

Empirical Research on Curriculum-based Ideological and Political Teaching of Universities

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Abstract: The investigation and analysis of the implementation effect of "curriculum ideology and politics" in 10 colleges and universities in Shandong Province found that most of the teachers and students in colleges and universities held a positive attitude towards the optimization and development of "curriculum ideology and politics" in colleges and universities, but there were still poor curriculum and teaching content, poor teachers and teaching methods, imperfect curriculum ideology and politics evaluation system, and lack of innovation in curriculum ideology and politics teaching content and methods. In view of the above problems and challenges, it is suggested that colleges and universities should optimize and improve the curriculum design and teaching content, teaching resources and methods, curriculum ideological and political evaluation system and teaching innovation in order to improve the implementation effect of curriculum ideological and political.

Keywords: Curriculum ideology and politics; Implementation effect; Path optimization; research.

1. Introduction

The Ministry of Education said in the guiding opinions on moral education work that it is necessary to vigorously promote the specialization and standardization of moral education work, enrich the content of moral education, innovate the working mechanism of moral education, organically combine knowledge imparts, ideals and beliefs, and realize the goal of educating people throughout the process and as a whole. This survey was carried out in a combination of qualitative and quantitative methods. First of all, through literature analysis, in-depth research on the concept, connotation and domestic and foreign development of curriculum thinking and politics, in order to understand the theoretical and practical basis of curriculum thinking and politics. Secondly, using the empirical research method, 10 colleges and universities in Shandong Province were investigated, questionnaires, interviews, and in-class observation were used to collect first-hand information, evaluate the effect of curriculum implementation, deeply explore the problems existing in curriculum ideological and political implementation, and put forward relevant suggestions and countermeasures.

2. Research Design

2.1. Investigation object

The survey was conducted in 10 universities in Shandong Province, covering multiple majors such as science and technology, humanities and social sciences, and collected data through individual interviews, group interviews and online and offline distribution of questionnaires. In order to ensure the authenticity and validity of the survey data, we issued different questionnaires for teachers and students to have a deeper understanding of the needs of teachers and students for curriculum ideological and political education. Among them, 120 solicitation forms and 106 effective questionnaires were issued for college teachers. 160 questionnaires were distributed to students, 139 of which were valid.

2.2. Questionnaire design

This research questionnaire is designed from the four aspects of curriculum and teaching content, teaching resources and teaching methods, curriculum ideological and political evaluation system, and curriculum ideological and political practicality and innovation to ensure the effectiveness of the questionnaire content.

In terms of data processing, questionnaire survey data were first sorted out, invalid data were eliminated, SP statistical analysis software was used for descriptive statistical analysis and correlation analysis, and content analysis was adopted for processing. Through induction and extraction, effective experience and existing problems of curriculum ideological and political implementation were summarized. Finally, the quantitative and qualitative research results are combined to form a comprehensive evaluation of the effect of curriculum ideological and political implementation in ten colleges and universities in Shandong Province.

From the analysis of the overall survey, teachers and students in 10 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 colleges and universities. However, there are still shortcomings in the curriculum design and teaching content, teaching resources and teaching methods, curriculum ideological and political evaluation system, and the practicability and innovation of curriculum ideological and political courses.

3. Analysis of the Investigation Results of The Implementation Effect of Curriculum Ideology and Politics

3.1. The curriculum and teaching content are single and lagging

Political theory courses, as an important part of college education, aim to cultivate students' socialist core values, so

that they can analyze and solve practical social problems by using Marxist positions, viewpoints and methods. In the survey of college students' curriculum ideology and politics, "Do you think it is necessary to optimize the content of school

curriculum ideology and politics?" 90.05% of students think it is necessary. They think political theory courses are good for helping them face real social problems. See Table 1 for details.

Table 1. Students' attitude towards ideological and political lessons

Do you think it is necessary to deepen and optimize school curriculum ideology and politics?	scale
Yes	90.05%
No	9.95%

At the same time, through the interviews and surveys of teachers and educational administrators in colleges and universities, we find that the setting of ideological and political curriculum in some colleges and universities in Shandong Province is relatively simple. Among them, 78.2% of teachers believe that the main ideological and political channels in universities are ideological and political theory

courses; The content of specialized courses accounted for 11.8%; The proportion of general studies is 10%. This shows that in most colleges and universities, the curriculum ideological and political Settings are too simple, the teaching content is not systematic and targeted, and it is difficult to meet the needs of students of different majors. See Table 2 for details.

Table 2. Teachers' and administrators' views on the main course of curriculum ideology and politics

What do you think is the main ideological and political channel of our school?	scale
Ideological and political theory	78.2%
Specialized course	11.8%
Liberal studies	10%

It can be seen from the survey results that most students have a high degree of awareness of curriculum ideology and politics, and believe that curriculum ideology and politics are helpful to cultivate their moral character and social responsibility. However, there are some problems in the curriculum setting and content, which are mainly manifested as: the ideological and political curriculum setting is simple, the curriculum structure is too rigid, and the lack of flexibility. The boundaries between different disciplines are too obvious, and the content of interdisciplinary ideological and political courses is less, which makes students' knowledge system too fragmented. Therefore, only through the integration and improvement of the curriculum, can we effectively integrate the socialist core values, excellent traditional Chinese culture, national development strategy and other aspects in education,

and effectively achieve moral cultivation and promote the development of socialism.

