



Research on Innovation of Ideological and Political Mode of Macroeconomics “One Body, Two Wings, Three Paths and Five Methods”

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Abstract. Macroeconomics takes “one body, two wings, three paths and five methods” as its curriculum ideological and political teaching mode. “One body” refers to the main teaching line, with professional content and ideological and political content as two wings, Through the three paths of pre-class guidance, during-class infiltration and after-class teaching by words and deeds, with the five methods “analyzing theory, speaking reality, introducing research, learning through debate, and decomposition objectives” to realize the collaborative education of professional content and ideological and political content. This course focuses on the “six major contents” of “Xi Jinping thought of socialism with the Chinese characteristic in new era”, distills the ideological and political contents by centering on the “six major contents”, and makes use of various red resources of the capital to assist the teaching in the form of online and offline combination. The ultimate goal is to guide students to devote themselves to the establishment of the sense of mission in socialist construction and strengthen students’ confidence in the road of socialist construction and socialist system of our country.

Keywords: Ideological and Political Mode · Red Resources · Macroeconomics · Teaching Path

1 Course Introduction

Macroeconomics is a required basic course for students majoring in economic & management. As an important part of modern theoretical economics, it takes national economy as the research object and adopts the method of aggregate analysis to study various aggregate relations and their change laws of social and economic activities. Through the theoretical teaching of national income accounting and macroeconomic policies, the course guides students to realize the combination of theory and practice through classroom learning, video viewing, on-site visits, social surveys and other practical activities; cultivates students’ ability to interpret macroeconomic indicators, understand fiscal / monetary policies under different economic situations, and analyze national macroeconomic strategies; Students are encouraged to cultivate the professional ability to use appropriate fiscal and monetary policy tools in different economic situations.

After decades of development, Macroeconomics has become a traditional course with complete system and mature content. However, in the context of the current new

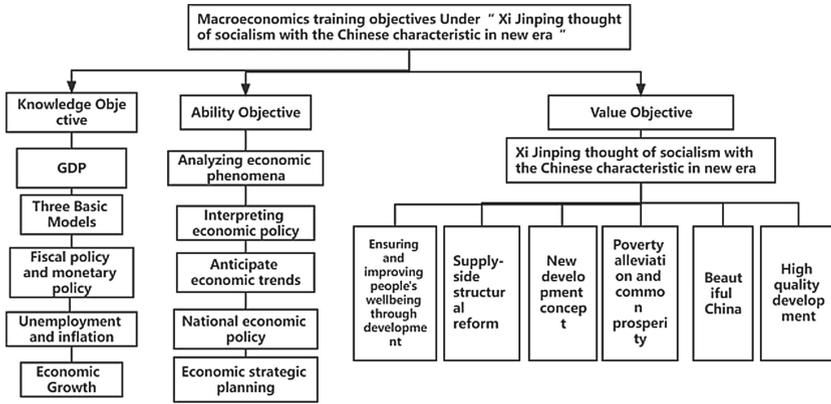


Fig. 1. Training Objectives of Macroeconomics

era, it is necessary to inject new connotations and values unique to the current socialist China to it. Based on the socialist school running direction, and professional training objectives of our University, Macroeconomics has established a curriculum system with theoretical knowledge as the clue, ability training as the center and value shaping as the foundation. The specific contents are as follows: knowledge objectives: master the basic theory and accounting methods of GDP, understand the three basic models (Income-expenditure model, IS-LM model, AD-AS model); master the two major economic policies (fiscal policy, monetary policy); learning the way of analyzing two major economic problems (unemployment and inflation); and define the economic objective (economic growth). Ability objective: learn to use two major economic policies to analyze and judge macroeconomic trends and manage two major economic problems. Value Objective: Make full use of the successful experience gained since China’s reform and opening up, make full use of the capital’s red resources, let students feel the tremendous change of China’s economy, and understand the charm of Xi Jinping thought of socialism with the Chinese characteristic in new era (Fig. 1).

2 Ideological and Political Elements in the Case

According to the progressive characteristics of macroeconomics, the teaching content is planned into the following seven learning units: GDP, Income - expenditure model, IS-LM model, AD-AS model, macroeconomic policy, unemployment and inflation, and economic growth [1]. Macroeconomics takes the content of the learning unit as the main line, the typical cases in economic construction as the bridge, and links the “knowledge objective” with the “value objective”. Taking learning unit 1 as an example, Table 1 sets up the value objective framework of “knowledge content—ideological and political integration points—ideological and political bridge cases—ideological and political decomposition objectives” [2].

