



Dilemma and Breakthrough: Problems and Countermeasures of Ideological and Political Teaching in Colleges and Universities

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Abstract. Ideology and politics in courses refers to a new curriculum concept that fully excavates, develops and refines the educating factors, values and spiritual concepts contained in professional courses to educate, guide and lead people by refining the educating factors, values and spiritual concepts contained in professional courses. The current ideological and political teaching in colleges and universities has major problems such as unclear understanding of concepts, insufficient construction ability, insufficient content depth, and lack of evaluation mechanism. It is necessary to put forward corresponding improvement approaches from the aspects of concept construction, ability improvement, content optimization and mechanism improvement, in order to achieve the harmonious unity of ideological and political education and moral education.

Keywords: Ideology and politics in courses · Problems · Countermeasures

1 Introduction

In May 2020, the Ministry of Education issued the “Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities”. In the “Guidelines”, the objectives, requirements, content focus, construction channels and condition guarantees of the ideological and political construction of the curriculum are elaborated. This document makes a comprehensive, systematic and perfect analysis of the ideological and political construction of the curriculum in theory, and puts forward directional requirements for the ideological and political construction of the curriculum from a macro perspective. However, in the process of specific implementation, many practical problems will emerge in the process of teaching in colleges and universities, and educators need to propose targeted solutions. Ideology and politics in courses is an important measure to implement General Secretary Xi Jinping’s statement on integrating morality and strengthening moral education and cultivating people into ideological and moral education, cultural knowledge education, and social practice education, as well as through basic education, vocational education, and higher education. It is a key measure to cultivate new talents of the era with excellent professional quality and firm

moral stance. This paper analyzes the current problems in the ideological and political teaching of courses, and proposes ways to improve the ideological and political teaching of courses in colleges and universities. It has important practical significance for the sustainable development of ideology and politics in courses in the new era, the same direction of ideology and politics in courses and ideological and political courses, and the improvement of “big ideological and political” education effectiveness.

2 Dilemma: Problems Existing in Ideological and Political Teaching in Colleges and Universities

Ideology and politics in courses refers to fully excavating and refining the inherent educating genes of professional courses, integrating value into knowledge teaching, and subtly inspiring, guiding, and leading students’ ideological concepts in the teaching of professional knowledge, so as to form correct values. The ideology and politics in courses is not a mechanical mixture of professional knowledge and ideological and political elements, but “a kind of organic integration and high unity of professional knowledge and the true, the good, and the beautiful that is like spring to flowers, salt in water, and nothing but the truth” [1]. With the deepening of research, the construction achievements of ideology and politics in courses have become increasingly rich, and the content of ideology and politics in courses is also well known to educators. However, there is a “chasm” in the process of applying theory to practice, and many new problems will emerge from the careful design of the theory and the practical teaching process, which needs to be avoided and solved by educators.

2.1 Unclear Understanding of the Concepts of the Ideology and Politics in Courses

Theory is the forerunner of practice, and thought is the guide of action. In the teaching process, some teachers of professional courses do not have a clear understanding of the concept of ideology and politics in courses. They are unclear about the relationship between ideology and politics in courses and ideological and political courses co-education, and the problems of “dual-track system” and “two skins” still exist. The phenomenon of “one divided into two” still exists, and they have no clear understanding of what, why, and how the ideology and politics in courses is. The essence of ideology and politics in courses is to make full use of the elements of ideological and political education contained in professional courses to carry out conceptual and ideological guidance, enhance the ideals and beliefs, family and country feelings and mission of contemporary college students, and realize the education of people with culture and education with morality. In the current teaching process, there are two tendencies: On the one hand, teachers of professional courses are more inclined to the teaching of professional knowledge, ignore the exploration and development of moral elements, and pay more attention to the improvement of students’ professional ability; on the other hand, teachers of professional courses forcibly integrate external ideological and political education elements into the teaching process of professional knowledge, which makes it difficult for professional knowledge to carry values, which not only affects the teaching effect

of professional courses, but also makes it difficult to form correct value guidance for students. It is impossible to achieve the effect of enlightening the mind, moisturizing the heart, and infiltrating the heart. In addition, some educational subjects believe that ideological and political courses, as the key courses for strengthening moral education and cultivating people, should assume the function of ideological and political education. As a field of knowledge imparting, professional courses should pay more attention to the improvement of students' professional skills, and have not yet formed a theoretical understanding, ideological consensus, value recognition and practical awareness of the ideology and politics in courses.

