

Research on the Implementation Effects of the Curriculum-Based Ideological and Political Teaching

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Abstract

The investigation and analysis of the implementation effect of the Curriculum-Based Ideological and Political Teaching of five universities in Shandong Province found that most teachers and students of colleges and universities have a positive attitude towards the development and optimization of colleges and universities. There are some problems, such as the "main force" of ideological and political teachers in colleges and universities is not good, the "main channel" is not smooth, the "main battlefield" is not strong, the content and method is not innovative, and the students' learning motivation is insufficient. Through the analysis of the results of the survey, it is recommended to strengthen the construction of teachers, strengthen training; innovate teaching paths, integrate professional teaching; strengthen student management, improve the "curriculum ideological, political and education system", etc. It effectively improves the implementation effect of "curriculum ideology and politics" in colleges and universities to realize moral cultivation.

Keywords

Curriculum ideology and politics; Implementation effect; Path optimization; Research.

1. Introduction

The "Guidelines for the Construction of Curriculum Thoughts and Politics in College" requires that all majors in major universities across the country must develop comprehensive education, promote the construction of curriculum ideological and political construction, and focus on strengthening the construction policy of the "full -all" educating system. This article investigates the implementation effect of "curriculum ideological politics" in 5 universities in Shandong through interviews and questionnaire surveys. On the basis of in -depth understanding of the basic connotation, we analyze and explore the existing problems from the teaching team, teaching path and students themselves, so as to propose related optimization paths for colleges and universities' "curriculum ideological politics".

2. Research Design

2.1. Investigation object

This survey event is conducted in 5 universities in Shandong Province, covering a number of majors such as science and technology, humanities, and social sciences. In order to ensure the authenticity and effectiveness of the survey data, we have distributed different survey questionnaires for teachers and students to understand the needs of teachers and students to interview teachers and students for curriculum ideological and political education. Among them, the teacher team issued 30 questionnaires and 26 valid questionnaires; 150 student questionnaires were issued, and 129 valid questionnaires were issued.

2.2. Questionnaire design

This study uses a questionnaire to investigate the effects of ideological and political education in Shandong provinces. The questionnaire includes the teacher version and the student version. There are 15 topics in the teacher version. There are 20 topics in the student version. Reference to existing literature, we combined with interviews and evaluation opinions from experts, the two questionnaires have been designed from the teaching team, teaching path and the students themselves to ensure the effectiveness of the questionnaire content.

3. Analysis of the Effects of Curriculum Thoughts and Politics

According to the overall situation of the survey, the five colleges and universities in Shandong have a positive attitude towards promoting the development of ideological and political courses, and believe that it is necessary to optimize and improve the ideological and political abilities of college courses. However, there are still deficiencies in teaching staff, teaching paths and students themselves.

3.1. Teachers and students have a positive attitude towards ideological and political courses

Students generally believe that universities need to take ideological and political courses, and they are interested in ideological and political courses. Teachers generally believe that carrying out ideological and political courses in college courses is of great significance to students' social life and ideological orientation.

When a survey of courses in colleges and universities, "whether you think schools need to carry out ideological and political courses", 90.05% of students think it is necessary. They realize that the political theory courses are conducive to helping them face realistic social problems, and the impact of theory on society has certain authenticity and effectiveness. For details, see Table 1.

Table 1. Students' attitude towards ideological and political courses

Do you think it is necessary for schools to open ideological and political courses	Proportion
Yes	90.05%
No	9.95%

At the same time, through our interviews and investigations of college teachers, 41.35% of teachers believe that the implementation of ideological and political courses in colleges and universities is conducive to the shape of students' personality, the comprehensive development of students, and realizing the people of the virtue; 49.25% of teachers believe that the development is of great significance to the participation of students' participation in social life, and it is conducive to cultivating socialist builders and successors who have developed moral, intellectual, physical, and labor-intensive development; 8.65% of teachers believe that courses have an important impact on other aspects of students. For details, see Table 2.

