

# *Research on Teaching Reform of Public Basic Courses in Colleges and Universities under the Concept of “Course-based Ideological and Political Education”*

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**Abstract**—Implementing “Course-based Ideological and Political Education” in public basic course is required by the teaching reform of public basic courses and the teaching reform of ideological and political education under the new situation. This work explored main measures for the teaching reform of public basic courses in colleges and universities under the concept of “Course-based Ideological and Political Education”: revising curriculum syllabus, excavating ideological elements of public basic course, optimizing contents of teaching materials, improving the literacy and ability of “Course-based Ideological and Political Education” for teachers of public basic courses, establishing a teaching team of “Course-based Ideological and Political Education”, innovating teaching models and methods, and optimizing the evaluation system of public basic courses, etc. Through these measures, the organic integration of public basic courses with ideological and political education can be realized, which provides references for the teaching reform of “Course-based Ideological and Political Education” in colleges and universities.

**Keywords**—“Course-based Ideological and Political Education”; Public basic courses; Ideological and political education; Teaching reform

## I. CONNOTATION AND GOAL OF “COURSE-BASED IDEOLOGICAL AND POLITICAL EDUCATION”

In the national ideological and political work conference in 2016, Chinese President Xi Jinping pointed out that “it is necessary to make good use of classroom teaching as the main channel, and strengthen ideological and political theory courses through improvement”, “all other courses should perform their own duties and undertake their responsibilities, so that all kinds of courses can follow the same direction as that of ideological and political theory courses, forming a synergistic effect”. President Xi Jinping emphasized that ideological and political work should be integrated with the whole process of education and teaching, realizing whole-process and all-round education. Under the new situation, all courses have the function of ideological and political education, and all teachers undertake the task of ideological and political education. As an educational concept, “Course-based Ideological and Political Education” has been a consensus in colleges and universities. The so-called “Course-

based Ideological and Political Education” requires teachers in colleges and universities to add elements of ideological and political education into courses while imparting knowledge, which combines knowledge transfer with value guidance, promotes socialist core values, inherits Chinese excellent traditional culture, guides students to strengthen their ideals and beliefs, cultivates students with good moral qualities and helps students to establish a correct outlook of world, life and values. Through the “Course-based Ideological and Political Education”, the dilemma of ideological and political theory teachers fighting alone can be solved, since constructing a Trinitarian ideological and political curriculum system of ideological and political courses, public basic courses and professional courses, and form a coordination of ideological and political teachers, public basic courses teachers and professional teachers can integrate and unify education goals of the humanities and nature disciplines, achieve the combination of knowledge transfer and value guidance, and realize the goal of ideological education in colleges and universities, which cultivates socialist builders and successors who have both moral talents and all-round development [1].

## II. NECESSITY AND FEASIBILITY OF IMPLEMENTING “COURSE-BASED IDEOLOGICAL AND POLITICAL EDUCATION” IN PUBLIC BASIC COURSES

### A. Public basic courses provide an important platform for the implementation of “Course-based Ideological and Political Education”

Public basic courses in colleges and universities are mainly basic courses such as mathematics, physics, chemistry and computer for freshmen and sophomores as well as public courses such as English physical class, and their class hours account for about one third of students' total class hours. These public basic courses play a fundamental, guiding and key role in students' professional learning. Under the concept of “Course-based Ideological and Political Education”, public basic courses can act as a long-term platform for implicit ideological and political education because of their outstanding importance besides the explicit ideological and political education function of political classes. Integrating “Course-based Ideological and Political Education” into the

whole process of public basic course teaching, exploring the ideological and political elements of public basic courses, and strengthening the ideological and political theory as well as value guidance in public basic courses teaching for a long time can exert a subtle influence on students and exert the ideological and political education function that is difficult to realize in the ideological and political classroom.

*B. Implementing "Course-based Ideological and Political Education" is required by the teaching reform of public basic courses*

There are some outstanding problems in the current public basic courses in colleges and universities. First, public basic courses teaching still adopt the traditional teaching method. Since there are too many students in a class, 4-6 classes are usually combined. Teachers only pay attention to teaching knowledge but have no consideration for the ideological education of students. Teachers and students lack communication and students lack interest in learning, leading to poor attendance and exams failing. Second, the teaching concept of teachers is deviated. Their teaching goal is to require students to master knowledge and cultivate skills, but they ignore the real connotation of public basic courses. Third, colleges and universities pay insufficient attention to public basic courses and pay insufficient attention to the scientific research ability and teaching ability of teachers influenced by the tradition of valuing research over teaching. Some teachers of public basic courses lose their teaching enthusiasm because of the limitation in professional title evaluation and project declaration. In addition to imparting knowledge and skills, they do not pay attention to the education of students' ideological and moral aspects. Therefore, implementing "Course-based Ideological and Political Education", combining knowledge teaching with value guidance, integrating politics education into the whole process of public basic courses teaching, and helping students to form enthusiasm for professional learning while mastering basic knowledge, and establish the correct outlook of world, life and values are needed urgently by the teaching reform of public basic courses under the new situation.

