

## Research on the Construction of Ideological and Political Education in the Western Culturology Course

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### Abstract

Curriculum ideological and political work helps to comprehensively improve the level of ideological and political work in colleges and universities, and build a full staff, whole process and all-round education system. It is of great value for consolidating and strengthening the school running characteristics and direction of Chinese colleges and cultivating high-quality talents with high ability and integrity. Western culturology is an important window for students to understand western culture, which is conducive to the cultivation of humanistic quality and broad vision. However, in practical teaching, if we only pay attention to knowledge impartment and ignore ideological guidance, students may be assimilated by western values. At present, in the construction of curriculum thought and politics, there are some problems, such as the lack of in-depth understanding of ideas, the gap in educational ability, the imperfect implementation scheme, and the lack of coordination among courses. In order to strengthen the value leading function of western culturology and stimulate students' cultural self-confidence and patriotic emotion, this paper suggests that teachers should improve their awareness and ability of educating people, pay attention to the selection and development of teaching materials, diversify teaching, realize the whole process of educating people, strengthen the cooperation with ideological and political courses, and build an effective evaluation system.

### Keywords

Western culture; Curriculum thought and politics; Ideological and Political Education.

### 1. Introduction

Curriculum ideological and political education is the product of the development of ideological and political education in China to a certain stage. For a long time, China's universities mainly carry out ideological and political education for students through ideological and political courses, ignoring the development of the educational function of other courses, resulting in the lack of teachers' educational consciousness and the absence of ideological and political education in professional teaching. Curriculum ideological and political education requires all educators to shoulder the important task of building morality and cultivating people, and deal with the relationship between knowledge transfer and value guidance in classroom teaching, which expands the educational responsibility from ideological and political courses to all courses, widens the path of ideological and political education in colleges, and makes ideological and political education appear in more flexible ways and forms. However, due to the late start, the construction of curriculum ideological and political education in China is facing a series of problems. Many teachers lack recognition of the concept, and their teaching ability

needs to be improved. There are some problems in the construction of curriculum ideological and political education system in universities, such as insufficient coordination among subjects, imperfect evaluation system and so on. The study of the ideological and political construction of western cultural science curriculum is conducive to promoting students to enhance cultural self-confidence and deepen patriotic feelings. At the same time, it is of great significance to the deepening of the connotation of the discipline and the benign development of ideological and political education in the curriculum.

Since 2016, educators have begun to realize the profound connotation and value of the times of curriculum ideological and political education. The construction of curriculum ideological and political education has gradually become the focus of ideological and political education in colleges, and the number of published papers has increased significantly. In recent years, with the increasingly close exchanges between China and western countries in various fields, domestic scholars have noticed the impact of western culture on China's mainstream values and began to pay attention to strengthening ideological and political education in western cultural subjects. Wenyong Xu (2018) pointed out that western cultural trends will lead to a pragmatic and utilitarian tendency in college students' value pursuit, which may have an impact on their personality development and ability to distinguish right from wrong. Wenbo Xing (2019) further pointed out that adding ideological and political education to western culture courses can further improve the political and leadership of the courses and help students rationally view the popularity of western ideological trends in the world. Lan Mi (2020) proposed from the perspective of practical teaching that adding the comparative analysis of Chinese and western cultures when explaining western culture is conducive to students' understanding of the historical roots of the ideological differences between China and the west and clarifying the value system between China and the west, so as to treat western culture objectively and comprehensively and enhance their confidence in national culture. Qingzhi Heng (2021) pointed out that in teaching, we should pay attention to the balance of Chinese and western cultural contents, ensure the organic integration of Chinese culture, strengthen students' recognition of national culture and prevent students from blindly advocating foreign culture.

