

Exploring "Courses for Ideological and Political Education" in college specialized curriculum

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ABSTRACT

"Courses for Ideological and Political Education" advocates that teachers in colleges and universities dig deeply into the moral elements of various courses and integrate them into course teaching. However, in the practical teaching, courses attach more importance to profession rather than moral education which is lost in course teaching. This paper firstly claims that there is a profound theoretical foundation to implement "Courses for Ideological and Political Education" in specialized curriculum, then focus on the investigation of the necessity and feasibility of the system and mechanism, the capability of related teachers, as well as "discipline - major - curriculum" three-dimensional education mode, which gives the valuable and practical suggestions to the paths of the implementation of "Courses for Ideological and Political Education" in college specialized curriculum.

Keywords: *professional/specialized curriculum, "Courses for Ideological and Political Education", path*

1. INTRODUCTION

On December 9, 2016, President Xi had pointed out in the National Conference on Ideological and Political work in colleges and universities that "to make good use of the main channel of classroom teaching, ideological and political theory courses should be strengthened in the process of improvement, enhance the affinity and pertinence of Ideological and political education, and meet the needs and expectations of students' growth and development. Other courses should keep a good channel and plant a good field of responsibility, so that all kinds of courses and ideological and political theory courses go together in the same direction, forming a synergistic effect" [1]. General Secretary Xi's speech provides guidance for moral education in Colleges and universities. At present, China's moral education in Colleges and universities has made some achievements, basically forming the concept of "Building Morality and cultivating people". However, there is a certain gap between the current moral education work and the requirements of socialist construction in the new era. Many colleges and universities still adhere to the traditional moral education concept. Ideological and political education has been weakened in different degrees in the teaching of professional courses. Therefore, it is urgent to attach importance to and strengthen the ideological and political education in the teaching of professional courses in Colleges and universities. It is imperative to guide the teaching reform through "Courses for Ideological and Political Education", reflect the moral connotation of professional courses, and play the value penetration of professional courses.

2. THEORETICAL BACKGROUND

2.1. Marx's Theory of All-round Development of Human being

Marxism holds that the highest principle and ideal goal of the future society is to realize the all-round development of human beings. In the aspect of human's all-round development, Marxism advocates paying attention to human's subjectivity, improving people's comprehensive qualities such as moral spirit, physique, intelligence, ability and aesthetic taste, and improving people's skills in mental labor, physical labor, scientific research, leadership and management, artistic creation, social ability, etc., and ultimately promote the all-round development of human beings and the complete emancipation of the mind It is the only way to create people with all-round development" [2]. With the rapid development of social modernization, the role and status of family traditional education have been weakened obviously. "The continuation and health of human society should rely on schools to a higher extent" [3]. In his book the basic functions of higher education, Mr. Pan Maoyuan pointed out that the realization of talent growth is reflected in the interaction of genetic quality, environment and education [4]. Education is an important factor to realize the growth of talents. Therefore, as the main position of personnel training, schools should earnestly fulfill the responsibility of Ideological and moral education and undertake the historical mission of cultivating talents for the society. As a university, "it is not enough to educate people with professional knowledge. Through professional education, he can become a useful machine, but he cannot become a harmonious person." [5]

"the goal of the school should always be that young people leave school as a harmonious person, not as an expert." [6] what Einstein called "harmonious development" and "harmonious people" are to enable students to have professional knowledge and ability, as well as high-level comprehensive quality, and prevent the tendency of attaching importance to the teaching of professional knowledge and neglecting the ideological and moral education.