*C. Implementing "Course-based Ideological and Political Education" is required by the teaching reform of ideological and political education in colleges and universities*

At present, the ideological education in colleges and universities has a single curriculum system, which mainly uses ideological classes as a channel. Teaching contents are outdated, teaching form lacks innovation, and theoretical teaching is valued over practice exercise. Therefore, it lacks appeal to students. Ideological and political classroom has not played its due role in ideological and political education. Integrating ideological and political education into the teaching of public basic courses and adding ideological and political education into every link of public basic course during the critical period of forming outlook of world, life and values for freshmen and sophomore can play a positive role in promoting the effect of ideological and political education in colleges and universities. Under the new situation, the reform

and innovation of ideological and political education need to implement "Course-based Ideological and Political Education". Public basic courses act as the compulsory courses for all students, and their starting point and ending point are to cultivate all-round talents, which is consistent with the goal of ideological and political education. Implementing "Course-based Ideological and Political Education" is required by the teaching reform of ideological and political education in colleges and universities.

III. EXPLORING THE TEACHING REFORM OF PUBLIC BASIC COURSES UNDER THE CONCEPT OF "COURSE-BASED IDEOLOGICAL AND POLITICAL EDUCATION"

*A. Revising the curriculum syllabus and implementing the spirit of "Course-based Ideological and Political Education"*

Syllabus is a programmatic document of teaching and an important standard to measure teachers' teaching quality, including teaching objectives, teaching contents, key points and difficulties in teaching, etc., and it is an important basis for teachers' teaching activities [2]. When the syllabus of public basic courses is formulated, it should be combined with the characteristics of courses and connotation of ideological and political education. Its teaching objectives should include not only the objective of knowledge and ability, but also the objective of moral education. In terms of the contents, it is necessary to integrate patriotic education, socialist core values education and integrity education. In order to ensure the feasibility and direction of "Course-based Ideological and Political Education", teachers of ideological and political courses should be involved in revising curriculum syllabus. Teachers' participation in the revision of syllabus can also enrich teaching contents of ideological and political courses and make it more closely integrated with public basic courses.

*B. Deeply exploring ideological elements of public foundation courses*

According to characteristics of each subject included in public basic courses, the focus point can be found, and ideological and political elements can be deeply explored and made full use of. For mathematics, physics, chemistry and other natural subjects, their scientific spirit, innovative consciousness and scientific thinking should be focused, so that they can be used to benefit mankind and serve the society. For English, Chinese and other humanities and social science subjects, their core socialist values and excellent traditional Chinese culture should be promoted, so that they can guide values, political and cultural and education. For physical and other practical subjects, they can be used to cultivate students' hard-working and persistent spirit.

*C. Optimizing contents of teaching materials and improving compilation of teaching materials*

Teaching material is an important support of teaching and an important part of curriculum. Public basic courses are faced with more and more students, and the selection of teaching materials must be of high standards. First, the selection of textbooks should be strict, and priority should be given to

national-level planning textbooks or excellent textbooks suitable for students' characteristics. For teaching materials imported from abroad, they should be strictly controlled in terms of ideological and political thoughts. College English teaching materials should be infiltrated Chinese culture and socialist core values in order to cultivate students' ability to express Chinese culture in English, and strictly prevent students from blindly worshipping western values and behaviors. Second, contents of the textbook should be optimized. It is necessary to gather the main strengths of various disciplines and compile high-level textbooks according to characteristics of the school and students. In the process of compiling textbooks, contents of textbooks should be integrated with history, culture and advanced figures of relevant disciplines, as well as Chinese tradition, folk custom, economy and hot topics reflecting the development of Chinese society, so as to enhance the attraction and vividness of textbooks. Third, uses of textbooks should be innovated. When using textbooks, teachers of public basic courses can combine ideological and political elements in the textbooks with their own experience, situational policies, and disciplinary developments to achieve more effective education through the use of new media means and innovative teaching materials [3].

#### *D. Improving the quality and ability of "Course-based Ideological and Political Education" for teachers*

Teachers are the first responsible person of classroom teaching and play a leading role in the implementation of "Course-based Ideological and Political Education". First, it is necessary to cultivate the educational concept of "curriculum thoughts and politics" for teachers, and integrate the ideological and political education into the whole process and every link of public basic courses teaching [4]. Teaching seminars and thematic lectures can be used to raise the awareness of "Course-based Ideological and Political Education" for teachers, and train teachers to actively explore ideological and political elements in the teaching of public basic courses, find the combination of public basic courses and ideological and political education, form sense of identity and mission to "Course-based Ideological and Political Education" and improve their enthusiasm of "Course-based Ideological and Political Education" teaching reform. Second, it is necessary to improve teachers' quality and ability of "Course-based Ideological and Political Education". Through thematic training, the ideological and political theory level and humanistic quality of teachers can be improved. Teachers should be cultivated to implement "Course-based Ideological and Political Education" according to students' characteristics and subject characteristics, use effective teaching means and methods to stimulate students' learning enthusiasm and improve the effect of public basic courses learning and ideological and political education [5].

