

Research on the Cooperative Education Effect of "Ideological and Political Curriculum" and Ideological and Political Theory Courses

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Abstract. "Ideological and political curriculum" and ideological and political theory courses cooperation education is the necessary requirement for universities to implement the fundamental task of "cultivating people with morality", is the need of university students' own development, is the objective requirement to cope with the world unprecedented changes. In order to enhance the synergistic education effect of "curriculum ideological and political education" and ideological and political education, it is necessary to grasp the key of teachers, to take the construction of curriculum system as the important starting point, to give full play to the role of classroom teaching as the main channel, and to establish and perfect the corresponding operation mechanism.

Keywords: Ideological and Political Curriculum; Ideological and Political Theory Courses; Cooperative Education.

1. Introduction

The ideological and political curriculum as the main channel of ideological and political education, its system always has its own boundary, this boundary affects the education function of ideological and political education to some extent, which needs to be supplemented by "ideological and political theory courses". [1] The "ideological and political curriculum" is not only a new teaching idea, but also a curriculum view, this concept requires the "soft implantation" of ideological and political education content in all courses, it is infiltrated in each course with immersion, so that the course realizes the goal of value shaping while realizing knowledge transfer and ability training. The "ideological and political curriculum" and ideological and political theory courses educate people in coordination, it is conducive to solving the "two skins" problem of professional education and ideological and political education in teaching practice of colleges and universities, and is helpful to the formation of school's "educate people comprehensively throughout the whole process" shape.

2. The Inevitability of Cooperative Education of "Ideological and Political Curriculum " and Ideological and Political Theory Courses

Cooperation is that two or more resources are coordinated to complete a goal in an orderly fashion. [2] The ideological and political theory courses and "ideological and political curriculum" are highly consistent in goals, highly overlapped in contents, and are prominent in complementary effects, they will be bound to form the educational joint force and produce the 1+1>2 education effect.

(1) The inevitable requirements of colleges and universities to implement the fundamental task of fostering virtue through education

The effect of fostering virtue through education is the fundamental criterion for testing all the work of colleges and universities. General Secretary Xi pointed out that "it is necessary to adhere to the central link of fostering virtue through education, run through ideological and political work throughout the whole process of education and teaching, so as to realize the whole process of educating people and all-round education," [3], each course in colleges and universities shoulders the dual task of educating people and cultivating talent, but there has been a long-standing phenomenon of separation between educating people and cultivating talent in teaching, if this situation is not

changed, ideological and political courses will be isolated and helpless in the process of educating people, and affect the realization of the goal of fostering virtue through education in colleges and universities. In May 2020, the Ministry of Education issued "Guiding Outline of Ideological and Political Curriculum Construction in Colleges and Universities", it clearly stated: "comprehensively promote ideological and political curriculum construction, it is precisely in the knowledge transfer and ability training that values guidance resides, help students shape the correct world outlook, outlook on life, and values, this is the due meaning of talent training, and it is also the necessary content." [4] This also further makes the common education responsibilities of each course. The proposal of "ideological and political curriculum" provides teachers with a new idea and practical path choice.

(2) The needs of college students' own development

College students are not only in a period of rapid growth of knowledge and abilities, but also in a critical period of value formation, "it is very important to grasp the value development during this period. It's like buttoning up clothes, if the first button is buttoned up incorrectly, the remaining buttons will be buttoned up incorrectly. The buttons of life must be buttoned up right from the beginning." [5] (172) But facing the complex external environment, college students are often at a loss due to insufficient cognitive abilities," the effective cooperation of "ideological and political curriculum" and ideological and political theory courses can help students get out of confusion and accumulate energy to continue to grow, meeting the actual needs of college students in knowledge, ability and value orientation.

(3) The objective requirements of dealing with momentous changes unseen in the world in a century

Today's world is undergoing momentous changes unseen in a century, coupled with the raging global epidemic, the domestic and international environment we face is more complex and ever changing, colleges and universities need to continuously innovate ideological and political education methods to meet many challenges. In 2018, General Secretary Xi Jinping stressed at the National Education Conference: "the builders and successors of socialism in the new era must not only have Chinese feelings, but also have the world sight and international perspective.....it is necessary to educate and guide students to pay attention to the world situation and its development and changes, and become talents with Chinese feelings and global perspectives, they can not only shoulder the mission of building the motherland, but also shoulder the responsibility of making contributions to the world and mankind" [6]651. The objective environment of momentous changes unseen in the world in a century requires college students not only to have a global perspective, but also participate in international cooperation and competition in the future. Only by combining professional education and ideological and political education, promoting "ideological and political curriculum" and ideological and political theory courses can we meet the demand for compound talents in the objective environment under momentous changes unseen in the world in a century.

