in an implicit way.

(2) in class: combine teaching with doing, and “infiltrative” teaching of Ideological and political education. In the course, the ideological and political elements fully permeate every link of the task. The overall teaching in class is divided into three links, namely, guiding questions and questions, guiding questions and resolving questions, and guiding comments and explaining questions. The organic integration of “financial education” and “moral education” integrates the ideological and political “points” in the classroom tasks, and takes “financial services for farmers” as the ideological and political axis “line”, covering the ideological and political “face” of the whole classroom tasks, forming a curriculum ideological and political system combining “point line face”, Realized the synchronous improvement of students’ financial quotient and moral quotient.

At the same time, diversified teaching methods and means are used to promote the combination of professional teaching and education:

(1) enterprise experts enter the classroom for guidance, and the tutor comments on the students’ completion of tasks in the class, so as to infiltrate professional quality through the words and deeds of enterprise tutors; (2) Scenario simulation. Students act as customers and financial management staff respectively. By simulating professional situations (such as financial management staff introducing bank financial products to customers), students can feel more empathy for professional quality; (3) Case teaching. Introduce real cases into the classroom. For example, by playing the entrepreneurial stories of farmers’ alumni, we can show vivid examples and guide students to strengthen their recognition of values such as loving agriculture, striving and innovation. Another example is that teachers intersperse cases of banks’ implementation of inclusive financial policies for agriculture, rural areas and farmers in the context of the new era to stimulate students’ feelings of home and country about national affairs. (4) Connect with new technologies in the financial industry and integrate intelligent financial tools. Relying on financial intelligence and other intelligent financial tools, it can assist in financial planning for entrepreneurial farmers, and guide students’ recognition of the financial personnel’s ability to use new industry technologies and keep pace with the times.

(3) after class: combine teaching with practice, and recessive ideological and political infiltration in the second classroom. After class, create n second classes outside the main class. Through the four dimensions of network education, enterprise education, activity education and competition education, the ideological and political elements are recessively infiltrated, and students' moral education is "internalized in heart and externalized in practice".

Table 1 Education in different dimensions

Type of second class	Ideological and political activities	Activity effect
Network education	Study the case of "Ideological and political resource base"	Online Ideological and Political Education
	Online discussion	
	Listen to the lecture of "master of financial management"	
Enterprise Education	Visit and practice of financial enterprises	Enterprise mentors "teach by example"
	Enterprise mentor project guidance	
Activity education	Participate in voluntary activities of associations	Literacy "externalized in practice"
	Helping farmers in rural areas (poverty alleviation, education support, etc.)	
Competition education	Participate in the provincial undergraduate financial planning competition	Promote learning through competition and improve professional awareness and quality

4. Curriculum ideological and political teaching evaluation

The curriculum implements the evaluation of two elements (process evaluation + final evaluation), three dimensions (pre class + in class + after class) and two steps (basic evaluation + additional evaluation), highlighting the assessment of students' accomplishment, and transforming the effect of Ideological and political learning into quantifiable assessment indicators.

(1) mock competition evaluation, quantitative ideological and political evaluation indicators. Evaluate the tasks according to the scoring criteria of the Provincial College Students' financial planning competition, and highlight the ideological and political assessment points in the results of each task.

(2) pay attention to value-added evaluation. The course focuses on the value-added evaluation of students, focusing on the net value-added of students after completing each module. In the process of evaluating and confirming the starting point of evaluation - selecting and demonstrating the key points of observation - detecting and feedback the end point of evaluation, determine the "net growth value" of students.

(3) set up additional evaluation to guide students to practice. Set additional evaluation scores in addition to the basic evaluation. If students participate in voluntary activities to help farmers after class, they can get additional scores. In this way, students are encouraged to practice the activities of helping agriculture with practical actions, and the family and country feelings of serving agriculture, rural areas and farmers are deeply rooted in their hearts.

3 Analysis of the implementation effect of curriculum ideological and Political Education

1. Analysis of students' attainment of literacy goals

(1) cultivate students' feelings about agriculture, rural areas and farmers. This course takes "providing family financial planning services for new farmers' alumni who return home to start businesses" as the main line of the project, takes rural revitalization as the theme, and takes the great country feelings of financial planners "serving new farmers" as the ideological and political main line. At the same time, the ideological and political elements such as "labor spirit", "craftsman spirit" and "professional ethics" were integrated into each link of the task, which stimulated students' professional identity and pride as future financial planners.

(2) practice helping agriculture and create social value in the social classroom. Relying on the practice environment of school associations and villages, students actively participate in various volunteer activities, such as shooting micro lectures on finance, supporting education in rural areas during holidays, and publicizing financial management knowledge. Students practiced the service of helping farmers in the second classroom, contributed their humble efforts to the revitalization of the countryside through voluntary activities, and "internalized and externalized" the family and country feelings of serving agriculture, rural areas and farmers. For example, the "financial fraud prevention" micro course shot by students has become a valuable ideological and political resource for the course, and has also popularized legal knowledge and fraud prevention awareness for the majority of farmers. Through the activities, the students also imperceptibly cultivated the working spirit of financial practitioners, and expressed the homesickness of "as long as there is a need in the countryside, we can provide services".

(3). Harvest growth "net worth". From the perspective of three-dimensional goals, students' knowledge, ability and literacy are "net value-added", highlighting the growth of students. According to the feedback of the enterprise tutor, the students' analysis of the data in the customer analysis report is scientific and rigorous, and the suggestions to customers are honest and objective. At the same time, students have won awards in the provincial financial planning competition for many years.

2. Reflection and improvement

We should improve the online education environment and improve the online ideological and political teaching resource base. Some students' attitude is not positive when they study online. For these students, teachers should strengthen the supervision of their online

learning. At the same time, in order to enhance students' interest in online learning, teachers should further optimize the online education environment. For example, the forum area allows students to participate in the discussion by combining the hot issues or cases of current financial affairs, or they can organize some online extracurricular activities, such as the online live lecture of enterprise tutors. At the same time, it is necessary to further improve the online ideological and political resource library, including teachers' classroom videos and farmers' entrepreneurship cases.

4 Concluding remarks

Rural Revitalization has always been the national development strategy and key work in recent years, and the financial disciplines from the perspective of Ideological and political education are mainly to cultivate talents in economic and financial management with the integration of morality and intelligence. There is a value coupling between cultivating financial talents and providing financial services for rural areas and the National Rural Revitalization Strategy. In view of this, the strategy of Rural Revitalization should be closely combined with the ideological and political teaching of financial courses, so that the ideological and political teaching of financial courses can serve the National Rural Revitalization Strategy, and provide financial talents with both ability and political integrity for the countryside, so as to enable the development of rural economy.

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