Studies have shown that the domestic exploration of the connotation and significance of curriculum ideological and political education has been relatively rich and in-depth, but the implementation path and teaching design of curriculum ideological and political education for specific courses still need to be improved, and there are still a series of problems to be solved. Based on the existing research results, this paper explores the specific path of integrating curriculum thought and politics into western culturology, comprehensively investigates the construction of curriculum thought and politics at the present stage, points out the current difficulties and puts forward corresponding suggestions and measures. It is hoped that the ideological and political construction of western culturology curriculum can be smoothly promoted, help students establish cultural self-confidence, stimulate patriotism, and implement the fundamental mission of building morality and cultivating people in colleges.

## **2. Current Situation of Curriculum Ideological and Political Construction**

### **2.1. The Ideological and Political Construction of the Course is Vigorously Carried Out**

In recent years, while strengthening the top-level design, the Party Central Committee and the Ministry of education have continuously refined the work requirements, so as to further promote the ideological and political education of the curriculum. In terms of curriculum ideological and political construction, Shanghai plays an exemplary and leading role nationwide. Through systematic design, institutionalized promotion and guarantee, Shanghai has built an

ideological and political education system with ideological and political courses as the core and various courses and ideological and political courses cooperating to educate people. While promoting the standardization and institutionalization of curriculum ideological and political education, Shanghai has summed up a set of valuable experience for the whole country. With the promulgation of the relevant documents of the Ministry of education and the promotion of the Shanghai experience, all provinces, cities and universities across the country have paid more and more attention to curriculum ideological politics, and curriculum ideological politics has been vigorously carried out throughout the country. The provincial and municipal education departments have issued guidance documents to strengthen the design and planning of curriculum ideology and politics. For example, the Education Department of Zhejiang Province has formulated a detailed implementation plan for the construction of ideological and political education in the curriculum, made an overall deployment for the work in the five years, and strengthened the work guarantee to encourage educators to continue their research and practice. At the same time, all colleges and universities have also actively responded to the policy, explored the construction of ideological and political courses in combination with the school running characteristics, and achieved certain results.

## **2.2. Increasing Resource Input**

In order to implement the ideological and political construction of the curriculum, the provincial and municipal education departments and colleges have continuously increased their resource investment in the ideological and political construction of the curriculum. In 2019, the Beijing Municipal Education Department will take the ideological and political work as one of the key investments in the budget, with the goal of building a systematically connected moral education system, provide subsidies to front-line ideological and political teachers and counselors, subsidize the publication of high-level research results, and implement the freshman pilot program. Peking University has carried out the special construction of ideological and political teaching materials for the curriculum. It requires a new batch of philosophy and social sciences teaching materials to be compiled and revised, and a batch of ideological and political teaching materials that reflect the value guidance, meet the requirements of the times and have profound connotation. The reviewed teaching materials will be included in the planned teaching materials of Peking University and arranged for publication. Each teaching material will receive funding support of 60000 yuan. Shanghai has increased investment in promoting ideological and political education in universities, continued to strengthen support and guarantee, subsidized new teachers to carry out teaching research, invested nearly 500 million a year to carry out teaching incentive plans, and organized backbone teachers to study. Fudan University has established a teaching incentive mechanism to encourage teachers to conduct in-depth research and practice by identifying outstanding scientific research achievements and incorporating the ideological and political construction of the curriculum into the assessment system.

## **2.3. Certain Achievements have been Made in the Ideological and Political Construction of the Course**

First, brand building courses. In the process of promoting ideological and political education in the curriculum, all colleges are based on the school's characteristics and advantageous disciplines, firmly grasp the theme of the development of the times, focus on the practical problems concerned by students, and strive to create high-quality and systematic brand courses. Universities in Shanghai have set up "China Series" ideological and political elective courses in combination with their own characteristics. They have gathered leading talents in the industry in terms of teachers, paid attention to the transmission of ideas and value guidance in terms of content, and focused on the analysis of practical problems as the starting point in teaching. They are deeply welcomed and loved by students. Second, carry out relevant research.