3. The Problems Faced by the Cooperative Education Effect of "Ideological and Political Curriculum" and Ideological and Political Theory Courses

(1) Ideological and political theory courses in colleges and universities themselves have not received the attention they deserve

Although the Party Central Committee attaches great importance to ideological and political work in colleges and universities, colleges and universities do not pay enough attention to ideological and political courses in actual work, in addition, the deviation of educational ideas makes some managers and teachers believe that ideological and political education and value education are the responsibility of the ideological and political course teacher and the Party and league team, major teachers focus on the learning of students' professional knowledge and the cultivation of professional abilities. In recent years, although the ideological and political education work has received more and more attention, its status has improved from before, the methods lack new ideas and the effect is not obvious. In

practice, the method of “emphasis” in individual colleges and universities has become frequent top-down lectures to teachers of ideological and political courses; various meetings are held to solve the problems faced by ideological and political courses, but even the class time of the ideological and political class has not been properly handled, there are still ideological and political classes arranged in the evening or on weekends. In scientific research, compared to other majors, although the ideological and political courses have special ideological and political topics in recent years, the number of applicants is still very fierce in comparison with the number of full-time and part-time teachers of the school’s ideological and political courses; as far as young ideological and political teachers with weak scientific research ability, fierce competition in the application of ideological and political special topics, there is no advantage in the project application of annual humanities and social sciences. This situation is not conducive to the rapid growth of young teachers. The "ideological and political curriculum" is the expansion and extension of ideological and political education, only by giving due attention to ideological and political courses can it play a "leading" role in the construction of "ideological and political curriculum" and eventually achieve the goal of "dancing together" in all courses.

(2) The teacher teams have misunderstandings about "ideological and political curriculum"

The ideological and political theory courses and "ideological and political curriculum" play a role in cooperative education, which depends on the active participation of teachers, but not all teachers have the awareness and ability of "ideological and political curriculum". For ideological and political teachers, the construction of "ideological and political curriculum" requires ideological and political teachers to play a leading role, it means that ideological and political teachers must not only complete their own teaching work prescribed, but also work with other course teachers to find ways of "ideological and political curriculum", the responsibility is bigger in comparison with before, the workload is also more, however, most schools have not established corresponding incentive mechanisms, as a result, the leading role of ideological and political teachers is not obvious in practice. For some major teachers, their doubts about the necessity of "ideological and political curriculum", make them mistakenly believe that the construction of "ideological and political curriculum" is extra labor, which will occupy major time, in addition, some teachers’ ideological and political abilities are limited, their enthusiasm for participating in "ideological and political curriculum" is not high in the absence of relevant system training. Other personnel involved in teaching and management are also reluctant in actively participating in the construction of "ideological and political curriculum" due to their inadequate understanding or the mentality of avoiding troubles. But if there is no "ideological and political curriculum" awakening and active participation of all teachers, the dilemma of ideological and political isolated islands will not be fundamentally solved.

(3) The cooperative effect of "ideological and political curriculum" and ideological and political theory course practice is not obvious

Under the background that the country vigorously promotes the construction of "ideological and political curriculum", the reform of "ideological and political curriculum" in various colleges and universities is continuously advancing, but the overall feasibility is not outstanding, as a result, the cooperative effect of "ideological and political curriculum" and ideological and political theory courses is not obvious, the performance is as follows: first, the promotion method is relatively single and the innovative ability is not enough. The schools publicize and encourage the construction of "ideological and political curriculum", mostly give preferential promotion methods when applying for scientific research of the school, this can be reflected in the various "ideological and political curriculum" projects applied by the school in recent years, however, the research results of these scientific research projects are rarely discussed at school meetings or applied to the school’s "ideological and political curriculum" construction practice, except for undergraduate colleges with strong faculty that have experience worthy of promotion in the construction of "ideological and political curriculum", higher vocational colleges have few effective programs that can be promoted, the guiding role of theoretical research on practice is not obvious; second, teachers of ideological and political courses mostly participate in the theoretical discussions of construction of major "ideological