2.2 Insufficient Capacity for Ideological and Political Construction in Courses

The "Guidelines for the Ideological and Political Construction in Courses in Colleges and Universities" issued by the Ministry of Education clearly pointed out that "it is necessary to thoroughly sort out the teaching content of professional courses, combine the characteristics of different courses, thinking methods and values, dig deep into the ideological and political elements of courses, and organically integrate them into curriculum teaching". This process of digging, summarizing and condensing puts forward higher requirements for the curriculum construction ability of the main body of education. The ideological and political education elements contained in the ideology and politics in courses are contained in the professional knowledge system, which is different from the obvious and prominent educational elements of the ideological and political courses. It requires educators to actively excavate, explore and refine. Literature and other professional courses require students to cultivate cultural awareness and cultural self-confidence, and consciously practice socialist core values; science and engineering courses require strengthening students' ethics education and cultivate the spirit of craftsmanship in a great country; professional courses such as medicine require to strengthen the education of students' medical ethics and medical style, and cultivate the benevolent spirit of doctors who are willing to give and love without bounds. Different professional courses have their own teaching characteristics and educational laws. Teachers of professional courses will encounter difficult problems in the process of refining the elements of moral education because they have not carried out special training. They do not have enough mining ability, and it is difficult to find the moral education factors that can be used. They do not know how to organically integrate professional knowledge and value education, and it is difficult to achieve the effect of educating people. In addition, because college teachers undertake certain scientific research tasks and administrative tasks, the time and energy for preparing professional courses is squeezed, which objectively affects the ability of college teachers to construct ideology and politics in courses.

2.3 The Ideological and Political Content in Courses is Not Deep Enough

The ideological and political content in courses is the organic integration of professional knowledge and values, the harmonious connection between "ideology and politics" and "professions", the timely embedding of ideological and political elements, and the exchange of knowledge and value, and has the function of cultivating ability and shaping value. The lack of content depth in the current curriculum ideological and political

teaching is mainly reflected in two aspects: First, the concept of ideological and political courses is rigidly integrated into the teaching of professional courses, regardless of the differences in disciplines and characteristics of disciplines, and values-related content is attached to the professional knowledge system in the form of “flooding”. The two are in a state of separation, and the content system is fragmented. Second, in the teaching of professional courses, knowledge content and value content are combined to a certain extent, but the timing of using ideological and political elements is inappropriate, and the degree of integration between ideological and political elements and the content of professional courses is not high, resulting in insufficient depth of content. Insufficient depth of content of ideology and politics in courses will affect the teaching effect. It not only lacks the thickness of theoretical knowledge, hinders the learning of students’ professional knowledge, but also loses the temperature of emotion and morality, making it difficult to achieve a leap in spiritual concept and moral quality. Under the evaluation guidance that content is king, expanding the depth of the ideological and political content in courses and realizing the organic integration and self-consistency of the content are of great significance for promoting the good and sustainable development of the ideology and politics in courses.

2.4 The Lack of Evaluation Mechanism of Ideology and Politics in Courses

The evaluation mechanism is the driving force that motivates teachers to continuously improve the ideological and political teaching of the curriculum. The “absence” of the evaluation mechanism makes it difficult to effectively evaluate the ideological and political teaching effect of the curriculum, provide directions and suggestions for its improvement, and continuously improve the educational effectiveness of the ideology and politics in courses. The evaluation mechanism refers to the dynamic evaluation and process evaluation of the ideological and political education effect of the curriculum from the perspectives of professional courses and ideological and political education. The improvement of students’ spiritual realm and the improvement of ideological and moral quality are quite abstract and cannot be measured by things that can be seen and touched. Therefore, the evaluation mechanism should pay more attention to formative evaluation rather than summative evaluation. At present, some colleges and universities vigorously promote ideology and politics in courses and pay attention to the construction of ideology and politics in courses, but they ignore the link of “effect evaluation” and do not incorporate it into the teaching evaluation index system. Although some colleges and universities recognize the importance of effect evaluation, they have not established a scientific evaluation system and a complete feedback system. “The implementation effect relies on publicity, and the annual summary relies on strong data, which makes it difficult to continuously improve the accuracy and scientific level of ideology and politics in courses” [2]. Establishing an evaluation mechanism that can comprehensively consider the effect of educating people is a key variable for colleges and universities to promote the quality of ideological and political teaching in courses.