2.2. Constructivist Learning Theory

Constructivist learning theory holds that in teaching activities, teachers are no longer the imparter and instigator of knowledge, but the promoter and helper of meaning construction. In a certain situation, students use necessary learning materials and acquire knowledge through meaning construction with the help of teachers. Constructivist learning theory holds that "situation", "cooperation", "conversation" and "meaning construction" are the four elements or attributes of learning environment [7]. The theory of Constructivism emphasizes learners' autonomous learning and the construction of knowledge meaning. Teachers play a decisive role in helping them learn. However, ideological and political education is a kind of ideological education and value belief education. Indoctrination ideological and political education lacks respect for learners' inner spirit and learning autonomy. Therefore, teachers can use good professional quality and systematic subject knowledge to help students construct positive significance of ideological, political and moral literacy. In classroom teaching, based on knowledge guidance and teaching organization, teachers reveal the ideological methods hidden behind the teaching paradigm, so that moral education can become specific knowable, learnable and usable. At the same time, teachers can create the best situation of moral education in classroom teaching, timely diagnose and correct students' wrong cognition, and promote teaching effectiveness. The deep traction of teachers and the high degree of cooperation between students are in line with the requirements of constructivism learning theory. Based on this, in order to improve the integration of learning moral knowledge, professional course teaching is an indispensable important path.

2.3. Theory of Unconscious Education

As a scientific concept, unconsciousness was first put forward by Freud, the founder of psychoanalysis school. The so-called unconscious education is relative to conscious education, which refers to "through educators consciously creating a certain specific education environment and atmosphere, concealing their educational purposes, and imperceptibly influencing the consciousness and behavior of the educated by using educational methods that are not recognized by the educated, So as to

form the ideas, behavior norms and values that meet the requirements of a certain society [8]. There are five significant characteristics of unconscious education, such as permeability, concealment, indirectness, equality and pleasure [9]. The unconsciousness education plays an important role in the ideological and political education of college students. It is a potential educational force to produce effect through students' unconscious and non-specific psychological reaction. The implementation of moral education infiltration in the teaching of professional courses can produce a kind of unconscious educational influence on students and achieve the function of "moistening things in silence". This requires professional course teachers to realize the recessive educational function of professional courses in moral education and consciously use it to achieve better results.

3. THE ANALYSIS OF THE CURRENT SITUATION

3.1. Lack of moral education in the learning stage of College Students' professional courses

From the current courses offered in Colleges and universities, ideological and political theory courses are mostly set up in freshmen and sophomores, and professional courses are mostly set up in the middle and later stages of college life. At this stage, college students have basically adapted to university life, and their ideas have gradually developed and matured. Facing the heavy professional course learning tasks and employment pressure, their enthusiasm for moral education learning and practice has declined. In the face of the real world's joys and sorrows and the interference and temptation of the material world, their world outlook, world outlook and outlook on life cannot be immune to many influences. Many high-risk events often occur at this stage, such as the indifference of belief, the distortion of values, and the lack of integrity. This fully illustrates the key role of moral education in the growth stage of college students. However, many colleges and universities lack moral education courses in the learning stage of professional courses, which destroys the integrity of moral education in Colleges and universities, and becomes a bottleneck factor in the process of College Students' talent growth.

3.2. Loss of moral education in professional course teaching

With the development of higher education towards the direction of discipline differentiation and professional training, each specialty in Colleges and universities has its own syllabus and teaching plan, reflecting its own training direction and training objectives. It is undoubtedly correct that teachers of various specialties are committed to training their own professional talents. However, it is also

easy to lead to a kind of ideological misunderstanding of professional course teachers. They classify the tasks of moral education of college students into Ideological and political theory courses according to the nature of courses. They often attach importance to teaching the main concepts and principles of a discipline to students, emphasize how to master the examination skills, and ignore the cultivation of students' scientific spirit, humanistic feelings and innovative spirit. The moral education in professional knowledge education has been lost.

4. THE NECESSITY AND FEASIBILITY OF IMPLEMENTING "COURSES FOR IDEOLOGICAL AND POLITICAL EDUCATION" IN PROFESSIONAL CURRICULUM TEACHING

"According to the results of the rolling survey on the ideological and political situation of teachers and students in Colleges and universities in 2018, the first factor that has the greatest impact on College Students' thoughts, words, deeds and growth is the professional course teachers. It is very important to strengthen the ideological and political education of curriculum and specialty, and we should promote it to the level of higher education system with Chinese characteristics." [10]

