

# **Influence Factors and Countermeasures Study of Ideological and Political Education in Economic Courses**

## **-- Based on Survey and Analysis of Nearly 50 Universities in China**

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### **Abstract**

**Under the background of the construction of new liberal arts, higher education should highlight the Chinese cultural connotation and path of new liberal arts construction on moral cultivation. Curriculum ideological and political education is front position and indispensable starting point of the construction of new liberal arts. Based on the extensive investigation and analysis of ideological and political education situation in economic courses on Shanghai, Xinjiang, Hunan, and other 25 provinces and municipalities autonomous regions nearly 50 universities, it is found that: college attention degree to the ideological and political education, course nature, student entire impression on teachers, teaching methods, the correlation between ideological and political education and specialized courses, and other factors would significantly influence the teaching effect.**

### **Keywords**

**Economic course ideological and political education; Research analysis; Influence factor; Promotion path.**

## **1. Introduction**

Colleges and universities undertake the great mission of cultivating qualified constructors and future successors and the important task of realizing the modernization of education in China, which are the main fields of training national important talents [1]. In recent years, national government departments and colleges and universities all pay great attention to the ideological and political education in colleges and universities. In September 2018, the Ministry of Education issued 'Opinions on Accelerating Construction of High-level Undergraduate Education to Comprehensively Improve Talent Cultivation Ability', requiring the full implementation of the fundamental task of cultivating talents through moral education and vigorously advocating ideological and political education as an essential strategy and concept of cultivating talents through moral education in the new era [2]. Also, President Xi pointed out at the National Conference on Ideological and Political Work in Universities that class teaching should be well used as the main channel, the channels should be well guarded and responsible fields should be planted by each classes so that each course and ideological and political theory course can work in the same direction and form synergistic effects [3-4].

Under these circumstances, universities across the country began to fully carry out the document requirement of the Ministry of Education and president Xi's spirit of speech, setting

off a upsurge of curriculum ideological and political education reform across the country. As economy is closely related to people daily life and social development, economic course is more targeted and has a large influence on college students, so it can better fulfill the ideological and political education function of student education and comprehensively improve their comprehensive quality [5,6]. Teachers also need to focus on the improvement of personal connotation cultivation, attract, and infect students through personality charm and give play to their educational responsibilities, so as to form a positive influence and butterfly demonstration effect on the student group [7,8]. This article researches on nearly 50 universities ideological and political education situation of economic courses in Shanghai, Zhejiang, Beijing, Tianjin, Henan, Shaanxi, Hunan, Xinjiang, and other 25 provinces, cities, and autonomous regions to understand the current overview and influence effect of Chinese colleges and universities economic class curriculum ideological and political education, making every effort to explore the existence of the main limiting factors. Based on this research, the paper gives some relatively specific countermeasures and suggestions in order to provide some references for the reform and development of university ideological and political education in China.

## **2. Basic Connotation and Advantage Analysis of Economic Course ideological and Political Education**

### **2.1. Basic Connotation**

Economic course ideological and political education refers to setting the 'cultivating talents through moral education' as economic class curriculum teaching goal in universities through in-depth mining ideological and political education elements contained in each economic course. Permeating ideological and political education to the economic class teaching and combining the education with the economy class specialized knowledge teaching organically can help to guide students to transform the knowledge they learned into internal virtue and internalize it as an organic part of their spiritual system, which constantly improve their overall ideological and moral cultivation [7]. Specifically, it takes the teaching of economic professional knowledge, value shaping, and ability cultivation as the fundamental task of education, and combines economic courses with ideological and political theory courses in the same direction to form a synergistic effect, so as to build a comprehensive education concept of full staff and full curriculum education structure [5].

