

Exploration and Practice of Ideological and Political Education in Transport Management University Course

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Abstract: "Curriculum ideology education" is the key development direction of higher education under the new situation, and "cultivating moral character and shaping people" is the core of ideological education. Based on the training objectives of cultivating applied talents in logistics management, this paper analyzes the ideology reform of the "transportation management" curriculum, sets new goals for curriculum ideology education, explores deep into the elements of curriculum ideology, constructs professional teacher teams, and reform the teaching evaluation methods. This paper provides reference and guidance for the curriculum ideology reform and construction of the "transportation management" major in applied undergraduate colleges.

Keywords: Curriculum ideology, Transportation management, Curriculum reform.

1. Background

With the rapid development of China's economy and the improvement of its international status, society has increasingly high demands for the comprehensive quality and humanistic spirit of college students. College students are no longer just simple professionals, but also need to have broader qualities such as social responsibility, innovation ability, and cultural cultivation. This has also led to deep reflection on the reform of higher education in our country, realizing that ideological and political education should be strengthened so that college students not only have professional skills but also have noble ideological and moral character and professional ethics, and can truly become "youth of the new era with ideals, responsibility, and achievements."

The implementation of ideological education in university curricula is an inevitable requirement for educational development in today's era. In December 2016, General Secretary Xi Jinping pointed out at the national conference on ideological and political work in universities: "We must make good use of classroom teaching as the main channel, insist on improving the theoretical course of ideological and political education, enhance the affinity and pertinence of ideological and political education, meet the growth and development needs and expectations of students, and ensure that all courses maintain the same direction and work together with ideological and political theory courses to achieve synergy"[1]. The professional courses in universities are the basic carriers of curriculum-based ideological education. The inconspicuous integration of ideological elements in professional courses can guide students to think rationally, help establish correct worldviews, outlooks on life, and values, and is of great significance for cultivating modern talents with socialist core values. Teachers of professional courses should focus on the cultivation of the intellectual thinking of courses during the teaching process, align professional courses with ideological and political theory courses, jointly undertake the responsibility of educating students, and fully implement the fundamental task of "cultivating virtue and nurturing people" in the school.

2. Overview of "Transport Management" Course

"Transport Management" is one of the core courses of the logistics management major at Wuhan College. This course is offered to students in the second semester of their sophomore year. By teaching transportation technology and management methods, this course enables students to have a preliminary understanding of logistics and transportation management, and improves their practical abilities to analyze and solve problems. Through virtual simulation laboratory experiments, students can learn about the transportation process of the five major transportation methods in actual transportation work. By studying this course, it will help students have a comprehensive and systematic understanding of domestic and international logistics and transportation management ideas and methods. This will lay the foundation for related professional courses and is of great significance in cultivating advanced applied talents with social responsibility, innovation and entrepreneurial spirit, and an international perspective.

With the rapid development of economic globalization, the ways of economic exchanges between countries have become increasingly diversified. The fast growth of logistics industry has made products or services flow efficiently on a global scale. Therefore, the study of "Transportation Management" course focuses on rich elements of ideological and moral education. It has four characteristics of ideological and political education, including emphasis on practical teaching, cultivation of highly responsible spirit, strengthening of industry norms and professional ethics, and inspiring awareness of self-directed learning.

3. Problems in the Development of "Course Ideology and Politics" in the Course of "Transportation Management"

To effectively integrate ideological and political education into the teaching requirements of "Transportation Management", a high demand is placed on the development

of "Course Ideology and Politics". Factors such as how to achieve modern transportation logistics services, how to cultivate students' craftsmanship spirit in transportation operation processes, and how to seamlessly integrate ideological and political elements into the teaching process of transportation courses all pose new requirements for the development of "Transportation Management" courses. However, there are some common problems in the actual teaching process of developing course ideology and politics.

In actual teaching, some teachers have a shallow understanding of the concept of "course ideology and politics" and only focus on imparting knowledge and skills in the course, neglecting the content and influence of ideological and moral education, which results in the ineffectiveness of course ideology and politics [2]. The traditional and rigid course content and teaching mode may directly or indirectly convey political and ideological concepts, overemphasize knowledge imparting and skill development, and lack reflection and thinking on ideological and moral aspects. Without up-to-date course ideology and politics education content, traditional education often stays at the level of basic knowledge and skill imparting, neglecting the actual situation of market changes, consumer demands, new technological applications, and other aspects related to transportation management, and lacking in-depth thinking on current issues. Focusing on practical applications without in-depth thinking, while "course ideology and politics" runs through the entire course, teachers focus on applying theory to practice, which can be cumbersome and lack in-depth thinking, thus making it difficult to achieve the desired effect of course ideology and politics.

4. "Reflection and Exploration on Ideological and Political Education in The Course of Transportation Management."

By analyzing the relevant policy documents on course ideology and examining the literature on "course ideology and politics practice," and based on the school's positioning goal of cultivating applied talents, a planning path for course ideology and politics was designed in four stages: setting course ideology and politics objectives, uncovering course ideology and politics elements, strengthening the construction of teaching staff, and reforming teaching evaluation [3].

(1) Objectives of Ideological and Political Education in the "Transportation Management" Course.