The further improvement and maturity of curriculum ideological politics need to be supported by continuous and in-depth research. Since 2015, the Ministry of education has supported a number of theoretical supporting topics and established a number of teaching research demonstration centers through the establishment of special research and the construction of demonstration projects for curriculum ideological politics, making continuous progress in the basic concepts, value functions and construction strategies of curriculum ideological politics. With the support of the Ministry of education, more and more front-line ideological and political educators have joined the research team, and colleges and universities have also begun to build teaching and research teams of curriculum ideological and political education.

### **3. The Dilemma of Ideological and Political Construction of Curriculum**

#### **3.1. Not In-depth Understanding of Concept**

Colleges should not only spread knowledge, ideas and truth, but also cultivate sound personality and shape wise soul. All educators in universities should consciously take moral education as their own responsibility, cultivate students' humanistic spirit and moral feelings while cultivating professional talents. However, due to the impact of the concept of utilitarian education in modern society, many professional teachers only pay attention to practical knowledge teaching and skills training, ignoring the ideological and political education function undertaken by the curriculum. On the one hand, some professional teachers' cognition of curriculum ideological and political education is superficial and lack the enthusiasm to carry out curriculum ideological and political education, resulting in the absence of ideological and political education in the classroom and the disconnection between knowledge teaching and value guidance. On the other hand, some professional teachers are biased against the curriculum ideological and political education. They think that their own work is professional teaching, and carrying out ideological and political education is only the responsibility of ideological and political teachers, so they regard ideological and political education as an additional burden. Professional teachers are the main body of the implementation of curriculum ideological and political work, and professional curriculum teaching is the main support of curriculum ideological and political work. Only by deepening professional teachers' understanding of the concept of curriculum ideological and political work, can we effectively avoid the "two skins" and other adverse problems in ideological and political work and talent training.

#### **3.2. There is A Gap in Educational Ability**

In order to carry out ideological and political education in the curriculum with high quality and efficiency, and effectively improve the ideological quality of students, professional teachers need to have a more comprehensive ability. First, a comprehensive study of students' abilities. curriculum ideological and political education emphasizes the shaping of students' values, so teachers should not only understand students' learning, but also deeply grasp students' values and ideological trends for guidance. Second, the ability to develop teaching materials. Teachers should combine the characteristics of the curriculum to determine the educational objectives, formulate specific teaching plans and develop teaching materials. Third, teaching and management ability. Curriculum ideological and political education focuses on arousing students' resonance and perception in teaching. Teachers should carry out interactive teaching, create a positive learning atmosphere and guide students' spontaneous thinking. Fourth, reflection and development ability. When carrying out curriculum ideological and political education, teachers need to regularly evaluate the teaching effect, reflect on the textbook design, classroom atmosphere, curriculum arrangement and other aspects, adjust and improve in time, so as to make the construction of curriculum ideological and political education move forward steadily. However, at present, some professional teachers fail to grasp the degree and strategy

of ideological and political education, resulting in vague teaching objectives, far fetched teaching means and repeated teaching contents, which not only weakens the affinity and pertinence of ideological and political education, but also affects the teaching of professional knowledge and leads to the exclusion of students.

### **3.3. Imperfect Implementation Plan**

Curriculum ideological and political work is an integral work that requires top-level design, forward-looking layout and organization and coordination. Colleges must deeply realize the importance of curriculum ideological and political work to ensure the cause of the party, and promote the construction of curriculum ideological and political work with high station planning, high standard development and high quality. Some universities are not well designed at the school level and blindly imitate the models of other schools, which leads to the lack of school running characteristics and talent training objectives, and hinders the in-depth promotion and sound development of curriculum ideology and politics. Other colleges and universities pay attention to the design and implementation of ideological and political courses, but the effect evaluation is not scientific enough. On the one hand, some colleges neglect the link of effect evaluation when making plans. On the other hand, some have incorporated the evaluation link into the overall scheme, but failed to successfully design scientific evaluation indicators and feedback system. At present, the administrative evaluation and process evaluation of curriculum ideological politics have been explored. For example, the level, content, effect and other indicators of curriculum ideological politics have been added to the teaching performance assessment of Fudan University. But in general, how to build a scientific evaluation system based on the two dimensions of professional teaching and ideological and political education remains to be further explored and improved.

