

# Ideological and Political Teaching Reform of Organic Agriculture Course

Yujing Hu\* Yuncong Yao Jie Zhang

College of Plant Science and Technology, Beijing University of Agriculture, Beijing 102206, China  
\*Corresponding author. Email: 805756676@qq.com

## ABSTRACT

Organic agriculture is an optional course for plant production majors. This article is intended for the "organic agriculture course", fully exploiting the ideological and political elements in the knowledge points of this course, and in combination of the specific cases and implementation plans of the ideological and political teaching reform for the course to explore the ways and methods of carrying out ideological and political education in the agricultural field, with a view to further strengthen the value and effect of classroom education, and also provide a reference for the ideological and political teaching of agricultural courses in agricultural colleges.

**Keywords:** *Organic Agriculture, Ideological and Political Teaching in Courses, Education Reform and Exploration.*

## 1. INTRODUCTION

The educational concept and teaching reform of "Ideological and Political Teaching in courses" been widely promoted in various colleges and universities in recent years. In October 2016, General Secretary Jinping Xi emphasized at the National University Ideological and Political Work Conference held in Beijing that various courses should be carried out in coordination with the ideological and political theory courses, saying that we must make good use of the main channel of classroom teaching and adhere to strengthening the ideological and political theory courses in the process of improvement, to enhance the affinity and directedness of ideological and political education, thus meeting the needs and expectations of students' growth and development, all other courses must maintain a section of the channel and a patch of responsibility field in ideological and political teaching, so that various courses are implemented in line with ideological and political theory courses, forming a synergistic effect [1]. "Who to cultivate, how to cultivate, and for whom to cultivate" is the core issue of ideological and political education. Therefore, the central link of ideological and political education is to foster moral characteristics and cultivate virtue. On March 18, 2019, General Secretary Jinping Xi highly affirmed the important function and significance of ideological and political education in practicing the educational policy of foster moral characteristics and

cultivate virtue at the school's ideological and political theory teacher's forum, further clarified the significance of school's ideological and political teaching reform, raised the requirements and made arrangements for how to perform well in school ideological and political work in the new era, providing an important guidance for cultivating successors to the great revival of the Chinese nation. Therefore, we can conclude that the ideological and political education reform is of great significance to the cultivation of successors to socialism and national rejuvenation, and the achievement of the great rejuvenation of the Chinese nation and the great Chinese dream.

Ideological and political teaching in courses can play an educational and touching role in the teaching process as depicted in a poem "with the breeze it sneaks into the tranquil night and nurtures every spring life spontaneously and silently it", which can directly affect students' learning interest, attitude and subjective initiative in the courses they are learning, and at the same time subtly affect the formation and shaping of students' self-cultivation, mindset and logical methods, learning ability and study habits, as well as values, outlook on life and world views, and have a profound impact on the students' choices in employment and core competitiveness training after graduation. Promoting the reform of ideological and political teaching in courses can not only enhance students' active learning and courses' interest and inspiration, but also give full play

to the educating role of professional courses, and promote the coordination, integration, and mutual development of ideological and political teaching in courses and ideological and political courses [2]. By fully exploiting the ideological and political elements in the curriculum knowledge system, using curriculum knowledge as the carrier and link, the two teachings are ingeniously integrated to finally achieve the training goal of "transmitting knowledge, cultivating ability and guiding development", and the teaching and educating effect on students to cultivate good morals and correct values, which not only implements the national guidelines for three-all education, but also better reflects and exerts the professional courses' characteristics and function in educating people [3]. In the following, the author takes the "University Organic Agriculture Course" as an example to analyze and discuss the necessity, importance, method, and implementing path of the ideological and political teaching reform.