3.2. Ideological and political teaching resources are lacking and teaching methods need to be improved

In the question "What do you think of the ideological and political penetration of our school teachers in the course of teaching?" According to the analysis of this issue, only 20.51% of teachers interact with students, and 43.2% of teachers still use traditional teaching methods. The lack of innovation and diversity makes it difficult to stimulate students' interest and enthusiasm in learning. See Table 3 for details.

Table 3. The penetration of ideology and politics in the curriculum

What do you think of the ideological and political penetration of our school teachers in the course of teaching?	scale
Actively carry out ideological and political interaction in class, and do a good job of infiltration.	20.51%
Before class, after class to carry out ideological and political interaction, infiltration work done relatively well.	36.29%
Traditional lecturing teaching permeates general	43.2%

Through the results of the questionnaire, we analyze the problems in the teaching of political and ideological courses carefully. First of all, teaching resources are uneven, and some colleges and universities still have some deficiencies in classroom Settings, practical training of educational skills, etc., and teaching quality is affected to some extent. Secondly, most teachers pay too much attention to imparting knowledge in the teaching process, so that students passively accept knowledge in the teaching process, and lack opportunities to think and discuss. Limited by the teachers and teaching resources, the education effect of ideological and political courses will be greatly reduced, and students' learning interest

and enthusiasm will be difficult to stimulate, which is not conducive to the training of students' independent thinking, pioneering and innovative ability, and does not meet the needs of talent training in the new era. Therefore, it is necessary to optimize teaching resources, strengthen teacher training and improve teaching methods to improve the ideological and political penetration of the curriculum.

3.3. Curriculum ideological and political assessment system is not perfect

In the investigation of college students, it is found that there are some imperfections in the evaluation system of

curriculum ideology and politics in ten colleges and universities in Shandong Province. First of all, 85.11% of the students believe that the evaluation system of ideological and political courses needs to be improved, and the evaluation indicators of ideological and political teaching are too simple. Most colleges and universities take students' examination scores as the only evaluation criteria, ignoring students' performance in class participation, thinking ability and value

cultivation. Secondly, the evaluation methods are too subjective and lack of objective and scientific evaluation means, which makes the evaluation results have certain subjectivity and deviation. In addition, the evaluation feedback mechanism is not perfect, and the evaluation results can not be timely feedback to teachers and students, and can not play a role in guiding teaching and promoting the development of students. See Table 4 for details

Table 4. Students' evaluation of the assessment system

Do you think the evaluation system of ideological and political courses needs to be improved?	percent
Yes	85.11%
No	14.89%

The political assessment system of curriculum in colleges and universities has not yet formed a scientific and systematic evaluation system. On the one hand, the assessment index system is not perfect, there is no good pertinence, the operation is not strong; On the other hand, it is difficult to reflect the effect of curriculum political education comprehensively and accurately because of the backward assessment methods and technical means. This lack of scientific and systematic evaluation system, it is difficult to conduct effective guidance and supervision of curriculum ideological and political education, so only in-depth analysis of the causes of problems, targeted countermeasures can promote the perfection of curriculum ideological and political evaluation system, and further improve the quality of curriculum ideological and political education.

3.4. The practicability and innovation of curriculum ideology and politics still need to be further strengthened

According to the questionnaire survey of teachers, 75.44% of students have a general attitude towards participating in online and offline ideological and political activities in the teaching activities of ideological and political courses, 10.14% of students have an inactive attitude and basically do not participate in any teaching activities, and only 14.42% of students participate in classroom activities actively or very actively. This phenomenon also reflects that the practicality and innovation of the curriculum's ideological and political thinking need to be improved. For details, see Table 5.

Table 5. Students' participation attitude towards curriculum ideological and political practice activities

Students' attitude towards participation in curriculum ideological and political practice activities?	scale
Very positive	6.3%
More active	8.12%
normal	75.44%
Not active	10.14%

To emphasize the innovation of ideological and political courses, teachers should first abandon the traditional "cramming" teaching method, establish a student-centered teaching concept, encourage students to think independently and innovate, and cultivate their innovative spirit and critical thinking. The innovation of curriculum ideology and politics should also be reflected in practicability, reflected in the teaching content should be close to reality and pay attention to the interest of students. At present, the teaching content of ideological and political courses involves more theoretical exposition, and lacks practical case analysis, which makes it difficult for students to resonate. Therefore, teachers should pay attention to the combination of theory and practice in teaching, and stimulate students' learning interest and improve their participation by case teaching and scenario simulation. Pay attention to the cultivation of students' hands-on ability, reflect the practicability of ideological and political education in the course, through participating in the ideological and political practice activities of the course, break through the drawbacks of traditional ideological and political education theory from reality, so that students can feel the importance of ideological and political education.