3 Breakthrough: Improvement Countermeasures for Ideological and Political Teaching in Courses in Colleges and Universities

If you know the inadequacy, you will be able to reflect on yourself; if you know the difficulty, you will be able to improve yourself. From the perspective of system theory, after analyzing the current dilemma of ideological and political teaching in courses in colleges and universities, the author proposes targeted solutions and breakthrough methods from the aspects of teaching concept, teaching ability, educational content, educational effect and evaluation mechanism, so as to promote the improvement and sustainable development of the overall teaching effect of ideology and politics in courses.

3.1 Concept Construction: To Establish a Correct Concept of Ideology and Politics in Courses

Correct concept is the premise of correct action. As the main body of education, professional course teachers, establishing correct concepts of ideology and politics in courses is the premise and foundation of teaching. First of all, teachers of professional courses must establish the fundamental concept of ideological and political education in courses, not only to pay attention to the teaching of professional knowledge, but also to pay attention to the value guidance of students. “Teachers form a consensus on teaching and educating people that combines ‘literacy’ with ‘cultivating people’, ‘knowledge imparting’ and ‘value guidance’, which is the value orientation that guides the practice of education of ideology and politics in courses and the development of specific actions” [3]. General Secretary Xi Jinping pointed out in a discussion with teachers and students of Beijing Normal University that in order to achieve the unity of “classics teacher” and “human-beings’ teacher”, teachers must not only be good at “instruction” and “solving doubts”, but also take “preaching” as their responsibility and mission. Therefore, professional teachers should always take value guidance as the “essence of the soul” throughout the whole process in the course teaching process, and form a positive guiding role for students’ ideological concepts, values, and moral concepts. Secondly, teachers of various courses must have a comprehensive, systematic and in-depth understanding of the connotation of ideology and politics in courses. The ideology and politics in courses is not a mechanical combination of “course” and “ideology and politics”, nor is it a “homogenized” course or a “pan-ideological and political” course of ideological and political courses, but a course that combines knowledge transfer and spiritual guidance. It not only attaches importance to the teaching of professional knowledge, but also integrates the elements of ideological and political education into the knowledge system. Only by fundamentally clarifying the ontological connotation of ideology and politics in courses can correct teaching be carried out in specific practice. Finally, teachers must have a correct understanding of the relationship between ideological and political courses and ideology and politics in courses. The best state of ideology and politics in courses and ideological and political courses is a kind of peers in the same direction, and the two play the role of collaborative education. Ideological and political courses, as a key course for strengthening moral education and cultivating people, are essentially an explicit ideological and political education. As a recessive ideological and political education, ideology and politics in courses and ideological and political courses have formed a synergistic

education effect and constructed an all-round, multi-level, wide-field, three-dimensional ideological and political education pattern. At the same time, peering in the same direction is not a formal or process requirement, but a fundamental direction in terms of effect. It is on the basis of acknowledging the uniqueness and heterogeneity of various courses, giving full play to the educating factors contained in the courses, and realizing educating people. The purpose is to “make higher education a chorus of education, led by ideological and political courses instead of solo, and all courses make harmony instead of noise” [4].