### **2.2. Unique Charm of Economic Course Ideological and Political Education**

Economy is closely correlated to people daily life and social development. In recent years, economics majors have been widely opened in various universities and colleges, and have become popular majors in many colleges and universities with the rapid development of China's economy and its integration with the global economy, even though some non-economic colleges and universities would more or less open some economic courses. Therefore, economic courses are very influential in today's society and college students, and occupy a very essential position in the whole ideological and political education system of universities.

Besides, as important talents in China's social and economic development in the future, undergraduates majoring in economics hold the lifeblood of future social and economic development in China. Many students majoring in economics assume vital positions in the national and social economic fields after graduation, such as banking, securities, insurance, trust, and other industries and positions. Most of them are directly dealing with money, and their impact on the society and country economy is significantly great. If they have good ideological and moral quality and high professional knowledge accomplishment, their contribution to the country and society will be greater. On the contrary, if they only have high

professional knowledge accomplishment, but the thought morals quality is not ideal, they are easily influenced by the social bad ideas, going with the flow to fall continuously, and could eventually committed corruption, which causes damage on the country's economy and society with bad influence. Some of high IQ Economic crime cases in recent years have been fully proved this point.

In addition, ideological and political education and economics major courses are highly integrated and their teaching contents complement each other, so this education in economic courses is more targeted and can help teachers and students better achieve the teaching objectives of this education [6].

In a word, it is necessary to strengthen ideological and political education in economic courses, and among all kinds of ideological and political courses, economic course has a unique charm. Therefore, each teacher who teaches economic courses should strengthen the consciousness of moral education, make full use of the main channel of ideological education penetrates class, and add this education element in economy class course organically, forming the moral education structure and synergistic effect that specialized course teaching is closely integrated with ideological and political theory course teaching in the same direction, which improves the students' comprehensive quality [4,9].

### 3. Sample Data Sources and Analysis

To better understand the current circumstance of ideological and political education of economics courses in universities across the country in recent years, research group conducted field interviews with some full-time teachers and students of economics courses in Shanghai colleges and universities, including Shanghai University of Finance and Economics, University of Shanghai for Science and Technology, Shanghai Lixin University of Accounting and Finance, and other universities, from September 20, 2019 to May 20, 2020. Also, nationwide for different levels of institutions, different majors, different grades of students are issued questionnaires.

#### 3.1. Research Object and Method

The objects of this survey are mainly students majoring in finance and economics of various colleges and universities and students of other majors who have taken economics courses. The method of combining offline and online questionnaire was used for research mainly by offline field research and online social network platforms such as WeChat and QQ. The research scope covers nearly 50 colleges and universities in 25 provinces and autonomous regions, including Shanghai, Xinjiang, Shaanxi, Qinghai, Xizang, Yunnan, Heilongjiang, Jilin, Liaoning, Beijing, Tianjin, Shandong, Jiangsu, Zhejiang, Henan, Hebei, Hunan, Hubei, Jiangxi, Anhui, Sichuan, Chongqing, Fujian, Guangdong, and Shenzhen.

According to the survey data, students majoring in economics and management accounted for 71.68%, science and technology 19.24%, and literature, history and philosophy 1.41%. The subjects included undergraduate and graduate students. Therefore, the subjects of this questionnaire survey are highly representative in the geographical distribution of universities, majors taught, and educational levels. Details can be seen in Table 1 below.

**Table 1.** Description of Demographic Variables of Survey Sample

|                  | Demographic variable                | People Number | Percentage(%) |
|------------------|-------------------------------------|---------------|---------------|
| Learning level   | Freshman                            | 531           | 41.19         |
|                  | Sophomore                           | 358           | 27.77         |
|                  | Junior                              | 235           | 18.23         |
|                  | Senior                              | 98            | 7.60          |
|                  | Postgraduate                        | 67            | 5.20          |
| University Level | 985 University                      | 44            | 3.41          |
|                  | 211 University                      | 67            | 5.20          |
|                  | Non-'double first-class' University | 883           | 68.50         |
|                  | Other                               | 295           | 22.89         |
| Major            | Economics and Management            | 924           | 71.68         |
|                  | Science and Engineering             | 248           | 19.24         |
|                  | Literature, History, and Philosophy | 18            | 1.41          |
|                  | Military and Law                    | 4             | 0.31          |
|                  | Education and Medical Category      | 3             | 0.23          |
|                  | Other                               | 92            | 7.13          |
| Region           | East                                | 577           | 44.76         |
|                  | Central                             | 249           | 19.32         |
|                  | West                                | 463           | 40.34         |