Table 2. Teachers' understanding of ideological and political values

Do you think ideological and political values are important to college students?	Proportion
For the shaping of personality	41.35%
To participate in social life	49.25%
Other	8.65%
No	0.75%

It can be seen that the development of college curriculum ideas and politics must not only cultivate the patriotic spirit while consolidating the education foundation of colleges and universities, but also cast the morality, behavior and character of college students while teaching to solve confusion. In the future society, compound talents that have comprehensive development and strong knowledge to adapt to changeable complex. Survive competition ability are stronger, and the probability of potential development and success is the greatest. In the practice of Lideshu people, value education, knowledge teaching, and ability training are an organic whole. Only by organically combining the core values of socialism with knowledge dissemination and ability cultivation can effectively realize the Lindu people and promote the promotion of Socialist development.

3.2. Teachers of curriculum ideological and political teaching need to be improved

Teachers' questionnaires show that most teachers have incorporated the so-called life perception into teaching in the classroom, and only 4.51% of teachers will organically integrate ideological and politics elements before, classrooms, and after-school sections of the curriculum. The element of educating people, even 1.13% of teachers do not integrate any ideological and political elements in classroom teaching.

At the same time, in the investigation, "What kind of training do you think is needed for our teachers?" In the investigation, all teachers agreed to conduct training, of which 54.89% of teachers believe that the training of high-quality demonstration courses should be carried out; 21.05% of the teachers thought that we should carry out training on the practical impact of experience activities; 18.05% of teachers believe that after-school service seminar should be carried out, and 6.02% of teachers want to conduct other training. For details, see Table 3.

Table 3. Training intention of teachers

What kind of training do you think is needed for our teachers?	Proportion
Ideological and political courses affect practical experience activities	21.05%
The cultivation of quality demonstration courses	54.89%
After-school service seminar	18.05%
other	6.02%

Therefore, it can be seen that teachers' curriculum ideological and political awareness is weak, teaching ability is insufficient, curriculum ideological and political teachers' "main force" is not good, "main channel" is not smooth, "main battlefield" is not strong. As subjects of education, they do not realize the subtle influence on students' formation of correct values and professional ethics, and teachers are in urgent need of optimization through training.

3.3. The teaching path of ideological and political education needs to be explored continuously

In our interview and survey, regarding the integration of ideological and political education and professional courses, the question "In other professional courses, do you feel the integration of ideological and political values with professional classes" was raised. 85.11% of the students thought that they did not feel the integration of ideological and political education and professional courses, and courses presented a state of separation. For details, see Table 4.

Table 4. Students' feelings on the integration of curriculum ideology and politics with majors

In other professional courses,do you feel the integration of ideological and political values with professional classes	Proportion
Yes	14.89%
No	85.11%

At the same time,a survey was carried out on teachers' explanation , "What teaching methods are mainly adopted when teachers tell ideological and political content in class". 71.26% of teachers carried out ideological and political teaching through direct narration,only 27.97% of teachers carried out teaching through questions and answers,discussions,watching videos and other forms in class,and 0.77% of teachers carried out teaching through practical activities to let students feel the reality. 99.85 %of students hope to carry out courses through a variety of teaching methods,such as digital classroom (VR),extracurricular practice (museum visits,scenic spots,etc.).

From the overall situation of the survey,there is a problem that the ideological and political course resources of education in some colleges and universities are not used systematically in various courses.There are serious academic barriers between different disciplines. Teachers often teach these ideological and political elements directly to students,which makes the professional courses disconnected from the elements. Ideological and political course content teaching is single,colleges and universities have not established a relatively complete ideological and political education system.Educational content is very thin,not rich enough to meet the growing ideological and cultural needs of students,which greatly affects the students' interest in ideological and political course.

