

Research on the Characteristics and Methods of Ideological and Political Education in Professional Courses for the Postgraduate—Taking the Cultivation of Humanities and Social Sciences Postgraduates as an Example

Yue He^{1,*}

¹ College of Business, Chengdu University, Chengdu, China, 610106

*Corresponding author. Email: heyue@cdu.edu.cn

ABSTRACT

The tutors pay more attention to ideological and political education on the undergraduate students rather than the postgraduates who also need to be considered in China. The postgraduate training stage has the characteristics of more mature students' ideology, focusing on professional knowledge learning and full interaction between teachers and students. This brings some difficulties to graduate students' ideological and political education, such as low acceptance, difficult integration, and weak teacher guidance. Therefore, it is necessary to innovate ideological and political education methods and combine them with theoretical innovation and high-level application. First, the course should set the objectives of ideological and political education combined with career planning. Second, arrange the contents through the professional research projects to systematically construct the ideological and political education in the graduate curriculum.

Keywords: Postgraduates; Ideological and Political education through professional curriculum;

Characteristics and methods

1. INTRODUCTION

The foundation of a university is to cultivate morality and talents. Through the innovation and practice of Ideological and political education, it is important to gather great youth power for realizing the Chinese dream of the great rejuvenation of the Chinese nation in universities through ideological and political education in professional curriculum. But for a long time, students' acceptance of Ideological and political teaching content is low^{[1][2][3]}. On the one hand, it is caused by the rigid way of Ideological and political education in Colleges and universities, on the other hand, the poor integration of professional curriculum system and ideological and political theory system in Colleges and universities is also one of the important reasons. In order to solve this problem, colleges have widely carried out the exploration of "ideological and political education in professional curriculum" in the classroom in recent years. Many scholars explore the ways of ideological and political education in professional curriculum from the professional practice design, after class practice guidance and professional teachers' participation^{[4][5]} but currently the main object of it is focus on the undergraduate students rather than the postgraduate.

However, with the further development of the strategy of strengthening China with talents, the role of postgraduate training in the education system is becoming more and more obvious. It is urgent and arduous to cultivate a large number of high-level innovative talents and professionals with national consciousness, international vision and professional quality, which means the ideological and political education in professional curriculum for postgraduate is also urgent and arduous.

The research and practice of Ideological and political n professional course for undergraduate education has been carried out in an all-round way and achieved good results. However, how to strengthen the introduction of Ideological and political elements in postgraduate education needs further research.

Due to the great differences between the graduate stage and the undergraduate stage in ideological plasticity, acceptance of Ideological and political content, and teaching methods, it is necessary to systematically sort out the difficulties and key points in the ideological and political process of the graduate course, and on this basis, design a targeted and operable ideological and political way of the course, so as to combine it with classroom education, Provide guidance for the growth and future career development of Postgraduates through ideological and political education, and ultimately help students to participate in social construction and economic

development. This paper will take the ideological and political construction of Humanities and social sciences (HSS) postgraduates as an example to analyse the characteristics of Ideological and political education in professional courses and construct the main principles and methods of Ideological and political education for them.

2. THE CHARACTERISTICS OF IDEOLOGICAL AND POLITICAL EDUCATION IN GRAGUATE STAGE

According to the interview survey on the Postgraduates of HSS in a university, there are significant differences between the ideological and political education of postgraduates and that of undergraduates. The main differences are reflected in the differences of student situation, teaching stages and teaching methods. These differences will affect the selection, the way of introduction and the control of rhythm on the ideological and Political Education through professional curriculum which constitute the three characteristics of graduate ideological and political education.

2.1. The Deform Ability of Graduate Students' Ideology is Less, and the Acceptance of Ideological and Political Education is Weaken

In terms of group differences, different from the selection of undergraduate students through the college entrance examination, the enrolment scope of graduate students is broader, and the source of students is diverse. In addition to receiving professional education and ideological and political education at the undergraduate stage, some graduate students have considerable social experience. Under the multiple functions of school, society and individual, a relatively perfect personal outlook on life, values and world outlook has been formed, and the ideological deform ability is less than that of undergraduates. In addition, the traditional ideological and political education has some problems such as rigid form and empty content, which makes it difficult for Postgraduates to accept the content and mode of Ideological and Political Education as same as it in the undergraduate period.

