

Research on the Communication Strategy of Rule of Law in Ideological and Political Courses Based on SPSS Analysis

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ABSTRACT

This paper investigates the students and teachers of undergraduate colleges of finance and economics in Guizhou Province to understand the current situation of disseminating the concept of the rule of law in the ideological and political education of the curriculum. This study uses SPSS software to analyze 342 recovered data and extract the problems existing in schools, teachers, and classrooms to spread the concept of the rule of law. We are proposing targeted optimization strategies to effectively improve the dissemination effect of the concept of the rule of law in ideological and political affairs.

Keywords: *undergraduate financial colleges; curriculum ideological and political; dissemination of the concept of the rule of law; network classroom*

1. INTRODUCTION

Curriculum ideological and political education is an essential direction for developing ideological and political education in the new era. It is not only a concept of ideological and political education but also an educational method. The whole operation process requires the full participation of various departments, teachers, and students of the school [2]. The rule of law education is an integral part of ideological and political education. In the new era, ideological and political education in colleges and universities is increasing. By integrating the education of the rule of law into the teaching process of professional courses and spreading the idea of the rule of law, colleges and universities can better realize the fundamental goal of establishing morality and cultivating talents and more conducive to realizing the important task of cultivating versatile talents who understand law, economy, and management.

2. PREVALENCE SURVEY

Ideological and political education has become a standard teaching activity in undergraduate schools. However, how to effectively spread the concept of the rule of law in curriculum ideological and political

education? We will analyze and discuss the current situation in this process and refine the existing problems.

2.1. Questionnaire design

This questionnaire aims to understand better the current situation of disseminating the concept of the rule of law in the ideological and political education of undergraduate colleges of finance and economics, find out the existing problems, and put forward targeted suggestions. There are 22 questions in the questionnaire, and the respondents are students from undergraduate colleges of finance and economics in Guizhou Province. There are three questions about the basic situation, including gender, grade, and major, five questions about school-related factors, and eight questions about teacher-related factors. Students' related factors have six investigation questions. At the end of the questionnaire, there is an available answer, and the answers provided by the respondents are available for reference. In addition, to ensure the validity of the questionnaire survey, we adopted the method of anonymous survey and published an online questionnaire on the Internet. Students can scan the TWO-DIMENSIONAL code through WeChat or QQ or click the corresponding link to complete the survey. Students can scan the TWO-DIMENSIONAL code or click the corresponding link. The questionnaire lasted

one week, and 342 valid questionnaires were finally collected.

2.2. Data analysis

We used SPSS software to analyze the recovered samples data. Male students accounted for 34.8%, and female students accounted for 65.2%. As the respondents were from financial and economic undergraduate universities, the proportion of male and female students was unbalanced. In students' grades, freshman accounts for 23.39 %, sophomore 7.31 %, junior 52.92 %, seniors 11.99 %, and others are graduate students, as shown in Figure 1. The students who major in economics, management, history, art and sports accounted for 37.02 %, 50.99 %, 2.92 %, and 7.31 %, respectively, as shown in Figure 2.

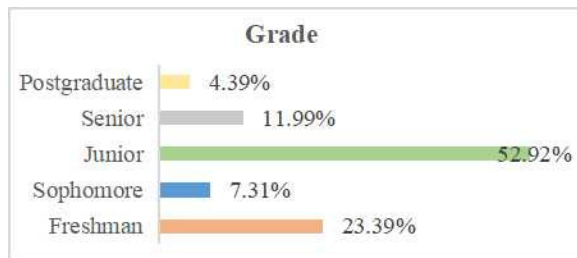


Figure 1: Grade descriptive statistics

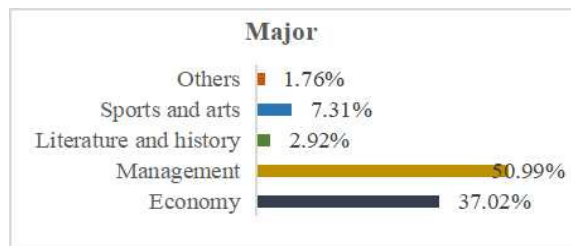


Figure 2: Major Descriptive Statistics

2.3. Summarize the present situation

According to the survey data, undergraduate finance and economics colleges have realized the necessity of combining ideological and political education with the rule of law. Schools, teachers, and students have also made corresponding adjustments. To some extent, colleges and universities have clarified the primary responsibility of curriculum ideological and political construction and coordinated various departments to hold practical activities such as curriculum ideological and political work seminars and teaching design competitions. Most professional teachers can actively respond to the functional requirements of disseminating the concept of the rule of law in the ideological and political education of the course and make certain adjustments to the aspects of teaching content, methods, means, and classroom interaction. However, integrating professional content and the rule of law elements is rigid and less attractive. Students will also take the initiative to learn legal