### 3.2. Questionnaire Design and Recycling

The questionnaire strictly follows the privacy and confidentiality principle of respondents, and the participants who complete the questionnaire would be rewarded with corresponding gifts, so as to ensure the reliability and authenticity of obtained information and data. The questionnaire content is split into four parts: The first part is the social statistics variables, including the information province, grade, and major of the respondents study in university. The second part is the influencing factors of curriculum ideology and politics. The third part is the effect evaluation of students on the curriculum ideology and politics. The fourth part is the suggestions of the respondents on curriculum ideological and political teaching. Among them, non-scale questions are mainly the survey questions of students' own characteristic dimension, which mainly include the university provinces and cities where the respondents study, their grade, their major, the nature of the courses they study, their cognition of ideological and political education, and their demand for its content, etc. The scale questions are mainly the survey questions of the characteristic dimensions of economic course ideological and political education, mainly covering the teaching form, content proportion, and the degree of association with specialized courses of curriculum ideological and political education. Respondents' attitude to this education, evaluation, and demand for this education, etc. are also included.

A total of 1,553 questionnaires were sent out and 1,495 valid ones were received with effective recovery rate reaching 96.27%.

### 3.3. Reliability and Validity Test of Questionnaire

To make sure the authenticity and reliability of questionnaire data, SPSS24.0 is used to have reliability and validity test on the questionnaire.

Firstly, its reliability was tested by Cronbach's alpha coefficient. Generally speaking, higher coefficient means higher reliability of the questionnaire. In the exploratory study, if the

coefficient exceeds 0.7, it means that the questionnaire has great internal consistency and high data reliability. The statistical analysis results show that the overall  $\alpha$  coefficient of the questionnaire is 0.751, indicating that the survey is reasonably designed and has high reliability. Secondly, exploratory factor analysis was used to test its validity, and 9 quantitative phenotypic questions from two dimensions of influencing factors and course evaluation were analyzed to obtain: KMO test value was 0.803, Bartlett sphericity test  $\chi^2$  statistical value was 3,352.327, the corresponding P value was 0.000, the analysis result shows that the questionnaire has good structure validity. At the same time, four principal components were extracted by the maximum variance method, and the cumulative variance contribution rate of the rotating load was 51.95%, indicating that the questionnaire design items are relatively accurate, effective, and reasonable with good validity. The specific statistical results are shown in Table 2 and Table 3 below.

**Table 2.** KMO and Bartlett Test

|   |                        |           |
|---|------------------------|-----------|
| Kaiser-Meyer-Olkin Measurement of Sample Sufficient Degree Sample |                        | 0.803     |
| Bartlett Sphericity Test  | Approximate Chi-square | 3,352.327 |
|   | df                     | 91        |
|   | Sig.                   | 0.000     |

**Table 3.** Total Variance of Explanation

| Component | Initial Feature Value |                     |                       | Sum of Squares of Extract Loads |                     |                       | Sum of Squares of Rotational Loads |                     |                       |
|-----------|-----------------------|---------------------|-----------------------|---------------------------------|---------------------|-----------------------|------------------------------------|---------------------|-----------------------|
|           | Total                 | Variance Percentage | Cumulative Percentage | Total                           | Variance Percentage | Cumulative Percentage | Total                              | Variance Percentage | Cumulative Percentage |
| 1         | 3.550                 | 25.356              | 25.356                | 3.550                           | 25.356              | 25.356                | 3.267                              | 23.336              | 23.336                |
| 2         | 1.445                 | 10.319              | 35.675                | 1.445                           | 10.319              | 35.675                | 1.557                              | 11.124              | 34.460                |
| 3         | 1.246                 | 8.903               | 44.577                | 1.246                           | 8.903               | 44.577                | 1.245                              | 8.894               | 43.354                |
| 4         | 1.032                 | 7.372               | 51.949                | 1.032                           | 7.372               | 51.949                | 1.203                              | 8.595               | 51.949                |