3.2 Ability Improvement: To Improve the Ability to Tap Ideological and Political Elements

The premise of the realization of the ideological and political education effect in the course is that the course teachers should not only be good at teaching rational knowledge. Moreover, the in-depth excavation and refinement of value elements is essential and a key link. This puts forward requirements for the ability of educators to mine ideological and political elements. Because the ideological and political education resources contained in professional courses have the characteristics of “concealment”, and the traditional teaching materials do not give guidance and reference ideological and political education content. The excavation of its moral education elements is based on the teacher’s main body’s understanding of professional knowledge and the search for ideological and political education elements that can be integrated with professional knowledge. These all put forward high standards for teachers’ personal abilities. To improve teachers’ ability to tap ideological and political elements, it is mainly carried out from the following aspects: First, special subject learning is carried out by disciplines and majors. Thematic learning is an important means to improve teachers’ ideological and political educating ability in courses. By learning typical successful cases of ideological and political courses in courses, the researchers can analyze how teachers excavate ideological and political elements, integrate values into the professional knowledge system reasonably and effectively, condense the specific experience of ideological and political teaching in courses, and combine the characteristics of various courses and disciplines to make targeted reference and innovation. Second, professional course teachers prepare lessons collectively. Collective lesson preparation is a collective learning mode that gathers the wisdom of the group, focuses on common problems, gives full play to the advantages of “brainstorming”, formulates teaching syllabuses, feedbacks teaching problems, innovates teaching methods, and improves teaching effects through communication between teachers and expressing their opinions. For example, the “three concentrations and three mentions” model of “concentrated discussion and questioning, concentrated lesson preparation to improve quality, and concentrated training to improve quality” innovatively constructed by Fudan University is a form of collective lesson preparation. Through this collective lesson preparation, teachers’ ability to explore, apply and innovate ideological and political elements can be enhanced. Third, individual course teachers should actively learn new ideas and new theories, constantly consolidate theoretical foundations, and improve theoretical literacy. Teachers of professional courses should systematically study the latest theoretical achievements of Marxism and the Sinicization of Marxism, thoroughly study the spirit of the Sixth Plenary Session of the 19th Central Committee of the Communist

Party of China, study the essence and gist of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and study the core values of socialism. They also need to consciously combine valuable theoretical content with professional academic knowledge, and use it proficiently on the basis of in-depth study and understanding, and continuously improve the ability to discover and use ideological and political elements. Fourth, it is necessary to build a course resource sharing platform. A curriculum resource sharing platform can be built within the school or among some schools, and high-quality curriculum ideological and political resources can be uploaded to the network platform by professional fields and specific modules, which can not only realize the leading role of typical demonstrations, but also realize the development and sharing of resources, and provide young teachers with learning channels and paths. By excavating the elements of ideological and political education contained in professional courses, it is a must to carry forward the truth of value, the goodness of morality and the beauty of faith contained in professional courses.

3.3 Content Optimization: To Continuously Optimize the Course Content

To optimize the ideological and political content of the course, expand the depth of the ideological and political content of the course, the most important thing is to organically integrate professional knowledge and values, and truly realize the effect of morality integrating into courses, just like salt in water. To optimize the content of ideological and political courses, it is a must to first clarify several questions: firstly, whether all professional courses should incorporate ideological and political elements; secondly, different courses have different carrying capacity and degree of integration of ideological and political elements, how to select the best ideological and political elements to integrate into the professional knowledge system; thirdly, whether the content in the ideological and political courses can be directly used in the teaching of professional courses. From the perspective of the concept of “big ideological and political”, in order to achieve full-staff, whole-process, and all-round education, it is necessary to give full play to the education function of professional courses, and realize the synergistic education of ideological and political courses and professional courses. Of course, for different professional courses, especially the professional courses of science and technology, some courses have extremely limited ability to carry ideological and political elements. Therefore, the selection of content and the timing of the integration of ideological and political elements should be appropriate and appropriate, find the knowledge points that are most suitable for integrating the extracted ideological and political elements, and fully sublimate the value. In addition, the content of ideological and political courses needs to be transformed into professional courses and then applied to teaching. It cannot be used mechanically. Otherwise, it will not only disrupt the teaching of the professional knowledge system, but also make it difficult to achieve the guidance of values. From the perspective of the main body of education, to optimize the course content, professional course teachers should strengthen communication and exchanges with ideological and political course teachers, and discuss the teaching content together. “Planning ideological and political courses with professional teachers as the mainstay, excavating potential ideological and political elements, and discussing how to realize the integration of ideological and political theory and professional knowledge with ideological and political

teachers as a supplement, [5] through the in-depth discussion of the content, the organic integration of knowledge and value can be realized. From the organizational design of teaching implementation and the arrangement of teaching content, teachers should carefully design teaching content, carefully arrange teaching content, attract students' attention through the teaching of professional knowledge, and at the same time use ideological and political education content to educate students ideologically, such as the patriotism of academics, the dedication to the country, the sense of responsibility and mission for the great rejuvenation of the Chinese nation. From the perspective of the timing of the use of ideological and political elements in the teaching process, it is necessary to grasp the progress of the learning content, the students' listening status and the students' comprehension ability, pay attention to the students' value needs, and respond to the students' moral confusion. Optimizing the course content is a dynamic process, which needs to be adjusted in real time according to the characteristics of students' development and individual needs, and continuously improved and optimized according to the problems reported in the teaching process, so as to expand the depth of the content and improve the effect of education.