knowledge, identify with the concept of the rule of law expressed by teachers of professional courses in class.

3. EXISTING PROBLEMS

According to the investigation of the influencing factors of the dissemination effect of the idea of the rule of law in curriculum ideology and politics, the existing problems can be analyzed from three aspects: schools, teachers and classrooms. As can be seen from Figure 3, the overall planning and institutional system of the school, the knowledge and ability of teachers, and the use of teaching fields are all important influencing factors.

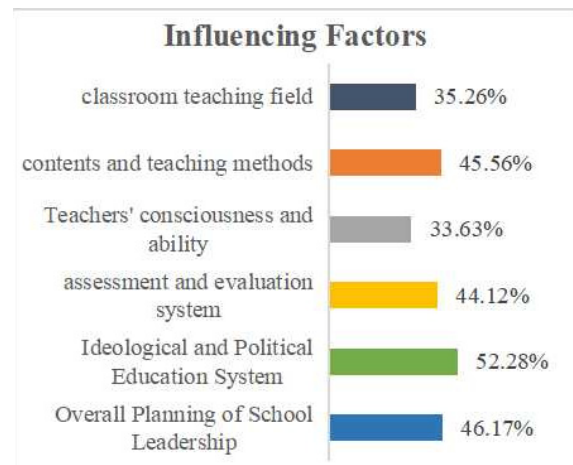


Figure 3: Influencing factors

3.1. School support is not obvious

According to the survey data, undergraduate colleges of finance and economics have realized the necessity of combining curriculum ideological and political education with the education of the concept of the rule of law, and schools,

3.1.1. Insufficient overall planning

The undergraduate finance and economics colleges do not have enough overall planning in integrating curriculum ideological politics with the rule of law. The concept of "educating people by law" is not integrated into the curriculum ideological politics. First, there is a lack of fundamental measures, no corresponding management system, and no formed normative system. Second, the synergistic effect is not apparent. Implementing the basic concept of "education by law" in curriculum ideology and politics has not covered all departments and school teachers. There is still a pattern of individual combat, and professional and academic barriers have not been broken. Third, the rule of law education has not been incorporated into the curriculum ideology and politics by thoroughly combining its school-running advantages and professional characteristics. The update and revision of the professional curriculum syllabus have not been timely.

3.1.2. Lack of a reasonable evaluation system

The investigation found that the course ideological and political evaluation system in colleges and universities is not perfect. A considerable part of the course ideological and political evaluation system in financial and economic undergraduate colleges and universities is unreasonable. There is no particular evaluation system for disseminating the concept of ideological and political law that does not involve the evaluation of the dissemination of the concept of the rule of law. It ignores the evaluation of the communication ability and effect of professional teachers' ideological and political law governance concept. It leads to teachers' failure to find problems in time and timely adjust classroom teaching. At the same time, there is a lack of students' evaluation of teachers' dissemination of the concept of the rule of law and students' learning effectiveness.

3.2. Teachers' awareness and ability are not strong

3.2.1. Weak awareness of spreading the concept of the rule of law in course ideology and politics

Teachers of professional courses have weak awareness of disseminating the concept of the rule of law in course ideology and politics. Most professional teachers believe that it is necessary to integrate the rule of law education into curriculum ideological and political education. However, the willingness to actively integrate the concept of the rule of law in curriculum ideological and political education is not strong. Professional class teachers believe that specialized law teachers and counselors should complete legal education, and the effect of legal education in professional classes is unsatisfactory.