Table 1. Refinement of ideological and political elements of “learning module 1: GDP”

| Knowledge content | Refinement of Ideological and Political Elements | Ideological and political bridge cases | Ideological and political branch objectives |
|--|---|--|--|
| No1: Characteristics of Macroeconomics | Macroeconomic objectives and relationships | Anti epidemic, employment and economic goals | Ensuring and improving people’s livelihood in the process of development |
| No2: GDP and its accounting method | Expenditure method and income method | Digital economy and innovation driven strategy | New development concept |
| No3: Other measures of national income | NDP, NI, PI and PDI | Poverty alleviation projects of BCU | Poverty alleviation and common prosperity |
| No4: Nominal GDP and real GDP | Nominal GDP and real GDP; Green GDP and potential GDP | Carbon neutralization and carbon peak | Beautiful China |
| Practical training 1: GDP in life | Social survey: GDP in life | China’s high-speed rail and Maglev | High quality development |

3 Overall Design of Case Teaching

3.1 Instructional Design

According to the characteristics of our school’s economic management specialty to serve the needs of the industry in the Beijing-Tianjin-Hebei region, Macroeconomics takes “value objective as the guidance, knowledge objective and ability objective as the implementation, train students to go deep into economic life, feel economic laws, use economic tools, and cultivate economic management ability” as the ideological and political construction goal, has established a mode named “one body, two wings, three paths and five teaching methods”, Among them, “one body” refers to the teaching system of macroeconomics; “Two wings” are professional wing and ideological and political wing respectively; “Three paths” refers to the whole process of Ideological and political teaching: before-class, during-class and after-class. The “five teaching methods” are based on the teaching objectives of different units, and comprehensively use the methods of “analyzing theory, speaking reality, introducing research, learning through debate, and decomposition objectives”, The goal is not only to transfer the ideological and political content, but also to stimulate the initiative and innovation of college students.

3.2 Teaching Practice

Macroeconomics has finally established the following teaching contents, red resources, teaching methods and assessment mechanism.

3.2.1 Based on the Characteristics of Beijing, Design the Red Resource Library

As the national political center, cultural center, international communication center and scientific and technological innovation center, Beijing has unique advantages in curriculum, ideology and politics. Since the 70th anniversary of the founding of the people's Republic of China, Beijing has achieved technological and economic take-off through policy guidance and scientific and technological innovation, which is the object and content of the "visible hand" theory of macroeconomics. The red resources related to economic construction in Beijing, such as the "exhibition of great construction achievements since the 70th anniversary of the founding of the people's Republic of China", both online and offline, not only provide a realistic scene for the professional education of macroeconomics, but also provide first-hand teaching resources for the ideological and political courses. Table 2 still takes learning unit 1 as an example to introduce the use of red resources.

Table 2. Red resources of "learning module 1: GDP"

| Knowledge content | Refinement of Ideological and Political Elements | Ideological and political bridge cases | Case scenario (Capital Red resources) |
|--|---|--|--|
| No1: Characteristics of Macroeconomics | Macroeconomic objectives and relationships | Anti-epidemic, employment and economic goals | Beijing efficiency and Beijing Makeshift hospital |
| No2: GDP and its accounting method | Expenditure method and income method | Digital economy and innovation driven strategy | Beijing Fintech and Professional Service Innovation Demonstration Zone |
| No3: Other measures of national income | NDP, NI, PI and PDI | Poverty alleviation projects of BCU | Beijing's Beautiful Village series of poverty alleviation activities |
| No4: Nominal GDP and real GDP | Nominal GDP and real GDP; Green GDP and potential GDP | Carbon neutralization and carbon peak | Beijing Double carbon Energy-saving emission Reduction Exhibition |
| Practical training 1: GDP in life | Social survey: GDP in life | China's high-speed rail and Maglev | The 70th anniversary of the founding of the great construction achievements exhibition |

3.2.2 Flexibly Use the “Five Methods” Teaching Based on the Characteristics of Learning Units

The “five teaching methods” refers to “analyzing theory, speaking reality, introducing research, learning through debate, and decomposition objectives”. Take the ‘decomposition objectives’ as an example, It is based on learning units, decompose the overall goal of Ideological and political “Xi Jinping thought of socialism with the Chinese characteristic in new era” into several smaller goals and bring them into class separately, See the last column in Table 1.