### **3.4. Insufficient Collaboration between Courses**

In the construction of the ideological and political education system, some colleges have not clearly implemented the responsibility to the relevant subjects, resulting in inconsistent requirements for professional courses and insufficient coordination in the specific operation mechanism. Specific performance: first, professional courses and ideological and political courses have not really formed a synergistic effect. Professional classroom is the main channel to lead ideas and shape values. Under the guidance of ideological and political education principles, teachers must clearly define the educational responsibilities and contents of this course on the basis of fully considering the nature and characteristics of the subject. In this process, ideological and political teachers should provide professional teachers with theoretical and practical guidance, participate in the construction of curriculum ideological and political system, and assist professional teachers to reflect and optimize teaching. Professional teachers should be responsible for deepening the specific content of ideological and political education, and make use of professional advantages to avoid ideological and political education becoming a mere sermon. Second, the synergy between specialized courses has not really formed. There are many middle school majors in universities, each of which has a special disciplinary attribute and knowledge system. The compatibility between the courses varies, and the relevance with ideological and political education is strong or weak. The supporting role of ideological and political education is also different. When integrating ideological and political content into professional courses, it is necessary to clarify the ideological and political education responsibilities of this course, carry out reasonable division of labor with other majors, and jointly achieve the goal of ideological and political education through forming joint forces.



## 4. The Path of Ideological and Political Construction of Western Cultural Studies

### 4.1. Improving Teachers' Awareness and Ability of Educating People

On the one hand, teachers should strengthen their recognition of this idea. Colleges can regularly hold expert lectures to deeply interpret relevant policies, help teachers form a correct understanding of curriculum ideology and politics, and clarify the importance of curriculum ideology and politics in deepening professional teaching connotation and helping students shape correct values. On the other hand, teachers' educational ability should be improved in an all-round way. First of all, colleges and universities should comprehensively consider their own school running orientation and characteristics, talent training objectives and the specific characteristics of students, determine the construction standards and work contents of the school's ideological and political courses, and clearly implement their responsibilities. After determining the work standards and responsibilities, universities should organize teachers to participate in the regular training to help teachers gradually understand the significance and framework of ideological and political education and initially have the ability of moral education. On this basis, we can organize experience exchange meetings, on-site teaching observation and other activities, so that teachers can gradually grasp the characteristics and norms of ideological and political education, so as to carry out ideological and political education in an appropriate way. In addition, colleges should also improve the assessment system and establish a teaching incentive mechanism for teachers, such as applying for the special subject of ideological and political education, encouraging teachers to write research reports or publish teaching research papers, selecting project projects and providing financial support.

### 4.2. Attach Importance to the Selection and Development of Teaching Materials

Teachers should choose national planning textbooks as their first choice. These textbooks are strictly controlled at the national level in terms of professionalism and ideology, and can fully meet the basic needs of carrying out curriculum ideological and political education. Secondly, teachers should choose teaching materials that are suitable for students' physical and mental development and pay attention to the cultivation of humanistic quality in combination with the syllabus and training program. Teachers should develop teaching materials in multiple dimensions and reasonably expand the depth, breadth and temperature of the curriculum. First, firm ideals and beliefs. Introduce the evolution of socialism, so that students can understand the economic and ideological origins of this great theory, deeply understand the basic contradictions of capitalist society, and increase their confidence in the Chinese road. Second, cultivate patriotism. Teachers should integrate the history, ideology, morality and values of China with the teaching content. When introducing the shaping of European civilization by the Renaissance movement, the influence of Chinese civilization on Europe and Asia is supplemented, so that students can realize the important status of Chinese civilization and increase their sense of cultural identity. Third, cultivate humanistic spirit. Ancient Greek philosophy is the origin of humanistic spirit, which advocates people to devote their life energy to the pursuit of true knowledge and the improvement of personality. When introducing ancient Greek philosophy, teachers can focus on guiding students to set up a life goal of exploring truth and pursuing noble morality. In addition, both early Greek philosophy and Chinese pre-Qin philosophy are the products of the "axis era", and teachers can carry out comparative learning, such as their impact on the course of Chinese and Western civilization.