and political curriculum", but rarely participate in practice, and the two sides lack the effective cooperation platform. In practice, although the schools lead the department to build the platform for ideological and political teachers and teachers of various majors, it cannot solve the practical problems faced by the two sides, how to build the effective tripartite cooperation platform still needs to be explored; third, the lack of the teaching system of "ideological and political curriculum" involving various courses causes cooperative effect among courses to not appear, the effect of "ideological and political curriculum" is barely satisfactory. The "hard implantation" of ideological and political education contents appears in some courses in practice, the phenomenon of "two skins" appear in in the same course in some courses, which not only causes the students to resent, but the teaching effect is also barely satisfactory; fourth, the promotion plan of "ideological and political curriculum" made at the school level has defects in the cooperation mechanism among teachers, multi-departmental cooperation mechanism, incentive mechanism and evaluation system, etc., which are not conducive to the formation of cooperative joint force.

4. Effective Ways to Improve Cooperative Education Effect of "Ideological and Political Curriculum" and Ideological and Political Theory Courses

In order to improve cooperative education effect of "ideological and political curriculum" and ideological and political theory courses, it is necessary to start from the three important factors: teacher group, curriculum system construction and classroom teaching, and build the corresponding system and mechanism according to the situation, and provide guarantee for the construction of "ideological and political curriculum".

(1) The teacher group is the key, and various incentive mechanisms should be perfected

First, stimulate the consciousness of the teacher group. Schools can propagate the spirit of related documents of ideological and political education, so that all teachers can tense the strings of ideological and political education, rally and implement the construction consensus of "ideological and political curriculum", special attention should be paid to stimulating major teachers' enthusiasm to carry out "ideological and political curriculum", because "in the development process of China's higher education, it must be clearly stated that it is the sacred mission of all educators to adhere to 'foster virtue through education', It should not only be included in the main responsibility of party organizations at all levels in colleges and universities, but also should be the inescapable job responsibility of teachers, cadres and workers, especially the sacred responsibility of major teachers who are closely connected with students." [7] The formation of the "ideological and political curriculum" consciousness of the teacher group requires internal and external joint forces, it is a slow process to completely transform the external constraints into the teacher's personal "ideological and political curriculum" consciousness, and it takes a long time to work.

Second, innovate methods to enhance teachers' "ideological and political curriculum" ability. The first is to do a good job in training the basic quality of teachers' "ideological and political" curriculum. Integrate the contents of ideological and political education into the employment training of new teachers, the on-the-job training of all teachers, and the training of major teaching ability improvement, etc., refine the training contents of different teacher groups, do a good job in improving the "ideological and political curriculum" ability of major teachers, training course teachers and other teaching assistants. The second is to give full play to the mature experience of the school's "tutor system" and introduce it into the training of major teachers. In order to help young teachers who have just entered the school to adapt to teaching and scientific research work as soon as possible, the school generally requires the department to instruct, help and lead young teachers with one or more senior teachers to carry out teaching and scientific research, however, at present, the school's "tutor system" is limited to the same department and the same major, the improvement of new teachers' "ideological and political curriculum" ability urgently needs the participation of ideological and political teachers.

Third, build "ideological and political curriculum" cooperative overpass for teachers. The school should actively act as a go-between for the cooperation between the secondary colleges and the

teachers, and establish the professional "ideological and political curriculum" teaching team, the cooperation ways of teaching team can be refined according to the department of each ideological and political teacher. The school takes the lead and various functional departments are responsible for creating conditions for the cooperation between secondary colleges and teachers, so that schools, colleges, ideological and political teachers and major teachers can all be connected to each other, promote the smooth progress of "must cooperation"; encourage major teachers of secondary colleges to seek cooperation with ideological and political teachers who are highly matched with their own teaching, research, personal temperament and other factors according to their actual conditions, and schools and colleges provide services for them, promotes the effective implementation of "I want to cooperate" among teachers, under the double efforts of "must cooperate" and "I want to cooperate", the school, ideological and political teachers and major teachers can work together.