3.2.2. Insufficient ability to integrate legal elements into professional curriculum teaching

First, teachers of professional courses have insufficient knowledge of the rule of law, and they cannot discover the elements of the rule of law contained in the curriculum in time, and it is difficult to grasp the entry point of integrating the elements of the rule of law into the ideology and politics of the curriculum. Second, there is a lack of communication between professional course teachers and ideological and political teachers, and the concept of the rule of law is often spread "alone" in teaching. Third, teachers of professional courses are not proficient enough in the methods and skills of incorporating elements of the rule of law in their professional knowledge explanations. They ignore students' emotional needs and interests in the rule of law but only instill some major principles in students. According to the survey data, 23.98% of students think

that the combination of professional knowledge and the concept of the rule of law is stiff, and 21.35% of students think that the integration of the element of the rule of law in class is insufficient and the way is single. As shown in Figure 4.

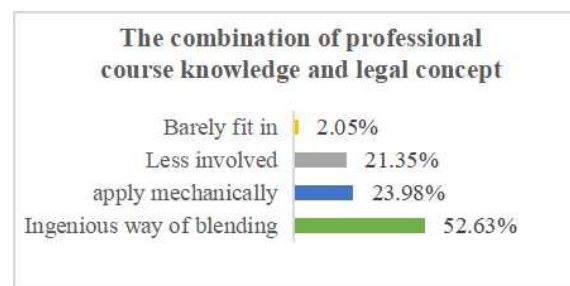


Figure 4: The combination of the rule of law

3.3. Limited use of classroom teaching field

Undergraduate colleges and universities of finance and economics mainly rely on theoretical classrooms in curriculum ideology and politics and lack the exploration of various classroom teaching fields. The traditional offline teaching method is still the primary method, the one-to-many teaching mode has been adopted, and there is a lack of spreading the concept of the rule of law in practice. There are few practical activities such as debate competitions and speech competitions held by schools that involve disseminating the concept of the rule of law, and professional practice rarely involves the education of the rule of law. In addition, the online classroom is not enough. Teachers seldom use live broadcast, recorded broadcast, Tencent classroom, and other methods. After the new crown pneumonia epidemic outbreak, the school has explored the online teaching model more in-depth. As the curriculum's central ideological and political position, the classroom needs to be expanded in its teaching field.

4. OPTIMIZATION STRATEGY

Colleges and universities undertake the important task of establishing morality and cultivating people, and integrating the concept of the rule of law into teaching is the basic appeal of ideological and political education [2]. Because of the particularity of their majors, financial and economic undergraduate colleges should not only carry out legal education in ideological and political courses but also integrate the concept of the rule of law into professional courses.

4.1. Play the supporting role of the school

As the central front for cultivating comprehensive and high-quality talents, colleges and universities must play an excellent supporting role in implementing Xi Jinping's thoughts on the rule of law in the new era and promoting the construction of the rule of law.

4.1.1. Increase overall planning

First of all, the school has made strategic deployments as a whole, introduced fundamental measures to spread the concept of the rule of law in curriculum ideology and politics, integrated moral education resources, and strengthened the synergy between departments. Secondly, the school leaders take the lead in setting up a center group for the dissemination of the ideological, political, and legal concepts of the curriculum, and ideological and political workers and subject leaders participate in it and are responsible for coordinating the dissemination of the ideological, political, and legal concept of the curriculum. The Academic Affairs Office of each college is mainly responsible for the specific affairs in disseminating the curriculum's ideological, political, and legal concepts. At the same time, based on learning from the practices of other colleges and universities, colleges and universities should develop curriculum ideological, political, and legal education training programs that meet the development of schools and students' needs based on their specialties and school characteristics.

4.1.2. Improve the assessment and evaluation system

The dissemination of the concept of the rule of law in curriculum ideology and politics is inseparable from the active participation of professional teachers. The systematic assessment and evaluation system can mobilize teachers' enthusiasm and improve the effect of dissemination of the concept of the rule of law in curriculum ideology and politics. First, the school formulates relevant assessment systems, sets reasonable and quantifiable assessment indicators, and incorporates the results into incentives, rewards, and punishments. Secondly, organize practical activities related to disseminating the concept of the rule of law, such as a declaration of relevant topics, teaching competitions, theme salons, etc., to provide a platform for disseminating the concept of the rule of law. Finally, implement dynamic evaluation management, and set up a supervision and steering group to supervise teachers' dissemination of the concept of the rule of law in curriculum ideology and politics. Teachers can timely find problems and adjust them in time.