3.4 Mechanism Improvement: To Build a Dynamic Assessment and Evaluation Mechanism

Constructing a scientific and reasonable assessment and evaluation mechanism is a key measure to promote the systematic and scientific development of ideology and politics in courses. At present, the evaluation of ideology and politics in courses should follow the three principles of process evaluation, qualitative evaluation and developmental evaluation [6]. The improvement of students' individual ideology and morality and the formation of values are a gradual process, and the process of its ascension and progress cannot be measured by specific data. Therefore, in the evaluation of the effect of education, we should pay attention to the process evaluation rather than the summative evaluation, and emphasize the qualitative evaluation rather than the quantitative evaluation. The purpose of assessment and evaluation is to improve the effect of educating people and promote the development of students, rather than competition and evaluation. Therefore, in the process of evaluation, attention should be paid to the improvement of individual students, focusing on vertical development rather than horizontal comparison. To build an assessment and evaluation mechanism, it is necessary to clarify the subject and object of assessment and assessment. In the system of ideological and political teaching in courses, there are two subsystems of "teaching" and "learning". Therefore, the evaluation objects include both professional course teachers and students themselves. The subjects of assessment and evaluation are diverse. From the perspective of the assessment of college students, the subjects of assessment include professional course teachers, student tutors, counselors, ideological and political theory course teachers and other teachers. From the perspective of the assessment of professional course teachers, the subjects of assessment include college students, teaching supervisors, teachers of ideological and political theory courses, and academic peers. In the content of assessment and evaluation, the evaluation content of college students should focus on the changes in students' emotions, attitudes and values, pay attention

to the innovative consciousness and ability of college students, grasp the ethics of disciplines and majors, apply discipline knowledge to the sense of responsibility and mission to promote national development and social progress, and improve ideological ethics and values. In terms of the evaluation content of professional teachers, college students make a comprehensive evaluation of the teachers' words and deeds in the classroom and the satisfaction of teaching and educating people; teaching supervision comprehensively evaluates the teaching design of professional teachers, the teaching objectives and teaching organization of ideological and political courses, and the ideological guidance of students; the teachers of ideological and theoretical courses conduct a comprehensive evaluation on whether the professional course knowledge is organically integrated with the values, and whether the ideological and political elements are used properly and appropriately; disciplinary peers conduct a comprehensive evaluation of the teaching level of professional course teachers, the cultivation of college students' innovative consciousness and ability, and whether they pay attention to the actual needs of students. After a comprehensive evaluation by multiple subjects, an overall evaluation conclusion need to be formed, and the effectiveness of the ideological and political education of the curriculum should be examined, the problems existing in the current ideological and political teaching of the curriculum can be identified, and improvements are continuously sought to realize the improvement of the effect of changing people by culture, educating people with morality, and "culture and moral co-education" of the ideology and politics in courses.

4 Conclusion

The improvement of the ideological and political teaching effect of college courses is the result of the combined effect of multiple factors. After clarifying the problems existing in the ideological and political teaching of the current course, in the process of actual teaching, comprehensive measures should be taken from the aspects of teaching concept, teaching ability, teaching content and evaluation mechanism, so as to jointly improve the ideological and political education effect of the course, and truly realize that while imparting scientific and cultural knowledge, the ideological and moral level of the educated has also been improved. Of course, the improvement of curriculum ideological and political education is a process of multi-subject participation and gradual progress. On the one hand, it is necessary to play the leading role of teachers, and on the other hand, to play the main role of students, both are indispensable. At the same time, professional course teachers should be good at deeply excavating the ideological and political elements contained in the course, so that the professional course gradually realizes the role of derunning the heart and enlightening the mind.

Authors' Contributions. This paper is independently completed by Feng Dai.

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