Fourth, expand extra-school training bases and promote the establishment of normalized mechanism for teachers to participate in social practice. The first is to conscientiously implement relevant document requirements. The Ministry of Education put forward in the "Training Plan of Teachers of Ideological and Political Theory Courses in Ordinary Colleges and Universities (2013-2017)" issued in 2013: "according to the teaching needs of ideological and political theory courses in colleges and universities, build a group of college ideological and political theory teachers' social practice research bases, and promote the standardization and institutionalization construction of domestic social investigation activities of key teachers..... The colleges and universities in all regions should rely on social practice research bases to extensively organize ideological and political theory teachers to conduct social investigations. [8] In the "Training Plan of Teachers of Ideological and Political Theory Courses in Ordinary Colleges and Universities (2019-2023)" issued in 2019, the measures to implement teacher participation in investigation activities were again put forward: "The Ministry of Education and relevant departments signed the cooperation agreement, set up a group of 'college ideological and political teacher research bases in the new era' in the units that have achieved world-leading achievements in the construction of national infrastructure such as high-speed rail, bridges, ports, and major scientific and technological achievements such as aerospace and submarine. In five years, the colleges and universities in all regions organize ideological and political teachers to participate in practical research at least once. "[9] All colleges and universities should earnestly implement the requirements of relevant documents, and create conditions for some part-time ideological and political teachers and major teachers to participate in the social practice of ideological and political teachers. The second is to actively develop the extra-school practice base where the school is located. Relying on grass-roots Party building, through party-mass joint building activities, teachers are promoted to accumulate "ideological and political curriculum" materials in the process of build closer party-mass relations.

Fifth, multiple measures should be taken to stimulate teachers' enthusiasm to actively participate in the construction of "ideological and political curriculum". The first is to encourage all teachers to participate in the construction of "ideological and political curriculum", the construction of "ideological and political curriculum" requires not only the leading role of "leader" subject experts, but also the extensive and lasting participation of ordinary teachers. Schools should make relevant requirements and norms for teachers to participate in "ideological and political curriculum", explore specific methods suitable for teachers of different levels to participate in the construction of "ideological and political curriculum", make competent subject experts have the enthusiasm for participation, teachers who have participated can maintain devotion, teachers who are not involved have impetus to participate. The second is the combination of material and spiritual rewards. Intensify the evaluation and reward effort of the research results of the "ideological and political curriculum" construction, should have both material rewards such as bonuses, and spiritual encouragement, for example, inspire and influence more teachers by commending, organizing on-site teaching observations or results presentations and other activities; the third is to build the performance appraisal system of "ideological and political curriculum". Strengthen the process appraisal and refine the appraisal contents. The effect of ideological and political education sometimes does not appear

immediately, therefore, it is difficult to objectively evaluate the effect of "ideological and political curriculum" from the results, therefore, we should focus on process appraisal, for example, whether the specific goal of "ideological and political curriculum" has been set, whether the elements of "ideological and political curriculum" have been fully explored, whether they are organically integrated with majors in practice, how the students' feedback in the classroom, and whether the "ideological and political curriculum" can advance with the times, etc.

(2) Curriculum system construction is the important link, and the teaching management system needs to be improved

Specialties as the basic carrier of "ideological and political curriculum" construction, due to their different ideological and political attributes and functional positioning, the construction focus of "curriculum ideological and political" will inevitably be different, this requires schools to promote by classification in combination with their respective major characteristics, and the key task is the construction of the curriculum system.

First, it is necessary to make the direction of the "ideological and political curriculum" construction of various specialties, set reasonable teaching goals for different types of courses, and tap and temper the ideological value and spiritual connotation contained in the discipline and course according to the characteristics of the discipline and course, and refine the contents of the course, while creating "ideological and political curriculum" of characteristic specialty, support other majors to find the entry point of the "ideological and political curriculum" based on their own advantages, and innovate ways and methods.

Second, improve the construction of the explicit ideological and political education curriculum system. Ideological and political theory courses are the main channel of ideological and political education. On the basis of the existing curriculum system, colleges and universities should actively promote the construction of related ideological and political courses with Xi Jinping's Thoughts on Socialism with Chinese Characteristics for a New Era as the core content. All colleges and universities should plan the arrangement of their ideological and political courses according to the actual situation of the school, carefully plan the school compulsory courses, major compulsory courses and elective courses in the ideological and political course system, and give full play to the explicit educational function of ideological and political courses. The individual needs of students are accurately positioned based on flood irrigation, and improve the "precision" of ideological and political education; under the premise that there is a certain potential and lag in the effect of ideological and political education, make two sets of short-term evaluation and long-term monitoring systems two systems to enhance the effect of ideological and political education.