#### *E. Innovating teaching modes and methods to improve the education effect of "Course-based Ideological and Political Education"*

Classroom teaching is the main channel of implementing "Course-based Ideological and Political Education". Teachers

should innovate teaching modes and methods to promote the implementation of "Course-based Ideological and Political Education". Teachers can introduce social reality and hot issues into classroom teacher in order to mobilize emotional factors and stimulate students' interest in learning. According to characteristics of students and subjects, knowledge competition, case analysis, role experience, scenario simulation, discussion teaching, popular video as well as classic film and television broadcast can be adopted to liven up the classroom atmosphere. Teachers should actively use multimedia technology to combine the advantages of traditional teaching and multimedia to build a hybrid teaching model that combines online and offline. In order to enhance the effect of "Course-based Ideological and Political Education" and improve students' learning enthusiasm and initiative, a student-centered and teacher-led teaching model should be established. For example, in mathematics classroom teaching, WeChat and teaching courseware can be used to push mathematics history, mathematics thoughts, mathematicians and other background knowledge related to mathematics teaching to students, so as to carry out ideological and political education for students. Students can feel the beauty of mathematics, learn the spirit of mathematicians' diligent exploration and understand the role of mathematics in promoting the development of science. Students should be encouraged to form the learning spirit of working hard, solving problems step by step and facing difficulties directly and establish a rigorous view of science, so as to promote communication between teachers and students and effectively realize the goal of combining "in class" and "after class" [6].

#### *F. Establishing the teaching team of "Course-based Ideological and Political Education" in public basic courses*

In order to improve the "Course-based Ideological and Political Education" ability of teachers comprehensively, it is necessary to build a broad teaching and research platform for teachers, and establish a teaching team that both students of public basic courses and ideological and political courses participate in. On the one hand, the traditional teaching team is confined to the internal disciplines. In order to implement "Course-based Ideological and Political Education", it is necessary to involve ideological and political teachers, so that teachers of public basic courses and ideological and political courses can prepare lessons collectively, conduct teaching seminars together and revise curriculum plans and syllabuses together. They can jointly excavate ideological and political elements in the teaching resources of public basic courses, explore the combination of ideological and political education and public basic courses teaching, promote the effective integration of ideological and political elements in public basic course teaching, enhance the level of curriculum design, and form an effective teaching team [7]. On the other hand, teachers of public basic courses can improve their ideological and political theory knowledge, accumulate the teaching resources of "Course-based Ideological and Political Education", and make the ideological and political elements more effective through being widely involved in the teaching seminars or ideological and political lectures.

#### G. *Optimizing the evaluation system of public basic courses and integrating them into ideological and political education standards*

On the one hand, teaching objectives such as knowledge transmission, value guidance and ability training should be incorporated into students' curriculum learning evaluation. Under the concept of "Course-based Ideological and Political Education", the reconstruction of teaching objectives, teaching contents and teaching modes of public basic courses and the emphasis of course learning evaluation should also be changed. In the teaching of public basic courses with moral education as the ultimate goal, the course evaluation should not only focus on mastery of basic knowledge, but also include the improvement of students' comprehensive quality and moral quality, learning ability, problem solving ability, teamwork ability, logical reasoning ability and innovation ability. The way of evaluation can not only look at the score of the test paper, but combine the process evaluation and the result evaluation, and make students' learning attitude, discussion and speech, daily test, reading comprehension, and excellent quality displayed in the process of practice become important basis for evaluation [8]. On the other hand, the teaching management department should establish a scientific and reasonable evaluation system for public basic courses, refine standards, let teachers carry out teaching in accordance with the standards, and attach importance to ideological and political education in public basic courses. The performance of public basic courses teachers participating in "Course-based Ideological and Political Education" should be taken as an important basis for annual assessment, post-employment and title evaluation, so as to stimulate the enthusiasm of public basic courses teachers to implement "Course-based Ideological and Political Education" and promote the implementation of "Course-based Ideological and Political Education".

#### IV. SUMMARY

"Course-based Ideological and Political Education" is an important educational reform in higher education under the new situation. Integrating the public basic courses teaching with ideological and political education is requires by the teaching reform of public basic courses and the teaching

reform of ideological and political education in colleges and universities under the new situation. Implementing "Course-based Ideological and Political Education" in colleges and universities should revise the course syllabus, explore the ideological and political elements of public basic courses, optimize the teaching material contents, improve the quality and ability of public basic courses teachers in "Course-based Ideological and Political Education", create a teaching team of "Course-based Ideological and Political Education", innovate teaching models and methods, and optimize the evaluation system of public basic courses. The "Course-based Ideological and Political Education" of public basic courses in colleges and universities is still in the exploratory stage, which needs to be further studied in theory and perfected in practice.

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