#### 4. Main Affecting Factors Analysis and Experience Enlightenment of Current Economic Course Ideological and Political Education

The data of this survey will be combined and it would start from the level of college, degree of importance colleges attach to ideological and political education, major types, course nature, teaching methods, students' overall impression on teachers, and the degree of association between this education and specialized courses in this part. By using SPSS24.0 statistical analysis software and quantitative analysis methods such as Kruskal-Wallis test and cross analysis, this paper deeply analyzes the main factors affecting the current economic course ideological and political education, and excavates some typical teaching experience enlightenment.

##### 4.1. Influence of College Level and College Emphasis on Ideological and Political Education on Economic Course Ideological and Political Teaching Effect

To begin with, this paper adopts Kruskal-Wallis test in non-parametric test for analysis so as to explore the influence of college level on economic course ideological and political teaching effect. The results of Kruskal-Wallis test in Table 4 show that its P-value is 0.64, which is larger than the 0.05 significance level, revealing that the level of college does not have significant influence on economic course ideological and political teaching effect.

**Table 4.** Analysis on Difference of Ideological and Political Teaching Effect among Colleges at Different Levels

|  |       |
|--|-------|
| Total N                                | 1,289 |
| Test Statistics                        | 1.686 |
| df                                     | 3     |
| Progressive Significance (2-side Test) | 0.640 |

Source : Questionnaire Data of Research Group

Secondly, the degree of colleges attach importance to curriculum ideological and political education is also a vital influencing factor, so it is analyzed by cross table and correlation coefficient. Cross table is usually used to study the relationship between two classified data, through which indexes such as quantity, proportion, and residual can be intuitively seen. As can be seen from the cross-sectional analysis in Table 5, when colleges attach great importance, the teaching effect of good and above accounts for 84.6%, while when colleges attach great importance to average and below, the teaching effect of good and above is below 55%, showing a huge difference.

**Table 5.** Cross Analysis between College Emphasis Degree on Ideological and Political Education and Teaching Effect

| Emphasis Degree   |                       | Teaching Effect  |                |          |                 |           | Total  |
|-------------------|-----------------------|------------------|----------------|----------|-----------------|-----------|--------|
|                   |                       | No Effect at All | Relatively Bad | Moderate | Relatively Good | Very Good |        |
| High Emphasis     | Count                 | 7                | 7              | 117      | 344             | 376       | 851    |
|                   | Proportion            | 0.8%             | 0.8%           | 13.7%    | 40.4%           | 44.2%     | 100.0% |
|                   | Standardized Residual | -1.9             | -1.7           | -7.1     | -0.3            | 7.8       |        |
| Moderate          | Count                 | 11               | 12             | 233      | 240             | 59        | 555    |
|                   | Proportion            | 2.0%             | 2.2%           | 42.0%    | 43.2%           | 10.6%     | 100.0% |
|                   | Standardized Residual | 0.6              | 1.2            | 7.3      | 0.8             | -8.2      |        |
| Low Emphasis      | Count                 | 2                | 3              | 14       | 6               | 1         | 26     |
|                   | Proportion            | 7.7%             | 11.5%          | 53.8%    | 23.1%           | 3.8%      | 100.0% |
|                   | Standardized Residual | 2.4              | 4.1            | 2.8      | -1.4            | -2.4      |        |
| Not Familiar with | Count                 | 5                | 1              | 27       | 23              | 7         | 63     |
|                   | Proportion            | 7.9%             | 1.6%           | 42.9%    | 36.5%           | 11.1%     | 100.0% |
|                   | Standardized Residual | 3.8              | 0.0            | 2.6      | -0.6            | -2.7      |        |