In terms of students' learning objectives, the ideological and political education of the course is an education mode that integrates the ideological and political education, professional knowledge and personal development. Among them, personal development is the driving force, professional learning is the carrier, and ideological and political education is the guidance. In order to achieve personal development, graduate students choose to strengthen the study of professional knowledge further, improve their theoretical level and practical ability, accept the integration of Ideological and political elements of education, and ultimately achieve the purpose of "moral education". Therefore, in order to achieve the effective

expression and dissemination of Ideological and political elements in the professional course, individuals need to have a higher demand for professional knowledge and personal driving for study. However, under the influence of the diversity of students, the learning motivation of graduate students is complex. The emergence of such purposes as "reaching a certain employment threshold", "delaying employment pressure" and "broadening social network" makes students alienate learning goals in graduate period. That is to say, they would reduce the learning standard and learning investment in the process of improving personal professional quality, innovative research ability and self-cultivation. The alienation of postgraduate learning objectives will directly affect the relationship between professional education and personal development, thus weakening the effectiveness of Ideological and political education through professional education.

On the other hand, the adjustment system in the recruitment of postgraduates will lead some of the schools and target majors are not what they really choose. In the face of the gap between their own expectations and the reality of colleges and majors, some graduate students tend to set lower learning expectations and pay more attention to the social practice rather than professional learning, such as off campus work, internship, and so on. In addition, the graduate stage endows students with stronger autonomy, which makes these students less motivated to learn professional knowledge, the ideological and political effect of the professional curriculum is also affected.

2.2. The Teaching Content is Highly Professional, and the Ideological and Political Content has Few Combining Points

The ideological and political in professional course is based on professional knowledge as the "bridge", and the ideological and political contents such as "moral education" and socialist core values are coordinated with it, which needs to fully tap the ideological and political elements related to professional education. Generally speaking, the wider the scope of professional knowledge, the more connection points with social reality, the more ideological and political elements that can be mined, and the more organic combination of professional knowledge and ideological and political content can be achieved through the connection between theory and reality. However, different from the undergraduate professional knowledge system construction, the postgraduate professional courses highlight the frontier and innovation, and the field is more detailed. Taking a graduate student of HSS as an example, its curriculum design mainly focuses on professional knowledge learning and research training, including classic professional theory and methods, professional frontier theoretical topics, application of social science cutting-edge tools, etc. these courses are theoretical and technical requirements, which are frontier theories or professional knowledge in a subdivision of social science,

involving narrow professional fields, Strong theoretical. Graduate students have a basic understanding of the development of the professional field, and it is difficult to effectively integrate the ideological and political elements for the purpose of enhancing science popularization and interest. In addition, most of the frontier theories of social science are mainly based on the development of social science theories in western countries. In the process of teaching, teachers will actively or passively choose foreign practice cases and teaching methods because of the selection of teaching materials or personal experience, which will also have a negative impact on the introduction of Ideological and political elements.

2.3. The Interactive Teaching-mode Weaken the Dominance of Teacher in Ideological and Political Education

In terms of Ideological and political teaching methods, the undergraduate course teaching is mainly taught by teachers, who introduce the ideological and political content through the professional knowledge teaching. Teachers, as the main implementer of Ideological and political education, have a general grasp of the rhythm, content and process in the classroom, and students accept and digest the relevant content of Ideological and political education through the process of professional learning. However, there are obvious differences in the teaching of graduate courses. Graduate teaching is generally divided into classes according to the classification of professional disciplines, and the number of graduate is related to the enrollment quota of colleges. Taking a certain field of the HSS graduate students in a university as an example, the enrollment scale is generally fixed at about 11, which constitutes the conventional students number of the courses. Small class combined with the teaching objectives of Postgraduates require that the teaching process should focus on teacher-student discussion, supplemented by teacher teaching, which brings challenges to the introduction and development of Ideological and political education. In the process of master's professional education, students become the main body of classroom teaching. Students' learning progress and acceptance ability will affect the classroom teaching content and rhythm, and students' acceptance and feedback of professional knowledge will also affect the further introduction and output of Ideological and political elements. Generally speaking, the teaching methods of graduate courses are diverse, the interaction between teachers and students is strong, and the teaching content and rhythm are jointly grasped by teachers and graduate students, which also puts forward higher requirements for the introduction of Ideological and political elements.

3. CONSTRUCTION METHOD OF IDEOLOGICAL AND POLITICAL EDUCATION IN GRAGUATE COURSES

Graduate education is the main channel to train high-level talents under the current education system in China. It plays an increasingly important role in the strategy of strengthening the country. In addition to the professional study, ideological and political education cannot be relaxed, but strengthened. So as to realize the coordination of professional education and ideological and political education by ideological and Political Education in professional courses. However, there are obvious differences between postgraduates and undergraduates in the formation of personal ideology, the setting of learning objectives, curriculum design and teaching methods, which makes the ideological and political methods of their courses cannot copy from the undergraduates, and need to be designed and implemented systematically. According to the teaching characteristics and objectives of postgraduates, this paper takes the cultivation of Postgraduates of HSS as an example, and puts forward the implementation ideas and methods of Ideological and political education for postgraduates from the following three aspects.

