



Research on the Reform and Innovation of Ideological and Political Course Curriculum Design from the Perspective of “Big Ideological and Political Course”

Xingping Liu^(✉)

Mianyang Teachers' College, Mianyang, Sichuan, China
357119152@qq.com

Abstract. In the new era, ideological and political courses are faced with new challenges, such as insufficient integration of various resources, insufficient connection between theory and practice, and lack of unified deployment. These dilemmas are the background of The Times when “Big Ideological and political Course” was proposed. “Big Ideological and political course” is not only the development direction of ideological and political course in the new era, but also puts forward new requirements for the reform and innovation of ideological and political course design. In the reform and innovation of curriculum design, ideological and political teachers should adhere to the principle of system and connection, integrate all kinds of resources, further build the integration of large and small schools, promote curriculum ideological and political construction, strengthen practical teaching, and further improve the pertinence and integrality of ideological and political curriculum design.

Keywords: “Big ideological and political course” · Ideological and political course design · Reform · Innovation

1 Introduction

On July 25, 2022, the Ministry of Education and ten other departments issued the Work Plan for Comprehensively Promoting the Construction of “Major Ideological and Political Courses”, proposing to comprehensively promote the construction of “Major Ideological and Political courses”. The construction of “major ideological and political courses” is based on the requirements of The Times as well as the curriculum construction of ideological and political courses. The construction of “Big ideological and political courses” is a new requirement for ideological and political courses in the new era, which requires further deepening the fundamental task of moral education and cultivating people, further expanding the teaching content, further strengthening the correlation between various disciplines, and further strengthening the relationship between the classroom and the society. In general, the “Big ideological and political course” further expands the time and space of ideological and political course teaching, and puts

forward new requirements for teaching methods and methods. In order to better meet the requirements of “big ideological and political course” construction, ideological and political course must further deepen the reform, constantly innovate the course design, and maximize the realization of teaching objectives and teaching tasks.

2 Difficulties Faced by Ideological and Political Course Construction Under the Background of “Big Ideological and Political Course”

As the key course to cultivate morality and cultivate people, ideological and political course plays an important role in school ideological and political education. How to solve the pain points and difficulties in ideological and political course teaching, and constantly improve the effectiveness and attractiveness of ideological and political course, is an urgent problem for ideological and political course in the new era. The idea of “ideological and political course” came into being under this background, in order to solve the current ideological and political course facing the dilemma [1].

2.1 Insufficient Integration of Ideological and Political Course Resources

The “big” of “big ideological and political course” reflects the big pattern, that is, to open the door to run ideological and political course. With the deepening of the awareness of the importance of ideological and political courses and the intensification of the degree of attention, the construction of ideological and political courses has made great progress. Correspondingly, related resources are becoming more and more abundant. From the state to the society, and then to the school, all kinds of resources are constantly leaning towards ideological and political courses. However, the integration of rich resources is not enough, and there is a phenomenon of separate governance. This makes it impossible to maximize the utilization of resources in the course of ideological and political education construction. For example, ideological and political courses are not strong enough in mobilizing various social resources and educational resources such as museums and memorials need to be further integrated and utilized.

2.2 Lack of Vertical Unified Deployment of Ideological and Political Course Construction

“Big ideological and political courses” focus on “big”, which not only shows the integration of all kinds of resources and courses in the horizontal aspect, but also shows the vertical aspect. The integrated construction of large, small, middle and small children stages becomes a whole, and jointly plays the task of cultivating virtues and people in different stages [2]. At the present stage, the integration of large, small and medium size has achieved initial results, but there are still some phenomena such as floating form, lack of close correlation, which needs to be further deepened and explored.

2.3 Ideological and Political Courses are Not Closely Connected with Reality

Ideological and political courses are not only theoretical courses, but also ideological education courses, focusing on the guidance of thought. The essence of ideological and political courses is to be reasonable, which is to combine the social reality, tell the Chinese story well, tell the Chinese spirit thoroughly, so that college students can establish a correct world outlook, outlook on life and values. However, at present, ideological and political courses focus more on theoretical learning and lack of attention to and explanation of social reality, which makes students to a certain extent believe that ideological and political courses are useless and that students only learn ideological and political courses to cope with the exam, thus abandoning the original intention of ideological and political courses.