Another example is the “learning through debate” method, according to Macroeconomics’ characteristics, we design two practical training sessions: “Unit 6: Macroeconomic Policy” and “Unit 1: GDP in Life”, It is well known that there are no two countries in the world can adopt exactly the same economic policies. Each country should strictly consider its fiscal and monetary policies according to its national conditions. Even so, it will inevitably encounter problems in actual economic operation. In our training classes, teachers will take the fiscal/monetary policies of a certain country as an example and arranges students to conduct research in groups in the form of course assignments. Then through debate to analyze the reasons for the policy adopted by the country, the problems encountered in the implementation, whether the policy tools is appropriate or not, and guide students to make suggestions for the policy adjustment in the future. In addition to guiding students to social research, it also requires students to educate themselves ways to promote economic growth, such as neoclassical growth theory and other related theories etc. In this way, students can not only develop their initiative in learning, but also stimulate their spirit of innovation [3]. The application of the “five teaching methods” in units 2–7 is shown in Table 3.

3.2.3 Based on Course Ideological and Political Path Construction, Attach Importance to Teachers’ After-School Guidance

Before-class [4]: based on the corresponding cases in Table 2 and Table 3, teacher pushes text cases or short videos of five minutes or less to students through the class We Chat group. During-class: Teachers need to take the before-class cases as examples to develop students’ sensitivity to economic life and professional knowledge, need to consciously point its relationships with Ideological and political goal. That is, from the cases, make clear the relationship between professional knowledge and Xi Jinping thought of socialism with the Chinese characteristic in new era; After class: Teachers’ guidance is also very important. It must be made clear that curriculum ideological politics is not classroom ideological politics, and classroom is not the node of ideological politics. In daily contact, students can feel the life attitude, academic realm and values of teachers, and the importance of “teaching by words and deeds” is even higher than before and during class [5]. The “three paths” run through the curriculum and as salt melts into water, both silent and moist.

Table 3. The application of the “five teaching methods” in units 2–7

| Knowledge content | Refinement of Ideological and Political Elements | Ideological and political bridge cases | Teaching method |
|------------------------------------|--|--|---|
| Unit 2: Income - expenditure model | National income determinations and multipliers | Analysis of the necessity of stimulating domestic demand | analyzing theory, speaking reality, decomposition objectives |
| Unit 3: IS-LM model | IS-LM analysis | Plaza Accord and Japan's recession | analyzing theory, decomposition objectives |
| Unit 4: AD-AS model | The AD curve in reality | Demand-side reform and supply-side reform | analyzing theory, decomposition objectives |
| Unit 5: Unemployment and Inflation | Governance unemployment and inflation | College students' innovation and entrepreneurship, mass entrepreneurship and mass innovation | speaking reality, introducing research, decomposition objectives |
| Unit 6: Macroeconomic Policy | Fiscal and monetary policies and their effects | Different fiscal and monetary policies from 2020 to 2022 | speaking reality, introducing research, learning through debate, and decomposition objectives |
| Unit 7: Economic Growth | Policies to promote economic growth. | High-quality development of Xiongan | speaking reality, introducing research, learning through debate, and decomposition objectives |

3.2.4 Based on the “Value-Added” Goal, the Evaluation Mechanism of “Step-Test” + “Final -Test” and the Result Analysis of Political Thinking in the Form of “Questionnaire” Were Implemented

First of all, the assessment of theory and practice should be added to test the “value-added” goal of curriculum ideology and politics, cases are introduced from the following aspects: fiscal policy, monetary policy, government work report, NPC and CPPCC resolutions, etc. The knowledge objective inspects students' mastery of the theories they have learned, the ability objective inspects students' ability to solve problems with the knowledge they have learned, In terms of ideological and political objectives, it investigates students' interpretation of the role of macroeconomic policy in socialist economic construction. The above questions should appear again in the “final test”, To study the achievement of ideological and political goals by analyzing the depth of students' answers.

Secondly, questionnaire should be designed to further analyze the “value-added details” of curriculum ideology and politics. For example, it investigates students’ improvement in understanding views of “Xi Jinping thought of socialism with the Chinese characteristic in new era”, such as “new development concepts”, “high-quality growth”, etc.

4 Conclusion

The ideological and political construction of macroeconomics has produced the following effects: Through the interpretation of China’s GDP, explain how our Party and Chinese government can ensure and improve people’s livelihood in the process of development; Through the economic structure and resource allocation problems behind the total supply curve, guide students to understand the meaning of the ongoing supply side structural reform; Through the analysis of typical cases of major economic problems facing the world, explain the necessity of new development concepts; Through the calculation and analysis of economic models, explain the historical significance of poverty eradication and common prosperity to students from the perspective of globalization; Through the experience of China’s economic construction and ecological civilization construction, establish the firm objective of building a beautiful China; Through debate, guide students to feel the difference between simple economic growth and high-quality development, cultivate students’ correct outlook on career choice and occupation, and guide students to find a correct position in future economic construction and lay a foundation for their current learning sense of responsibility and mission. The ideological and political construction finally achieved the goal of common progress both teachers and students, and achieved positive effects both inside and outside the classroom.

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