Third, strengthen the construction of the implicit ideological and political education curriculum system. The invisible education is easier to be accepted by students and the education effect is better relative to explicit education. Strengthening the construction of the implicit ideological and political education curriculum system requires "not only playing the role of the implicit curriculum at the material level, but also play the role of the implicit curriculum at the spiritual, behavioral, and institutional level." [7] Take great pains to build the "ideological and political curriculum" of various majors, highlight the characteristics of different disciplines; expand training bases inside and outside the school, so that more students have the opportunity to apply theories to practice; broaden the second classroom field, use various forms of content to attract more students to participate, integrate all resources to make the implicit ideological and political education curriculum system and the explicit ideological and political education curriculum system eventually converged into a powerful educational force.

Fourth, improve the teaching management system and promote the transformation of teaching management to service. The teaching management department should start from the three main bodies: school, teachers and students, innovate in management ideas, contents and methods, and improve service awareness and quality. The first is to scientifically set the contents of teaching quality assessment, broaden the assessment dimensions, and attach importance to the problems fed back from assessment. Teaching quality assessment is the way for schools to supervise the teaching of teachers,

the school should stimulate the communication function of this system based on the assessment function and increase its service function. Second, in student evaluation, attention should be paid to the combination of result evaluation and process evaluation, horizontal comparison and vertical comparison, appropriately increase the supporting and upgrading services after the evaluation, change the current situation where only looking for problems but not solving them.

(3) Classroom teaching is the main channel, and method innovation is effective

Classroom is the main place for teachers to impart knowledge and realize education. The teacher's degree of control over classroom teaching intuitively reflects his "ideological and political curriculum" ability. Doing a good job of classroom teaching need to pay attention to the following aspects:

First, prepare adequate teaching materials. Major teachers should learn and use key textbooks well, write ideological and political contents closely related to their course contents into teaching plans, and compile them into courseware, so that they can have a clear idea and make choices, and avoid the randomness of "ideological and political curriculum". Major teachers should actively connect with major teachers of ideological and political courses, moreover, actively learn the latest theoretical results of the Sinicization of Marxism, and apply theory to teaching practice.

Second, use teaching methods flexibly and do a good job in innovation and integrity of classroom teaching methods. On the one hand, give full play to the advantages of traditional classroom teaching methods. For example, although classroom teaching is a traditional teaching method, teachers can be innovative about what contents, language and methods are used to tell the story, proper expression can not only express emotion but also meaning, and can effectively enhance the effect of classroom teaching. On the other hand, keep pace with the times and innovate teaching methods. The teaching methods are flexible and variable, which requires teachers to choose according to the subject and the situation of the students, and constantly innovate in the process of selection and summarizing experience. Pay attention to the application of modern information technology in the classroom, various forms of teaching software can provide a high-quality display platform for classroom teaching contents, it can not only improve students' ideology and understanding, and is more conducive to quickly mastering knowledge and skills, but the relationship between people and tools should be handled well in the application, and prevent students from indulging in the Internet due to frequent use of mobile phones.

Third, make good use of the classroom. On the one hand, it is necessary to handle matters in and out of class in class. Whether teachers can respond to students' concerns in time in class, whether they criticize wrong views and thoughts in society in timely, and whether they pay attention to guiding and enlightening students, which are directly related to the formation of students' values and behavior choices. Nowadays young students are more sensitive to major events in society, teachers should strengthen communication with the emergency management department of the school which deal with emergencies, remain vigilant at all times, and be good at taking advantage of opportunity of major events to do ideological and political work, and guide the school's correct direction of public opinion, help students have the self-learning ability, Only in this way can students have independent consciousness and correct judgment, and thus grow into truly free people. On the other hand, do a good job in cooperating the two classrooms and give full play to the joint force of the two classrooms. In reality, the second classroom of most schools has a small number of participants, as a result, its cooperative role with the first class is not obvious, in order to change this situation, schools need to continue to innovate the form of the second classroom, develop more extra-school practice teaching bases, and attract more students to participate. Use the expression methods that students love and see and convenient carriers to strength publicity, for example, adopting peer report display, shooting tidbits when teachers and students participating in practice, etc., to enhance the radiation effect of second classroom activities and affect more students.

The "ideological and political curriculum" from the proposal to the practice is just to change the current situation of poor cooperation between ideological and political education and major education, and help ideological and political education to get rid of the predicament of "isolated islands". Only

by starting from the teacher groups, curriculum system construction and classroom teaching, and solving many problems encountered in the process of cooperation between "ideological and political curriculum" and ideological and political theory courses, can we enhance the education effect of the two and realize the goal of foster virtue through education in colleges and universities.

Acknowledgments

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