4.1. The unity of teaching and education is the inevitable requirement of education

It is the fundamental requirement of the sacred duty of university teachers to adhere to the unity of teaching and education. The first basic principle in the "opinions on Further Strengthening and improving the ideological and political education of college students" issued by the CPC Central Committee and the State Council is to adhere to the combination of teaching and education [11]. The outline of the national medium and long term education reform and development plan (2010-2020) takes education as the fundamental requirement of education [12]. General Secretary Xi Jinping pointed out clearly at the National Conference on Ideological and political work in Colleges and universities that we should persist in taking the moral education as the central link, and integrates the ideological and political work throughout the whole process of education and teaching, so as to achieve full education and all-round education [1]. It can be seen that moral education, as the core of quality education, has always been placed in the primary position of school education by the state, and it is highly emphasized that moral education should run through the whole process of school education, and every teacher should shoulder the responsibility of educating people. Moral education is not only the task of Ideological and political theory course, but also the task of teaching all

disciplines and professional courses in Colleges and universities.

4.2. Professional courses in Colleges and universities have the advantages of implementing "Courses for Ideological and Political Education"

Professional courses in Colleges and universities are the main knowledge system for training high-level professionals, which are closely related to students' own development and personal needs. The selection of teaching materials is more scientific and systematic, the number of teachers is large, and the teaching ability and level are generally high. Therefore, the infiltration of moral education in professional curriculum education is an important way for school moral education to play a joint force. No matter from the content of teaching materials, teaching time or teachers, the teaching of professional courses has the advantages of moral education.

4.2.1. The content of professional curriculum teaching material itself contains very rich and close to the students' actual ideological connotation

The catalogue of undergraduate majors in Colleges and universities (2012 Edition) has 12 subject categories, 92 professional categories and 506 majors. The contents of different disciplines and professional courses are different and vary greatly. The moral education materials contained in it are different, and the moral education contents suitable for each specialty have their own emphases. However, the specialty is highly targeted, which is consistent with the students' professional development and personal learning life. They are closely related and have the most direct impact on the development of students' moral quality.

4.2.2. Professional course teaching has the advantage of moral education in both time and space

The teaching of professional courses runs through the whole university career, from freshman professional basic courses to senior graduation thesis (Design) has never been interrupted, so the teaching of professional courses has the characteristics of long span of time, more resources carriers and large space span. It can be said that each professional course has a specific moral function. The survey shows that professional course teaching and professional teachers play an absolutely important role in the hearts of college students and have the greatest impact on them. The implementation of moral education in professional courses will form a strong educational

assistance effect and effectively improve the ideological and moral quality of college students.

5. THE PATH SUGGESTING

5.1. The Basic Principle

One is Organic penetration principle. "Organic penetration" includes two aspects: time and content: first, teachers of professional courses should grasp the favorable opportunity of moral education infiltration in classroom teaching. In the teaching process, teachers should not only teach professional knowledge according to the teaching plan and implement the moral education goal, but also pay attention to the specific emotional demands and ideological changes of students in teaching, so as to guide them according to the situation. At the same time, teachers should guide students' values in combination with major current events and social hot issues closely related to professional courses; second, teachers should integrate professional knowledge and moral education elements organically, neither stripping moral education elements contained in professional knowledge itself, nor imposing moral education content on professional knowledge teaching, so as to be invisible. Methods the elements of moral education will be integrated into the teaching of professional knowledge, so that students can receive moral education imperceptibly, so as to achieve the function of "moistening things silently".

One is the principle of moral education. "If there is no moral education in teaching, it is only a means without purpose. Moral education, without teaching, is an end without means." [13] We emphasize that the implementation of "Courses for Ideological and Political Education" in professional curriculum teaching is to reshape the unity of teaching and education. The teaching of each professional course is not only the process of imparting knowledge, but also the process of promoting students' psychosomatic development. In the teaching of professional courses, teachers plan and guide students to carry out cognition, learn to adjust their emotions and interests while mastering knowledge and skills, so as to lay the foundation for scientific world outlook, outlook on life and values. This requires professional course teachers to design teaching content scientifically, improve teaching ability, and integrate professional knowledge teaching with ideological and moral education and run through the whole teaching process.