3.1. Establishing the Goals of Ideological and Political Education with Professional Specific Prospects

Because graduate courses are mostly related to professional theory and research, the contents of these courses are abstract in theory, narrow in research scope, and less in combination with ideological and political content, we should change the traditional way of professional knowledge points + ideological and political elements, and turn to the way of research objectives + ideological and political education, which to broaden the scope of Ideological and political elements, and improve the acceptance of graduate students to them. Postgraduate education is to cultivate high-level and innovative talents, and help students apply professional theoretical knowledge and professional practice methods to reality, and promote national development in the process of growing into high-end talents. Therefore, combined with their own learning and school training, before selecting and introducing ideological and political elements, we should predict the professional curriculum training and learning objectives of graduate students in combination with the professional development prospects. Taking the postgraduate training of HSS in a university as an example, according to the investigation, the major students mainly engaged in the professional related public affairs management (civil servants, public institutions personnel, etc.) and enterprise operation, which requires the graduate students to strengthen the cultivation of professional practice ability and social organization ability in addition to their strong professional level. Therefore, the ideological and political content of the course cannot be limited to the combination

of a certain knowledge point. It is necessary to introduce the ideological and political content through the whole process of course introduction, theoretical learning and professional application, so as to help students improve their professional ability and understand the role and Prospect of professional knowledge learning and its application under the guidance of Ideological and political education in China's or global economic and social development, So as to improve students' motivation of theoretical learning, improve students' social practice methods, and enhance students' sense of mission and self-confidence in using professional knowledge to participate in national economic construction. This process requires dynamic observation of students' learning objectives and learning state, and the way and content of Ideological and political education should be adjusted in time. The content of it should be combined with students' self-development through professional learning, so as to weaken the prejudice of graduate students against traditional ideological and political education. For example, in enhancing the "four self-confidence" education, we can combine the personal self-confidence, professional self-confidence and "four self-confidence"^[6] of graduate students, realize the coordinated development of the three, and closely link the personal development of graduate students with the national development by using the ideological and political education, so as to escort the cultivation of qualified and high-level talents.

3.2. Select the Contents of Ideological and Political Education Which is Suitable for the Subject of Professional Research

There are also obvious differences between postgraduate training and undergraduate training in the selection and organization of the ideological and political elements of the course. The Ideological and political education through professional course for the undergraduates can be based on professional knowledge points, interspersed with ideological and political elements. Graduate students have completed the basic knowledge learning and accumulation and have entered the systematic professional theory and practice learning stage. This process is mainly self-study and active exploration, which requires higher requirements for students' research ability and speculative ability. Accordingly, it is difficult to achieve the expected effect with a single input and output of Ideological and political elements in the curriculum. Therefore, the selection range of Ideological and political elements of postgraduate courses needs to be expanded from professional courses to professional research topics, and the content of it should be organized around the purpose of professional research. Instead of "focus on specific courses", it is necessary to form a curriculum ideological and political atmosphere of "professional reflection of Ideological and political, and ideological and political guidance of professional". In the field of HSS, it involves a large number of professional theoretical learning and practical exploration courses. The

research theme of this kind of courses can be summarized as requiring students to use professional knowledge and methods to conduct in-depth analysis and investigation on a certain phenomenon and problem in society, then use professional tools and models to analyze the problem, and finally put forward professional and innovative solutions (cases). The selection of Ideological and political elements of such courses needs to meet the needs of the reality, focusing on the combination of theory and practice as a breakthrough point, integrating the ideological and political elements into the ideological guide and action principles throughout the professional research theme. The Ideological and political education through professional courses can help postgraduates build a cognitive picture of the people's conditions, national conditions and the world situation of socialism with Chinese characteristics, help students root their professional learning in China's socialist construction, put their research on the motherland, and make them become the backbone of social development