4. curriculum ideological and political route optimization

4.1. Improve the curriculum and teaching content

In view of the implementation effect of the current university curriculum ideology and politics, we need to start with the curriculum setting and teaching content, carry on the in-depth optimization and adjustment. First of all, we should strengthen the integration of ideological and political courses with other disciplines, break the traditional discipline boundaries, and realize the interdisciplinary teaching mode. For example, the education of socialist core values is integrated into the natural science curriculum, so that students can learn professional knowledge while establishing correct values. Secondly, we should pay attention to the updating and iteration of the course content, keep up with the pace of the development of The Times, and integrate the latest ideological and political ideas into the course teaching. At the same time, we should pay attention to the practicality of the course, increase the practical operation of students, so that students can feel the importance of ideological and political education in practice.

4.2. Improving teaching resources and strengthening the quality of teachers

With the popularization of Internet technology, digital teaching resources have become an important part of education. By increasing the investment in digital teaching resources, the school develops digital ideological and political teaching resources with local characteristics, strengthens the utilization of digital teaching resources, and radiates high-quality resources to every corner. At the same time, teachers are the implementers who directly affect the effect of curriculum ideological and political implementation. Therefore, it is necessary to strengthen the construction of teachers in terms of teaching level and ideological and political accomplishment. On the one hand, the basic theories and methods of political and ideological education are trained; On the other hand, teachers are encouraged to innovate in teaching methods, to teach in the way of case teaching, and to improve the teaching quality of courses by discussion teaching.

4.3. Establish a scientific and systematic evaluation system

The examination system is an important measure to test the effect of the ideological and political course. At present, the evaluation system of ideological and political education in Chinese colleges and universities is not perfect, which needs us to carry out in-depth research and exploration. First of all, it is necessary to establish a diversified and whole-process evaluation system that not only attaches importance to students' examination results, but also attaches importance to students' performance in class discussions and practical activities. Secondly, we should pay attention to the practicality and innovation of the evaluation system, encourage students to think and practice creatively, and cultivate students' ability to solve problems. Finally, we should establish a dynamic evaluation system to find and solve the problems in the implementation of curriculum ideological and political education in time, and constantly improve the implementation effect of curriculum ideological and political education.

4.4. Improve the practicability and innovation of curriculum ideology and politics

The practicability and innovation of curriculum thinking and politics is its value and an important way to improve its implementation effect. First of all, strengthen ideological and political practice in the curriculum, so that students can feel the real meaning of ideological and political education in practice. For example, organize students to participate in social practice activities, so that they can enhance their political thinking and thinking literacy in practice. Secondly, we should also pay attention to the innovation of curriculum teaching, and constantly explore new teaching models and teaching methods to meet the needs of the development of The Times. For example, the use of modern information technology means, such as network teaching platform, virtual simulation experiment, etc., to improve the teaching effect of ideological and political courses. At the same time, strengthen school-enterprise cooperation, introduce enterprise resources, and provide more practice opportunities and practice platforms to students.

5. Conclusion

This study takes ten colleges and universities in Shandong Province as examples to discuss the implementation effect and optimization path of college curriculum ideology and politics. Through literature review, empirical analysis and other methods, it is found that colleges and universities in Shandong Province have achieved certain results in curriculum ideology and politics, curriculum and teaching contents are gradually enriched, and teachers and teaching methods are constantly improved. However, there are still some problems in curriculum setting, teaching content and resources, teachers, teaching methods, curriculum evaluation system and so on.

In terms of optimization path, policy suggestions and other aspects, in response to these problems and challenges, the survey puts forward corresponding opinions and suggestions. The first is to improve the curriculum and teaching content, and pay attention to the cultivation of students' socialist core values and moral qualities. The second is to strengthen the investment of digital ideological and political teaching resources, improve teachers' teaching level and sense of responsibility, and effectively strengthen the construction of teachers. Thirdly, construct a scientific evaluation system of curriculum ideological and political education, pay attention to process evaluation and diversified evaluation, and better reflect the implementation effect of curriculum ideological and political education. Finally, the practicability and innovation of ideological and political courses will be improved through the combination of theory and practice, so as to cultivate students' practical ability and innovative spirit. Although this study discusses the implementation effect and optimization path of ideological and political education in ten colleges and universities in Shandong Province, there are still some research limitations. First, the sample size is limited. Taking ten colleges and universities in Shandong Province as an example, it may not fully reflect the implementation of ideological and political education in Chinese colleges and universities. Second, the limited learning time can not fully assess the long-term performance of ideological and political courses. Therefore, it is hoped that the sample scope can be further expanded and the research time can be further extended in the future, so that more accurate and comprehensive results can be obtained.

Looking forward to the future, as an important part of university education, ideological and political courses will continue to be widely concerned by the society. The research can further explore the integration of curriculum ideology and politics with other educational fields, such as mental health education, innovation and entrepreneurship education, so as to realize the all-round development of education. At the same time, it can strengthen the international exchange and cooperation of curriculum thinking and politics, learn from the excellent experience of foreign curriculum thinking and politics, and provide more reference and inspiration for the development of Chinese university curriculum thinking and politics.

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