Source: Questionnaire Data of Research Group

At the same time, correlation coefficient analysis shows that the correlation coefficient between the degree of college emphasis on course ideological and political education and teaching effect is 0.426, showing that there is a significant positive relationship between the degree of college emphasis on course ideological and political education and teaching effect.

#### 4.2. Influence of Teachers' Age and Qualification on Economic Course Ideological and Political Teaching Effect

In accordance with cross analysis and Chi-square test of survey data, it is found that the proportion of students who rated the teaching effect of young teachers and middle-aged teachers as good was 76.7% and 70.1% respectively, and the proportion of students who rated the teaching effect of young teachers and middle-aged teachers as poor and below was 2.2% and 3.4% respectively. However, only 53.5% of students rated the elderly teachers' teaching effect as good, and 3.2% of students rated their teaching effect as poor or below. It shows that young and middle-aged teachers would have relatively better ideological and political teaching effect.

Furthermore, the survey data analysis indicates that the teacher qualification and comprehensive quality would also have a significant effect on economic course ideological and political teaching effect. Here the standard of students' overall impression on the teacher to measure teacher's qualification is used. The correlation analysis shows that there is also a obvious positive correlation between the student whole impression on teachers and teaching effect, that is, the better the student whole impression on teachers is, the better the teaching effect is.

**Table 6.** Correlation Analysis between Students' Impression on Teacher and Teaching Effect

|              |                                |                          | Teaching Effect | General Impression on Teachers |
|--------------|--------------------------------|--------------------------|-----------------|--------------------------------|
| Spearman Rho | Teaching Effect                | Correlation Coefficient  | 1.000           | 0.447**                        |
|              |                                | Significance (Two Tails) |                 | 0.000                          |
|              |                                | Number of Cases          | 1,495           | 1,495                          |
|              | General Impression on Teachers | Correlation Coefficient  | 0.447**         | 1.000                          |
|              |                                | Significance (Two Tails) | 0.000           |                                |
|              |                                | Number of Cases          | 1,495           | 1,495                          |

\*\* . At 0.01 significance level (two tails), correlation is significant.

Source : Questionnaire Data of Research Group

#### 4.3. Influence of Students' Major Type and Course Nature on Economic Course Ideological and Political Teaching Effect

Analysis of the differences between respondents' own major types and economic course ideological and political teaching effect shows that this education teaching effects are roughly similar in different major types, and there is no significant difference between students' major types and the teaching effects of this education.

Moreover, from cross analysis between nature of the course (elective or required) and economic course ideological and political education teaching effect, when economic courses are required courses, this teaching effect is very good accounts for 31.1%, and in the elective courses only accounts for 14.3%. Chi-square test result shows that  $\chi^2$  value is 20.327, P-value is 0.000, which is less than 0.05 significance level, indicating that the type of specialized courses (compulsory or elective) has a obvious effect on economic class ideological and political teaching effect, and this effect of compulsory courses is significantly higher than that of elective courses.