## **2. ANALYSIS ON THE NECESSITY OF INCORPORATING IDEOLOGICAL AND POLITICAL EDUCATION INTO THE COURSE OF ORGANIC AGRICULTURE**

Organic agriculture is an important agricultural production method that has developed in recent years, as well as an important direction and trend of agricultural development in the future. With people's growing concern about the quality and safety of agricultural products, organic agriculture has been given more and more attention. Under the background that the country advocates the development of green ecological agriculture and vigorously supports the development of organic agriculture, organic agriculture closely follows the needs of agricultural development and organically integrates with the sustainable development strategy of agriculture. Based on this, we can flexibly adopt various forms in the teaching process, such as comparing the development gap of organic agriculture at home and abroad, giving examples of successful cases in other countries, or combining social hot-spot issues, etc., using narration, research, and discussion methods to incorporate ideological and political elements into teaching, enhance the attractiveness of the course, improve the effectiveness of classroom teaching and classroom education.

## **3. ANALYSIS ON THE IMPORTANCE OF INCORPORATING IDEOLOGICAL AND POLITICAL EDUCATION INTO THE COURSE OF ORGANIC AGRICULTURE**

In 2014 Teacher's Day, General Secretary Jinping Xi made a definition of "good teacher" with the standard of "Four Haves", that is, to have ideals and beliefs, moral sentiments, solid knowledge, and a benevolent heart. On Teacher's Day in 2016, General Secretary Jinping Xi put

forward new requirements of "four guides" to teachers, requiring them to be guides for students to temper their characters, learn knowledge, think innovatively, and contribute to the motherland. The way to become a "Four Good Teachers" and "Four Guides" requires contemporary young teachers not only to have the learning ability of solid theoretical knowledge, behavioral demonstration ability to lead students to contribute to the motherland and establish the ideals and beliefs to fight for socialism, but also to have the ability to guide students in continuously absorbing knowledge, shaping noble characters and correct values, establishing lofty ideals and beliefs and goals, and better realizing the value of life. the educational concept and teaching reform of " Ideological and Political Teaching in courses" To become a competent, qualified and excellent university teacher, in addition to continuously improving one's own professional ability and scientific research literacy, strengthening one's own teacher ethics, one also need to inspire students to learn and seek true knowledge from practice, discover scientific problems in practice, solve practical problems in production, maintain a heart of curiosity, seeking knowledge, seeking truth, and answering unsolved questions, establish a foundation with theory, keep practicing, keep moving forward, and keep growing. By guiding students to understand the problems and challenges facing my country's agricultural development in the learning process, students' enthusiasm and determination will be greatly promoted to contribute their youth to the development of agriculture, the prosperity of the motherland, through their professional advantages [4].

The students at agricultural colleges and universities generally have a low sense of identity with the majors they are learning and their choices of future employment. Organic agriculture course contains a wealth of ideological and political elements. The ideological and political elements in the course are exploited from multiple angles, which can serve as an opportunity to direct students to paying attention to the problems of agriculture, rural areas and rural areas, understanding the history and trends of agricultural development, which has great significance to cultivating students' patriotism for home and country, enhancing professional self-confidence and professionalism.

## **4. EXPLORATION ON THE REFORM OF IDEOLOGICAL AND POLITICAL TEACHING IN ORGANIC AGRICULTURE COURSE**

Organic Agriculture is a course that combines theory and application closely, mainly introduces the development history of organic agriculture, the principles of organic agriculture, organic agricultural production systems, key soil management, fertilizer management, rotation and intercropping, and plant body protection, integrated pest management, etc. in the

production of organic agricultural products, organic farm management and certification, and the commercialization of organic agricultural products. Organic agriculture refers to a kind of agriculture that does not resort to synthetic fertilizers, pesticides, growth regulators and livestock feed additives, but applies organic fertilizers to meet the nutritional needs of crops, or employs organic livestock to meet the nutritional needs of poultry. Organic agriculture is an organism of ecological economy that interconnects and interweaves the social economic process and the natural ecological process. In such a mixed system, a key issue to be solved in the development of agricultural production is how to coordinate the relationship between economy and ecology to ensure the sustainable and stable development of organic agriculture.