The objectives of the Transportation Management course in ideological and political education go beyond the traditional goal of imparting theoretical knowledge. When designing the curriculum, we analyze the students' learning situation, identify problems, set teaching objectives, uncover ideological and political education materials, summarize ideological and political education elements, design integrated teaching methods, and evaluate teaching effectiveness. We aim to integrate ideological and political education elements into the curriculum knowledge system, achieving the internalization of course ideological and political elements. Guided by teaching objectives and starting from students' learning situation, we strengthen the design of course ideological and political education, adopt information technology teaching methods, integrate online and offline teaching resources, and cultivate our "specialty fields" and excavate our "professional channels" with the spirit of

craftsmanship.

The course teaching team has shifted the objectives of the Transportation Management course from professional-oriented goals to value-oriented goals. We have established three curriculum ideological and political education goals: knowledge, ability, and thought. The knowledge goal includes basic theories, methods, and general business processes of transportation management for different transportation modes. The ability goal includes planning and organizing capabilities for transportation businesses and analytical and problem-solving skills in transportation management processes. The thought goal aims to cultivate students' innovative awareness and abilities, develop their ability to analyze and solve problems using Marxist dialectics, and guide them to establish correct value and political orientations.

(2) Mining of ideological and political elements in the "Transportation Management" course.

The requirement of ideological and political education in the curriculum is to give full play to the educational function of professional courses, thus, it is necessary to comprehensively reform traditional professional courses[4]. By analyzing the logical sequence of "demand analysis for talent training - requirement analysis for talent training - curriculum teaching reconstruction", we can identify the entry points of ideological and political education and give full play to the educational function of professional courses. In the course of teaching, teachers can use various educational materials that are meaningful for students, such as related stories, cases, events, phenomena, etc. These materials can be both positive and negative teaching materials. Tailoring the curriculum objectives and ideological and political elements to local conditions is also important.

In accordance with the new objectives of ideological and political education in "Transportation Management" curriculum and the actual teaching process, after becoming familiar with the basic content of "Transportation Management" curriculum, the mining and design of ideological and political elements should be conducted. The ideological resources of the Transportation Management curriculum are relatively rich. Real-life story cases can be used to introduce the content of new chapters. For example, in the multimodal transportation chapter, the documentary "One Belt, One Road" can be used to showcase China's "Four Confidence" among other things, as well as socialist core values and the community of human destiny.

The curriculum development team attaches great importance to the combination of the professional objectives and moral education objectives of the "Transportation Management" curriculum, deeply mines ideological and political content, and integrates socialist core values and patriotism into the professional knowledge of single transportation methods such as railways, highways, airlines, and waterways, making it more engaging and vivid. Students can experience a strong sense of national pride while learning transportation knowledge and unify their personal development with that of the country and society. Only when the country is strong, can individuals develop.

(3) Strengthen Teacher Team Construction

Due to the professional limitations and narrow scope of ideological and political knowledge possessed by some professional teachers, many of them believe that the contents of ideological and political education should be restricted to courses involving "Marxism," "Mao Zedong thought" and "Chinese socialist characteristics." This results in difficulty

for them to fully integrate ideological and political elements into their professional courses due to a lack of familiarity with the subject matter.

Therefore, as the primary responsible person for classroom teaching, professional instructors should adjust their mindset and learn to skillfully integrate ideological and political elements into their courses. Instructors who lack sufficient ideological and political education could form a mixed teaching team with more experienced ideological and political instructors. Professional instructors should also gradually change their mindset, participate in ideological and political training, and improve their own understanding of the subject. At the school level, the teaching department could organize various demonstration classes and provide opportunities for professional instructors to exchange ideas and learn from each other. Through a comprehensive and multi-dimensional approach, the level of the teacher team of curriculum ideology can be improved, thus helping teachers to incorporate ideological and political content into their courses in a subtle and effective manner. This will help new students develop a sense of professional confidence and craftsmanship, while the patriotic spirit and the spirit of the Communist Party will guide their value formation during their university years.

(4) Reform Teaching Evaluation

Changing the existing closed-book exam method to a comprehensive and dynamic assessment that equally emphasizes both professional knowledge and ideological and political content. Firstly, there is a focus on process-oriented assessment of professional knowledge and vocational skills, consisting of students' attendance, class participation, case studies, midterm and final exams, which are evaluated by a team of teachers. Secondly, there is an increased emphasis on self-evaluation of ideological and political content, which is evaluated by student clubs from extracurricular activities such as the second classroom and the internet[5]. The assessment focuses on practicing socialist core values, participating in network propaganda, utilizing transportation knowledge, and presenting extracurricular activity results to the whole class at the end of the term. The self-assessment scores are peer-reviewed by classmates. The combination of process-oriented assessment of professional knowledge and autonomous assessment of ideological and political content effectively integrates the latter into the dynamic course assessment, enhancing students' abilities in teamwork, ideological and moral education, social service, patriotism, and other areas.

5. Conclusion

Taking the "Transportation Management" course as an example, this paper explores the construction of the ideological and political education team, the establishment of new goals for course-based ideological and political education, the in-depth exploration of the elements of ideological and political education within the course, and the integration of ideological and political content with professional knowledge. Through the reformation of teaching evaluation methods, ideological and political content has been subtly and effectively integrated into professional education, inspiring students' love for the country, national pride, sense of professional belonging, and other internal driving forces. Through the construction of course-based ideological and political education, university students can connect their personal growth with the development of the country, become practitioners and leaders of socialist core values, and become new-era individuals who shoulder the responsibility of national rejuvenation.

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