3.4. The internal motivation of students' learning in ideological and political teaching needs to be further strengthened

According to the questionnaire survey on teachers,74.44% of students participate in the teaching activities of ideological and political courses,7.14% of students have an inactive attitude and do not participate in any teaching activities,and only 18.42% of students participate in classroom activities actively or very actively.

The ideological and political courses in colleges and universities,students do not accurately position themselves as subjects. On the one hand,teachers are used to "one-way indoctrination".And it is difficult for students to have a strong interest in ideological and political education in the curriculum. On the other hand,students do not have the consciousness of exploratory learning in ideological and political courses.But blindly accept the teacher's "cramming" and "full hall" knowledge teaching,and do not form the ability of self-thinking and exploration. They do not have a clear positioning of the concept that they are the master of ideological and political learning.They lack of enthusiasm and initiative in the course learning process.

4. Optimization Strategy of Ideological and Political Path of College Curriculum

4.1. Strengthen the constructionand training of teaching staff

Students are the most direct learners and recipients. To study the effectiveness of ideological and political courses in university courses,it is necessary to investigate the teaching end of teachers and the receiving end of students. Courses should not only follow the law of curriculum construction,but also follow the law of ideological and political changes of college students. We should be good at combining the most concerned problems of college students.

It is necessary to strengthen the construction of teachers,strengthen the training of teachers' teaching ability of "curriculum ideology and politics",and deepen teachers' ontological responsibility of moral cultivation. In the course of ideological and political education and teaching,teachers should use appropriate methods to connect other professional knowledge with the content of courses,guide students with their personality charm and profound knowledge.Teachers should pay attention to students' emotional reactions,make students resonate in their behavior and emotional experience,make knowledge imparting more warm and achieve smooth and silent effect.

4.2. Innovate teaching paths and integrate professional teaching

Colleges and universities must enrich the practice form of curriculum ideology and politics,base on the professional characteristics of talent training courses,innovate teaching ideas,teaching content,teaching form and teaching mode,and expand the teaching platform of "curriculum ideology and politics". In the course of teaching,case teaching,discussion teaching,interesting teaching and other teaching methods can be adopted. Modular teaching,MOocs,online and offline mixed teaching,"Seminar" interactive teaching,digital classroom (VR) and other ideological and political teaching forms can stimulate students' interest in learning and cultivate professional talents.

In order to enhance the integration ability of curriculum ideological and political education, it is necessary to carry out education for curriculum teachers, so that it can become an inexhaustible driving force for the development of curriculum ideological and political work, which can be carried out in various ways. First of all, it can improve teachers' teaching ability in the curriculum, connect their major with ideological and political education. Secondly, we should develop the ideological and political integration of professional teachers, so as to promote the innovation of the content and form of ideological and political education. Finally, the implementation of ideological and political education in the curriculum can be combined with the teacher assessment system to improve the enthusiasm and efficiency of teachers' ideological and political education.

4.3. Strengthen student management

Colleges and universities should carry out ideological and political education in various aspects, from various angles and at various levels to cultivate high quality compound talents. Teachers should learn to "delegate power" and give students more space to think independently, so as to improve the overall quality of students. Teachers can adopt group teaching method in ideological and political teaching, so that students can play their respective roles in the group. Students can also spontaneously organize a team to cultivate self-management ability, and constantly strengthen everyone's ability in this field. Students with strong self-learning ability have higher acceptance of ideological and political education, which is more conducive to realizing the goal of collaborative education in colleges and universities.

5. Conclusion

Based on the investigation and research, this paper deeply analyzes the problems, and proposes corresponding guidance strategies for the problems existing in each part. We should not only have a deep understanding of the practical problems, but also grasp the development law. On the basis of following the rules of "curriculum ideology and politics" education mechanism construction, we can combine the characteristics of students of different majors into the elements of "curriculum ideology and politics" .And we can form synergy among various subjects, to jointly participate in the optimization path of "curriculum ideology and politics" education mechanism. It can reflect the requirements of "moral cultivation", realize "three integrity education".

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