Organic agriculture courses contain rich ideological and political elements. Fully exploiting the ideological and political elements in organic agriculture courses can significantly improve the teaching effect. The group discussion and group topic narration in classrooms can not only activate the classroom atmosphere, attract students' attention, and enhance students' ability to cooperate and communicate in groups, but also effectively mobilize the subjective initiative of students in learning, cultivate students' ability to actively acquire and integrate information, and build up students' strength of self-learning and expressive language. In light of the background characteristics of the close integration of this course with agricultural development, the reform of ideological and political teaching in courses can be implemented by using such teaching methods as "case teaching", "discussion on a topic", "student group investigation", "questionnaire ". These teaching activities enable students to understand the development, current situation and trend of organic agriculture in the world and China. By discussing the hot-spot issue of food safety and agricultural product safety, students also realize the advantages and historical inevitability of the development of organic agriculture, and enhance their understanding of the nature of organic agriculture, thus making them focused on the Three Rural Issues, aware of the important value of developing organic agriculture to promote rural revitalization, and establish the awareness and sense of responsibility for protecting the environment and ecological balance.

## **5. THE SPECIFIC PATH OF COMBINING ORGANIC AGRICULTURE COURSE WITH IDEOLOGICAL AND POLITICAL EDUCATION**

### ***5.1. Take the Agricultural Product Safety as the Starting Point to Incorporate the Content of the Two Courses***

By introducing the growing social issues of agricultural product safety and food safety, teachers can make students more concerned about agricultural issues to improve their awareness and sense of responsibility for protecting the environment and ecology. At the same time, teachers introduce the significance of organic agriculture in addressing food safety. It can cultivate students' feelings of love and appreciation for agriculture, and enhance students' sense of mission to contribute to the future development of organic agriculture and smart agriculture and realize their own value in life through the professional knowledge and skills they have learned.

In the teaching process, students can be divided into groups to talk about their attitudes and views on the existing issues of food and agricultural product safety, thus strengthening students' attention and concern for agricultural products and food safety. Teachers illustrate the fact by presenting examples that modern conventional agriculture is increasing output and productivity through the large-scale use of chemical fertilizers, pesticides, hormones, and other chemical products, which causes the decrease in land production capacity and self-regulation ability, and the damage to eco-system. With the environmental and food safety issues growing, people become not confident in food safety, which is contrary to the people's growing yearning and pursuit for a better life. This will enable students to realize the importance of the ecological environment, improve their awareness of ecological protection, cultivate their love and appreciation of agriculture, and establish the concept of protecting the ecological environment and balance, and realizing sustainable agricultural development.

### ***5.2. Guide Students to Paying Attention to the Three Rural Issues, and Cultivate the Feelings of Family and Country***

With rural revitalization as the starting point and broadcasting the lecture video of educational significance (by Jianzeng He, *The Road to Rural Rejuvenation of Organic Agriculture in the Whole Region*), teachers put forward a question of whether the revitalization of rural areas can rely on organic agriculture. In this way, a sustainable rural development model based on organic agriculture will be established, focusing on the county and starting from the village,

establishing an ecological village and returning to a humanistic society. Discussion is performed in groups with a given topic as follows for example: Can you talk about your understanding of rural revitalization, and your views on how to achieve rural revitalization and narrow the gap between urban and rural development? What is the direction and way out of the development of agriculture? Through organizing students to conduct discussions on the topic of organic agriculture and rural revitalization, students are encouraged to pay attention to the Three Rural Issues, and realize that rural revitalization contains rich meaning in itself and significance for promoting rural ecological civilization construction and narrowing the gap between urban and rural development, and the core of rural revitalization is talents, education, and the balanced distribution of resources, only which are solved can rural areas retain and attract talents from urban areas. It also enables students to further understand the connection and profound connotation between the development of organic agriculture and the realization of rural revitalization. At the same time, it cultivates students' feelings of love and appreciation of agriculture, and strengthens students' sense of mission to contribute their own strength to agricultural development and realize their own values of life through the professional knowledge and skills they have learned. Secondly, while making students focused on the Three Rural Issues and rural revitalization, they will also be having a deeper understanding of the social value and ecological function of organic agriculture, as well as the profound connection between the development of organic agriculture and rural revitalization.