3 Basic Principles of Curriculum Design Reform and Innovation Under the Background of “Big Ideological and Political Course”

“Big Ideological and political course” not only points out the direction of ideological and political education in the new era, but also puts forward new requirements for ideological and political course teaching reform. Under the background of “Big Ideological and political course”, the reform and innovation of ideological and political course curriculum design should follow the following basic principles:

3.1 Principles of the System

The basic viewpoint of system theory is to regard things and objects as systems and study them as a whole. Compared with other courses, ideological and political course has certain particularity. This course is offered uniformly from primary school, middle school and university, and the course is related. In the course design of ideological and political courses, we must start from the general pattern of the integration of large and small, and make clear the different stages, the focus and characteristics of the course design. At the same time, from the point of view of the course itself, we should also pay attention to the organic connection of all aspects of teaching and consider from the perspective of the development of the whole course.

3.2 Principle of Connection

The connection is universal, and the elements depend on each other, interact with each other and transform each other. In the course design of ideological and political courses, various elements should be organically integrated to maximize the role of various resources. In the course design of ideological and political courses, we should not only start from the course itself, that is, one course, but also start from the correlation of various courses, that is, to build a group of courses, but also start from the social perspective, that is, “big ideological and political courses”, so that all kinds of resources can be integrated with each other, and all courses can form a force and work in the same direction.

4 Thoughts on the Reform and Innovation of Ideological and Political Course Design Under the Background of “Big Ideological and Political Course”

The “Big ideological and political course” has put forward new requirements for the course design of ideological and political course in the new era. Teachers of ideological and political course should initiate the reform and innovation of course design in multiple dimensions and broad perspectives, according to the above basic principles.

4.1 Improve the Pertinence of Ideological and Political Course Design from a Systematic Point of View

Under the background of “big ideological and political courses”, the ideological and political courses of large and small schools form their own whole, and the ideological and political courses at each stage are closely related. On the one hand, in the course design of ideological and political courses, we need to pay attention to their correlation, and also pay attention to the differences in the importance and difficulty of teaching in different learning stages. According to the requirements of the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era, ideological and political courses in universities and primary and secondary schools should be offered in a gradual and spiraling way. The curriculum target system is shown in Table 1.

In the course design of ideological and political courses, different teaching designs should be formulated according to the objectives of different stages.

Second, look at the course itself. A course is also a system of its own. Ideological and political course design should start from the whole course, take into account all aspects of teaching, and grasp the course design as a whole. For example, in the teaching process, teaching content, practical teaching, teaching methods and evaluation system should be taken into account. Take the evaluation system as an example. Under the background of “major ideological and political courses”, the evaluation system of ideological and political courses should not simply take examination scores as the final scores of students in this course. Instead, it should start from the whole, consider the actual situation of students from various perspectives, conduct multi-dimensional evaluation, and construct a perfect evaluation system (Fig. 1).

Table 1. Curriculum objective system of ideological and political courses^[3]

stage	Course objective
Primary school stage	Cultivate students' moral feelings
Junior high school stage	Lay a solid ideological foundation for students
High school stage	Improve students' political literacy
University stage	Enhance students' mission responsibility

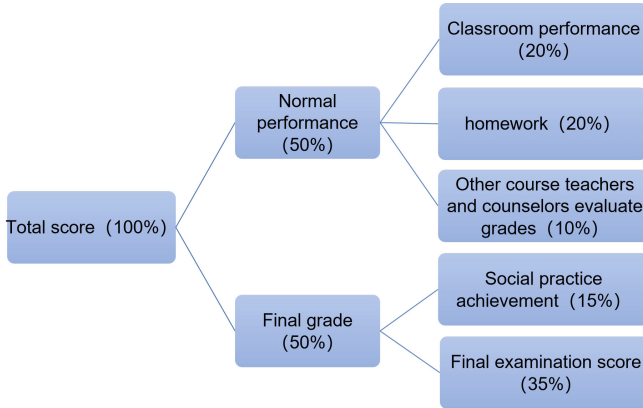


Fig. 1. Curriculum evaluation system model of Ideological and political courses

The curriculum evaluation system of ideological and political courses is a multi-dimensional, multi-perspective and whole-process evaluation system. Teachers should start from the evaluation system and reverse the key points of curriculum design in the course design, so as to guide students to establish correct learning concepts.