3.3. The Research and Teaching Integration on Ideological and Political Education

The cultivation of Postgraduates pays more attention to the combination of theory and practice. The abstraction of theory and the concrete of reality constitute the main scene for Postgraduates of HSS to absorb and use professional knowledge, and the integration of research and teaching is an important way to realize this cultivation process. The integration of research and teaching is based on the research (project) as the carrier, through teachers and students jointly carry out academic research, to cultivate graduate students' theoretical innovation ability and practical application ability. The integration of research and teaching should also be taken as an important carrier to achieve the cultivation goal of "moral cultivation + professional application + research innovation", which is also the embodiment of different teaching methods in graduate stage and undergraduate stage. In Chinese graduate education, the tutor is the most important person in the cultivation of graduate students^[7]. The integration of research and education reflects the ability and function of postgraduate students in the whole process and in all aspects from the aspects of theoretical study, practical application, social communication and daily guidance. Taking scientific research projects as a bridge and the integration of research and teaching as an important channel to carry out ideological and political education can enhance the guidance of tutors and expand the extension and communication mode of it. Taking the integration of research and teaching of HSS postgraduates as an example, teachers can encourage students to participate in the specific implementation of some research topics and carry out academic research on the development of a social phenomenon. In this process, teachers can reasonably introduce ideological and political content through the whole process of scientific research projects, guide students to analyse the development trend of this social

phenomenon in different economic systems, fully understand the progress and institutional advantages of socialism with Chinese characteristics, and understand the rationality and shortcomings of this social phenomenon. Through the comprehensive guidance of tutors, graduate students can form their own professional cognition through the combination of self-observation experience and knowledge learning, and also form the cognition of society and promote the further transformation of their values and outlook on life. Generally speaking, the ideological and political education of postgraduate course with the integration of research and education can get rid of the empty theoretical education. In the cultivation of HSS postgraduates, we can show the particularity, superiority and current difficulties of the socialist system with Chinese characteristics by the actual development status and achievements of our country, so as to enhance the enthusiasm and participation of students in national construction, we should strengthen the understanding and identification of China's development path, and improve self-moral construction and professional quality through self-participation.

4. CONCLUSION

This paper analyses the characteristics and difficulties of Ideological and political education through professional courses for Postgraduates by comparing the differences between postgraduates and undergraduates in ideology shaping, curriculum design and teaching methods. This paper argues that the ideological and political method of graduate will be completely different from that of undergraduate course. It is necessary to design a brand-new content and method of Ideological and political course from the guidance of graduate students' personal goals and teaching objectives. The interaction between teachers and students requires that the ideological and political content of the course should be related to students' professional learning objectives, so as to help students better complete the research content; The integration of research and teaching is an effective way to enhance the interaction between teachers and students which can enhance the communication effect of Ideological and political education in postgraduate training by the way of curriculum + practice, and also help graduate students form professional theoretical system and practical methods, so as to realize the deep collaboration between Ideological and political education and professional education.

ACKNOWLEDGMENT

This work was supported by the Research Project Of Ideological and Political Education of CDU (2020KCSZA02).

REFERENCES

- [1]Ye Bosen. "Problems and Countermeasures of College Students' ideal and belief education". *The Party Building and Ideological Education in Schools*, vol. 24,2016, pp. 20-21+24.
- [2]Wang Hailiang, Li Qinghua. "Three logical points to promote the connotative development of Ideological and political education in the new era". *Marxism & Reality*, vol. 3,2018, pp. 170-175. DOI:10.15894/j.cnki.cn11-3040/a.2018.03.023.
- [3]Wang Bin, Yin Lu. "Discussion on the teaching reform of flipped classroom of Ideological and political course for postgraduates". *Academic Degrees & Graduate Education*. vol. 5,2018, pp. 24-28. DOI: 10.16750/j.adge.2018.05.005.
- [4]Gao Deyi, Zong Aidong. "From ideological and political curriculum to curriculum ideological and Political Education: constructing the curriculum system of Ideological and political education in Colleges and universities from a strategic perspective". *Higher Education* .vol. 1,2017, pp. 43-46.
- [5]Li Guojuan, Zhou Fu. "The multidimensional dimension of firm cultural confidence". *Ideological & Theoretical Education*. vol.4,2018, pp. 25-30.
- [6]Pan Xueliang. "Thoughts on "four self-confidence" education throughout the whole process of Ideological and political theory teaching in Colleges and Universities". *Leading Journal of Ideological & Theoretical Education*. vol.10,2016, pp. 104-107. DOI:10.16580/j.sxlljydk.2016.10.021
- [7]Luo Jianguo, Xie Zhiwei, Mo Lirong. "The mode of student guidance and the development of graduate students' academic ability: a qualitative analysis based on grounded theory". *Academic Degrees & Graduate Education*. vol.3,2021, pp. 15-20. DOI:10.16750/j.adge.2021.03.003