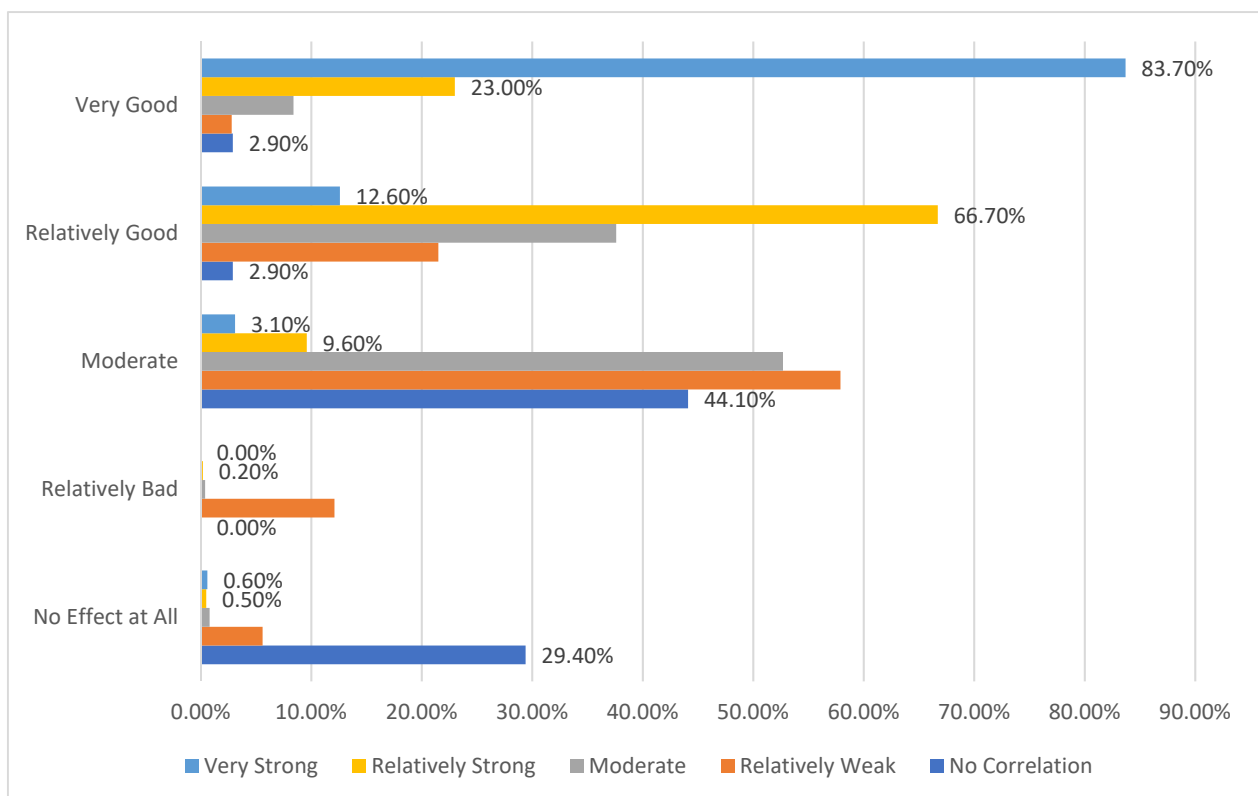
**Table 7.**  $\chi^2$  Test between Course Nature and Teaching Effect

|                       | Value   | df | Progressive Significance (two-side) |
|-----------------------|---------|----|-------------------------------------|
| Pearson Chi-square    | 20.327a | 4  | 0.000                               |
| Likelihood Ratio (L)  | 21.880  | 4  | 0.000                               |
| Effective Case Number | 1,495   |    | 0.000                               |

Source : Questionnaire Data of Research Group

#### 4.4. Influence of Correlation between Ideological and Political Education Content and Specialized Courses on Economic Course Ideological and Political Teaching Effect

The cross analysis of relevant survey data reveals that correlation between ideological and political education content in economic courses and specialized courses also has a obvious influence on teaching effect. By increasing association degree, teaching effect of very good increases from 2.9% to 83.7% (see Figure 1).



**Figure 1.** Influence of Correlation between Ideological and Political Education Content and Specialized Courses on Teaching Effect

Source : Questionnaire Data of Research Group

In addition, it can be found from the correlation coefficient analysis that the correlation coefficient between the two is 0.675, which also indicates that the correlation between the content and specialized courses is positively correlated to teaching effect.