### ***5.3. Attach Importance to Case-based Teaching and Enhance Learning Interests***

When teachers explain the ecological principles of organic agriculture---the principles of energy flow and material circulation, they can start with the three important entities in the organic agricultural ecosystem: producers, consumers, and decomposers, and guide students to realize that only when the three entities serve to the functions in a coordinated manner can the ecosystem maintain long-term stability and balance. This resembles the roles played by people in society, each performing their own duties, constituting the integral part, and holding their unique value to make their own contribution to promoting the development of society. Based on such explanation, an extension can be created to people's tasks, division of labor, functions, and values manifested both at home and at work. Only when everyone gives full play to their advantages and realizes their self-worth, can the country and society be able to achieve long-term governance, and healthy, harmonious, stable, and balanced development. At the same time, students are taught to cooperate and

coordinate with each other in study and work in order to complete tasks more effectively and efficiently.

In the practice of organic agriculture, planting and breeding is generally combined together, which not only saves manpower and reduces pollution, but also promotes the recycling and maximum utilization of resources. For example, the straw and crop litter generated by the planting industry can be collected and made into compost, the animal waste generated in the breeding industry can be used for fermentation to produce biogas, and the biogas residue can also be used as crop fertilizer. These examples are taken in teaching to guide students in understanding the benefits from consistently implementing garbage classification in our daily life, reducing pollution and reducing waste while promoting the recycling of resources, cultivating students' diligence and frugality, and care for the environment, such as putting into practice the no leftover initiative and garbage sorting consciously. At the same time, teachers should inspire students to further understand the core idea of the organic agricultural production method is to follow the laws of nature and ecological principles, coordinate the balance of planting and breeding, and learn that organic agriculture achieves sustainable development through the maximum utilization of resources and environment.

When giving lectures on pest management in organic agriculture, in the teaching process, teachers can take biological control-natural enemy insect-ladybug control technology as an example, showing related videos while explaining, and discussing in groups. Students are encouraged to think that in daily life, study and work, the factors that determine the development of things are classified into external and internal factors whose mutual interaction and influence direct the development of things. The internal cause plays a fundamental and decisive role. A goal can be achieved by creating favorable factors and conditions while reducing the influence and interference of unfavorable factors. Meanwhile, guide students in thinking and conclude the summary: In the process of pest management in organic agricultural production, the establishment of environmental conditions that are not conducive to pests and proliferation of natural enemies is the core and fundamental starting point for pest control in organic production.

### ***5.4. Carry out a Theme Speech Contest to Enhance the Cultivation of Self-learning Ability***

When studying the history, current situation and trends of organic agriculture development at home and abroad, a speech contest is organized in groups with the preparation through searching for materials and information after class, preparing PPT, collecting cases from different provinces of the country or various other

countries to activate students' interest in learning, exercise self-learning ability and teamwork spirit.

## 6. CONCLUSIONS

The ideological and political teaching in courses is a bright sword for higher education to improve the effectiveness of education. Incorporating ideological and political concepts into the content of courses in a natural manner and elaborating the appropriate teaching programs finally lead to a win-win consequence of teaching people in a way that is like spring rains nurturing every life spontaneously and silently" [ 5, 6, 7]. The ideological and political teaching reform of the Organic Agriculture course also requires teachers to pay attention to relevant policies in the agricultural field, domestic and foreign agricultural development models and current status, domestic and foreign organic agricultural development technologies and current status, and combine theoretical teaching with practical cases to improve teaching quality and effectiveness. Since this course is an application-based course, in teaching teachers can bring in more teaching methods and cases inspire students to think positively and push back thinking boundaries, incorporate knowledge points into ecological protection concepts, biological control concepts, and into basic principles in life and work, to realize the organic unity of the dual functions of knowledge transfer and ideological and political education, and finally achieve the teaching goals of "teaching and educating people", "fostering morality", and "leading into growth"[8], cultivate excellent successors to achieving the great rejuvenation of the Chinese nation and the Chinese dream.

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