The other one is Self-education principle. Shengtao Ye once said that "teaching is for not teaching" and "teaching without teaching" can be regarded as the highest level of education. Homlinsky also once said that "only can stimulate students to carry out self-education education, is the real education." The important task of university moral

education is to improve students' ability to achieve self-education, which is the essence of moral education, that is, moral norms are not only restricting people, but also developing people. College students have the conditions for self-education both in age and psychology, but their self-education is not formed spontaneously. Teachers should consciously and purposefully carry out education and guidance, establish a relationship of democracy, equality, mutual respect and mutual students between teachers and students, enhance students' initiative in receiving education, and constantly improve their ability of self-education [14].

5.2. The path of implementing "Courses for Ideological and Political Education" in specialized courses in colleges and universities

Firstly, construct the system and mechanism of Ideological and political education of professional courses. First of all, the school should establish the concept of integration of Ideological and political elements and professional knowledge, pay attention to the role of Ideological and political education in the classroom, plan the top-level design of Ideological and political courses, formulate relevant policies and systems, and take specific measures on this basis, so as to maintain the continuity of moral education infiltration work. Secondly, it is necessary to make clear the moral responsibility of professional teachers, improve the assessment mechanism and reward system, and carry out a comprehensive and three-dimensional evaluation on all aspects of education and teaching, from teachers' teaching plan, teaching design to the implementation of moral education in classroom teaching and teaching effect. With the support of the school's specific system, an external driving force can be formed to urge professional course teachers to attach importance to the moral education function of curriculum teaching, actively infiltrate ideological and political elements in curriculum teaching, and form a joint force of moral education.

Moreover, improve the ideological and political quality and ideological and political education ability of professional course teachers. The key to the effective function of Ideological and political education of professional courses lies in the comprehensive and in-depth coverage of Ideological and political education by professional teachers in professional teaching. First of all, professional teachers must strengthen the study of Marxism Leninism, Mao Zedong Thought and the theory of socialism with Chinese characteristics, firm their ideals and beliefs, and implement them in teaching. Secondly, we should strive to improve the ideological and moral quality of professional teachers and inspire students with good

quality and personality. Thirdly, teachers of professional courses should deeply explore and refine the moral education elements and moral education functions contained in each professional course according to the characteristics of the subject, so as to achieve the goal of "moral education in the course, teaching by all teachers". Furthermore, implement the three-dimensional education mode of discipline - specialty - curriculum. Around the professional core courses, we set up a special course construction of Ideological and political teaching research, from the curriculum focus to the major, integrate the concept of education into the overall planning of

professional points, and guide the development of Ideological and political elements in various courses of the major. The specific method is: the professional courses are divided into several categories of courses, and the knowledge imparting, ability training and value leading objectives of each class of courses are set. Each specific course is closely around the curriculum group objectives to spread out the three-dimensional objectives of the course, so that the three-dimensional objectives of the course can be materialized and implemented from top to bottom. Take the major of cultural industry management as an example:

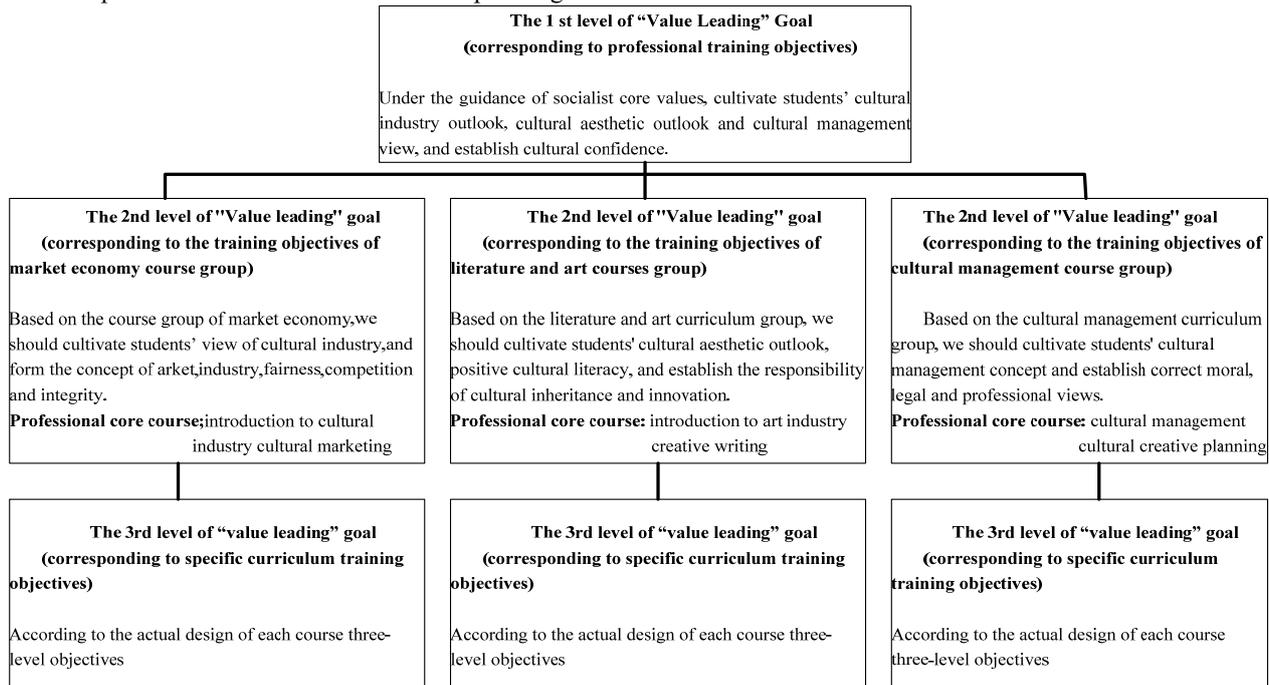


Figure 1 The-three-level target structure chart of "value leading" of cultural industry management major

Last but not least, carry out the integration design of the first and second class. "Practical teaching is an important means to cultivate students' innovative spirit and practical ability, and a key link to improve students' comprehensive quality." [15] Through practice teaching, students can more intuitively understand the knowledge learned in the classroom, enhance the ability of self-education, and constantly explore in the process of error and correction. Therefore, the integration of the first and the second classroom is an effective way to realize the "Courses for Ideological and Political Education". Ideological and political elements should realize the mapping and transfer from classroom to practical classroom, so that the knowledge learned in the first classroom can be effectively practiced in the second classroom, and the knowledge acquired in the second classroom can also be used to support what they have learned in the first classroom, so as to truly implement the unity of knowledge and practice.

6. CONCLUSION

The ideological and political education in Colleges and universities is an important course throughout the whole university stage. The backwardness of traditional ideological and political education mode and the lack of awareness of collaborative development between professional education and ideological and political education lead to many limitations in the current ideological and political education in Colleges and universities. From the perspective of professional courses, this paper explores the construction of "Courses for Ideological and Political Education" in Colleges and universities. Through the comprehensive development of human theory, constructivism learning theory, unconscious education theory and other related theory research, laid the theoretical foundation for the full text. Moreover, through the analysis of the current situation of the implementation of "Courses for Ideological and Political Education" in professional courses, this paper explores the necessity and

feasibility of the implementation of "Courses for Ideological and Political Education" in professional curriculum teaching, and summarizes and refines the two advantages of implementing "Courses for Ideological and Political Education" in professional courses, namely, the advantages of teaching materials and the advantages of time and space of professional courses teaching. Furthermore, this paper determines the three basic principles that should be followed in the implementation of "Courses for Ideological and Political Education" in professional courses in Colleges and universities. Based on this, there are four main suggestions below. Firstly, it is suggested to construct the system and mechanism of Ideological and political education of professional courses, to maintain the continuity of moral education infiltration from the system level. Secondly, improve the ideological and political education of professional curriculum teachers. Thirdly, to implement the three-dimensional education mode of discipline -- specialty -- curriculum. And the lastly, to carry out the integration design of one and two classes, so that students can achieve the unity of knowledge and practice.

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