#### 4.5. Influence of Economic Course Ideological and Political Education Teaching Method on Ideological and Political Teaching Effect

Course ideological and political teaching methods can be split into case type, personal experience sharing type, topic type, preaching type, and other forms. The cross analysis between teaching method and teaching effect shows that case, personal experience sharing, and topic teaching type method have better teaching effect on economic course ideological and political education, and feedback effect is very good accounts for 33.3%, 24.1%, and 28.8% respectively. For preaching type, 6.9% of its feedback effect is rated poor or below. The analysis results also show that there are significant differences between teaching methods on teaching effects.

**Table 8.** Difference Analysis between Teaching Method and Teaching Effect

|  |        |
|--|--------|
| Total N                                | 3,304  |
| Test Statistics                        | 19.028 |
| df                                     | 4      |
| Progressive Significance (2-side Test) | 0.001  |

Source : Questionnaire Data of Research Group

### 5. Conclusion and Policy Suggestions

#### 5.1. Conclusion and Experience Enlightenment

From the perspective of schools, the college level has no obvious effect on economic course ideological and political teaching effect, but there is a relatively large correlation between the college emphasis degree on this education and teaching effect. The more attention colleges and universities attach to this education, the higher degree that students understand the course ideological and political content, and the better economic course ideological and political teaching effect will be.

From the perspective of teachers, teachers' age and qualification would have obvious effect on economic course ideological and political teaching effect. The young and middle-aged teachers would have relatively better course ideological and political teaching effect, while teachers' qualification and comprehensive quality and the entire student impression on teachers have a particularly obvious impact on the teaching effect of this education.

The correlation degree between ideological and political education content and specialized courses in economic courses also has obvious influence on ideological and political education teaching effect. In other words, higher correlation between this education content and specialized courses means better teaching effect of this education. It can be found that this education content taught in economic courses should be closely related to and skillfully combined with professional knowledge to fully mobilize students' enthusiasm for participation, which is of significant help to improve teaching effect of this education.

There is little correlation between the nature of student major and the economic course ideological and political teaching effect, while the nature of courses would have obvious influence on this teaching effect. Among them, this teaching effect of compulsory courses is obviously better than that of elective courses. Therefore, teachers engaged in the compulsory course teaching of economics major should focus more on students' ideological and political education.

Different kinds of teaching modes would have very obvious effect on economic course ideological and political teaching effect. Among them, case, personal experience sharing, and topic type teaching are more popular with students and the teaching effects are better.

## 5.2. Policy Suggestions

Based on the above analysis, it is believed that economics major has a unique charm in curriculum ideological and political education, and there are various factors affecting this education at present. Currently, development of economic course ideological and political education should be actively promoted from the three levels of schools, teachers, and students.

### 5.2.1. Relevant Colleges and Universities should Focus more on Economic Course Ideological and Political Education and Construct Comprehensive Ideological and Political Education System

College ideological education must comply with the essential requirement of 'three full' educational concept, having the formation of each kind of courses and education theory lessons with the synergistic effect that they are in the same direction and advance simultaneously. Forming the key elements of this synergistic effect is to build up a set of school level, teaching management department, each secondary school teachers and students in the integration of various levels and multiple participation in comprehensive ideological education system. Otherwise, it is difficult to form the resultant force of ideological and political education, and even may lead to division and barrier of this education. Specifically, efforts can be made in following aspects:

First, intensify the propaganda of ideological and political education and popularize economic course ideological and political education in an all-round way. As revealed in the survey, some students understanding of the concept and idea of this education in curriculum are not deep enough, which would affect teaching effect of this education in the curriculum directly. Therefore, universities should increase the importance and publicity of this education in economic course, attaching enough importance to the guidance and construction of this education in curriculum, so that general teachers and students can entirely understand the necessity and fundamental concepts of economic course ideological and political education.