### 4.3. Diversified Teaching to Realize Whole Process Education

Teachers can adopt the following teaching methods: first, progressive teaching. For example, the cultivation of students' patriotic feelings can be gradually deepened with the teaching of

Greek city-state culture, the prosperity of Roman Empire and the rise of nation-state. The second is the thematic teaching. For example, taking the scientific and technological achievements and spiritual distress of western countries as the theme, this paper discusses the relationship between material life and spiritual world. Teachers should make full use of all aspects of teaching to achieve the whole process of education. First, teachers should pay attention to the introduction of the curriculum. Teachers should focus on introducing teaching objectives, that is, to carry out in-depth humanistic education by teaching Western culture, so that students can be cultivated and sublimated in humanistic spirit and moral feelings, and cultivate their broad vision and broad mind. Second, teachers should integrate ideological and political education into the whole teaching process. Before the formal class, you can discuss the hot issues related to the teaching content with students, and naturally lead to the course theme. In classroom teaching, teachers should fully understand students' spiritual needs and select materials that can touch their hearts and arouse their resonance to carry out ideological and political education. When explaining the Renaissance, appreciation of excellent works of that period can be added to improve students' artistic taste and aesthetic ability. Third, teachers should carry out various forms of after-school practice activities in combination with the course content to help students consolidate, internalize, transfer and expand the content of ideological and political education after class, so as to truly enter the mind and heart.

#### **4.4. Strengthen the Cooperation with Ideological and Political Courses**

In the course of ideological and political education of western cultural studies, we should make full use of the professional strength of the Marxism Institute, strengthen the cooperation with the ideological and political courses, give full play to the advantages of various disciplines and work together to build an educational system. First of all, it is necessary to realize the precise connection between the teaching of western culturology and the objectives of ideological and political education. The ideological and political course is mainly to systematically teach students Marxist theory, while western culturology is responsible for combining professional knowledge with ideological and political teaching, expanding and strengthening ideological and political content. Teachers should deeply consider the educational functions of western culturology in value guidance and emotional cultivation, highlight the ability of the curriculum in consolidating socialist ideology education, reflect the curriculum characteristics, and avoid duplication with other curriculum contents. Secondly, we should scientifically construct the interactive mode with ideological and political teachers. The two sides should strengthen cooperation in an all-round way, such as jointly planning the educational objectives of the curriculum, deeply designing the teaching content, etc. In cooperation, ideological and political teachers should help western cultural teachers improve their ideological and political literacy and teach them ideological and political education experience. Western cultural teachers can provide ideological and political teachers with rich teaching cases and help them optimize their subsequent teaching activities.

#### **4.5. Building An Effective Evaluation System**

The evaluation system shall include objectives, contents, methods and feedback. First, evaluation objectives. The curriculum of Ideological and political education is based on the development of students' Ideological and political quality, and the evaluation objectives should include students' professional acquisition and ideological progress. The second is the evaluation content. In addition to examining students' mastery of professional knowledge, the written examination should also include contents such as comparative analysis of Chinese and Western cultures and current political discourse, so that students can more deeply understand the connotation of Chinese culture and understand their mission in the new era. The third is the evaluation method. The evaluation methods should be as diverse as possible. In addition to the written examination at the end of the class hour, activities such as speech, debate and

writing should be held regularly, and the students' performance should be included in the final grade. In addition, we should not ignore the evaluation of students' attitude, emotion and will, such as whether they are positive and optimistic about life, whether they actively participate in professional related activities, and whether they actively participate in social practice. Therefore, teachers and counselors should strengthen exchanges and communication, so as to comprehensively and carefully grasp the ideological development of students, reflect on the teaching content and teaching methods through the evaluation results, adjust and optimize targeted, and gradually strengthen the teaching efficiency.

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