4.2. Strengthen teachers' awareness and ability

In Professional courses, teachers are the main force of curriculum ideological and political construction, and their literacy and ability directly affect the effectiveness of college curriculum ideological and political construction [3]. Strengthening the subject consciousness and ability of professional teachers to disseminate the concept of the rule of law in ideology and politics is the

proper meaning of colleges and universities to promote the concept of the rule of law in the course of ideology and politics.

4.2.1 Improve teachers' subject consciousness

Professional course teachers are the main force of curriculum ideological and political construction, and their quality and ability directly affect the effect of college curriculum ideological and political construction [4]. Finance and economics colleges and universities have a solid background and foundation in economics, management, law, statistics, and other disciplines. There are many practical significances for the rule of law education in the classroom. Professional teachers are a group that cannot be ignored in this process. They shoulder the important task of supplying high-quality management talents who "understand the law, economy, and management" for society. Therefore, they must improve their awareness of the subject and make them realize that they are one of the subjects of the ideology and politics of the curriculum and realize the dissemination of the rule of law. The importance and necessity of the concept adhere to "educating people with the law" unswervingly.

4.2.2. Improve the legal education capacity of teachers

To truly integrate the concept of the rule of law into the curriculum, it is necessary to enhance the ability of teachers to integrate the elements of the rule of law into the ideology and politics of the curriculum so that they can fully tap the elements of the rule of law in professional courses. First of all, teachers of professional courses should accumulate knowledge systems related to the rule of law, master the content system of the rule of law education, and think about which aspects of the rule of law should be incorporated into the curriculum. Secondly, it is necessary to fully recognize the particularity of the professional courses taught and consider how to introduce the concept of the rule of law into the courses in combination with the training goals of professional talents. Furthermore, professional course teachers should cooperate closely with ideological and political teachers and law teachers to jointly explore the elements of the rule of law in professional knowledge and explore ways to organically integrate professional courses and elements of the rule of law.

4.3. Broaden the field of classroom teaching

General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities, "Make good use of classroom teaching as the main channel" [5]. To deepen the dissemination of the concept of the rule of law in curriculum ideology and politics, we must also adapt to

the development of the times, expand the field of classroom teaching, and give full play to the positive role of the leading position of the classroom.

4.3.1. Steadily use the first classroom

The first classroom is mainly the direct teaching of theoretical knowledge. Teachers can rely on the first classroom to skillfully integrate professional knowledge and legal education and play the role of the first classroom in curriculum ideology and politics. As in the finance classroom, money and money are not everything that can be combined with the time value of money knowledge. In series to the personal conduct, financial development in China is put forward to uphold the party's leadership calls for using the rule of law to regulate the conduct of its education. Students set up the correct concept of the rule of law and embody the first classroom teaching effect.

4.3.2. Actively develop the second classroom

The second class is a social practice exercise based on practical activities. In the new era, financial and economic undergraduate colleges must actively develop the second classroom to spread the concept of the rule of law while implementing "course ideology and politics." The edification of ideas. For example, the school can combine the characteristics of the major to carry out the rule of law publicity and debate competition, legal knowledge innovation, and entrepreneurship competition. Teachers can actively encourage students to participate in corporate legal practice and legal public welfare activities. Hot political discussions related to the rule of law will be added to analyze hot topics in class.

4.3.3. Keep exploring the third classroom

The third classroom is an online classroom based on the Internet. With the development of the Internet, education is no longer limited to offline, and online teaching resources have begun to play a huge role. First, finance and economics undergraduate universities should seize the opportunity provided by the Internet platform to let students access the freshest legal materials through the combination of online and offline and carry out hot topics discussions. Second, short videos, WeChat public account, and other platforms promote the rule of law education. Third, students are encouraged to use MOOCs and other online learning platforms to strengthen their study of the concept of the rule of law.

5. CONCLUSION

College students are one of the leading bodies in constructing the rule of law in China in the new era. Because of the specialty of finance and economics, it is essential to spread the idea of the rule of law in

ideological and political affairs. In this process, all parties must make joint efforts to promote the organic integration of disseminating the concept of the rule of law and the teaching of professional knowledge to give play to the synergistic effect and achieve the effect of "1+1>2".

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