Second, set up a sound ideological and political organization and management system for economic courses, and include this education in teaching assessment system. Compared with traditional ideological and political courses, integration of economic professional courses into this education is not only a beneficial supplement to the traditional one, but also has clear advantages. Therefore, it is necessary for universities to normalize and institutionalize course ideological and political construction, actively establish effective economic course ideological and political organization management system, coordinate the relationship between traditional ideological and political courses and economic courses moderately, and integrate economic course ideological and political education into assessment and teaching system of teachers and students so that a collaborative education mechanism can be built [10].

Third, enhance the construction of education teaching team. Curriculum ideological and political education ultimately needs to be implemented by teachers, which requires effective cultivation and continuous improvement of teachers' moral education awareness and ability, and continuous encouragement of teachers' moral education awareness. Therefore, the school should strengthen the cultivation mechanism and incentive mechanism of this teaching, and build a economic course ideological and political teaching team with strong political quality, outstanding professional proficiency, and high student education level.

### 5.2.2. College Teachers should Actively Do Curriculum Ideological and Political Work

First, focus on teacher ethics construction and teacher comprehensive quality improvement. The effect of the teacher is derived from the response of the student. In the data analysis of the questionnaire, it is found that university teachers' qualifications and personality would greatly affect students' learning enthusiasm. Hence, college teachers should put special emphasis on the improvement of their professionalism and ideological and moral cultivation, using 'integrity is example, high academic quality is teacher' standard to strict with oneself, insisting to live,

learn, and teach based on morality. The positive influence and butterfly demonstration effect can be formed for the student group only by paying attention to improving the connotation of personal cultivation and attracting and infecting students through personality charm [7].

Second, adhere to the making best use of occasion principle of economic courses and ideological and political education. In the process of this education, teachers should take advantage of situation and lay emphasis on finding combination and tipping point of professional knowledge system and this education content. Teachers can properly combine some fresh cases in the field of social economy to organize students to discuss and think, from which this education can be implanted. For some familiar theories and cases, teachers can stimulate students' thinking on social life values from the perspective of this education, fully mobilizing student enthusiasm for learning and participation in class teaching, so that they may develop their personal ideological and moral cultivation while acquiring professional knowledge.

Third, optimize curriculum ideological and political education content. The survey found that students are more inclined to the three views education and the traditional Chinese culture education on this education content at present, and the two are complementary. The traditional virtues of Chinese nation and concepts of truth, goodness, and beauty have an indispensable effect on college student ideal, faith, and career planning education. Therefore, in the course of ideological and political work, college teachers should promote socialist core values through various teaching forms, lay emphasis on education of excellent Traditional Chinese culture, and guide students to develop good moral qualities and behavior habits such as advocating morality and being good, being honest and trustworthy, loving the collective, and caring for the society. Also, it is necessary to carry on and promote labor spirit in teaching, develop students' physical and mental health, improve their aesthetic and humanistic qualities, enhance their expression and communication ability, teamwork, organization and coordination, practical operation and innovation, constantly improving the quality of this teaching.

Fourth, have diversified curriculum ideological and political teaching forms. The research results show that this teaching model has very significant effect on economic course ideological and political teaching effect. Therefore, teachers should get the utmost out of various advantages in modern education technology, adopt more flexible case, personal experience sharing and topics such as diversified teaching mode, timely and cleverly interspersed with ideological education in the process of teaching, and let the students to actively take part in, improve education quality and efficiency of education, rather than take educational ideological concept to drum to students.

### **5.2.3. Students should Change Their Fixed Thinking of Traditional Ideological and Political Education Mode**

Student attitude toward ideological and political education is very significant during the process of this education. Students should entirely recognize the importance of economic courses interspersed with this education, and take the initiative to pay attention, think seriously, and practice actively. This education should be regarded as an essential link of specialized courses, and enough attention should be paid to it. It is necessary to actively cooperate with schools and teachers to jointly promote the development of this education in economic courses.

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