Finally, from the teacher system, we should integrate full-time and part-time teachers effectively. Part-time teachers include both on-campus part-time teachers, such as counselors, party and government leaders, and off-campus teachers. For example, online platforms can be used to play the role of famous ideological and political teachers, and advanced representatives such as heroes, model workers and role models are invited to the classroom to enrich the classroom teaching forms. Therefore, ideological and political teachers should start from a more macro perspective and give full play to the role of all kinds of teacher resources in curriculum design.

4.2 Improve the Integrity of Ideological and Political Course Design from the Perspective of Connection

Under the background of “big ideological and political courses”, all kinds of resources of ideological and political courses are interrelated. Only by combining all kinds of resources organically can they give full play to their maximum effect. In the course design, ideological and political courses should have the overall view and the view of connection, and consider the rational use of various resources from the Angle of connection [4].

First of all, starting from the ideological and political course itself, we should find out the interconnection between each chapter or topic. On the surface, the knowledge points of a course are a series of knowledge points, but on the whole, each knowledge point is interrelated. Therefore, in the course design, we must start from the whole, make clear the relationship between various knowledge points, so as to maximize the application of teaching cases, teaching methods and teaching means.

Secondly, from the perspective of the relationship between similar courses, there is a close relationship between similar courses, which together form a closely related

course group, forming the construction of course group combining compulsory courses and elective courses. Offering optional compulsory courses. In course design, ideological and political course teachers need to strengthen the connection between courses from the perspective of curriculum group, so as to form a joint force. At the same time, ideological and political course itself is the general name of several courses, its own system. Teachers of ideological and political courses also need to consider the connection and difference between the ideological and political courses when designing the curriculum.

Thirdly, from the perspective of the relationship between various courses, ideological and political courses are closely related to other specialized courses and public courses. Ideological and political course itself has certain particularity, it is not only the dissemination of knowledge, but also the guidance of ideas. Ideological and political course is the main front of ideological and political education, but other courses also shoulder the important task of moral cultivation. Therefore, all kinds of courses should be linked to each other, form a resultant force, the same direction. For example, in the above curriculum system model of ideological and political courses, the evaluation of teachers and counselors of other courses is taken as part of the final grades. It is because of all kinds of courses that each teacher bears the heavy responsibility of ideological and political education of students. Therefore, teachers of ideological and political courses should not only pay attention to the educational function of various courses, but also pay attention to collective lesson preparation. Collective lesson preparation in the traditional sense is generally understood as lesson preparation between teachers of the same course. From the perspective of “large ideological and political courses”, “preparing a course of ideological and political science” includes the lesson preparation within the same teaching and research department of one course, as well as various categories, such as the teachers of ideological and political courses in colleges and universities across the country, the teachers of curriculum ideological and political construction, and the teachers of primary and secondary schools. Therefore, ideological and political course teachers should start from the perspective of “big ideological and political course” in curriculum design, so as to make effective integration and utilization of various resources.

Finally, from the perspective of “big ideological and political courses”, we should integrate all kinds of resources, especially social resources effectively, combine ideological and political courses with social reality, and combine theory with practice. Under the background of “big ideological and political course”, the classroom is open. It is necessary to combine online and offline classes to expand the teaching time and space of ideological and political course. In online classes, we should make good use of all kinds of network resources to broaden the horizon of ideological and political courses. For example, college students all over the country should take the same ideological and political course. In offline classes, we should not only give full play to the role of ideological and political classes, but also give full play to the role of social classes (Fig. 2).

Ideological and political courses focus on solving the problems and doubts that students encounter in real life. Ideological and political courses should be problem-oriented and make full use of local red resources, red education base and other social resources, so that students can experience the sense of gain brought by ideological and political courses in the intensive teaching. At the same time, we should also make full use of social practice, so that students can go deep into the grassroots, rural areas, factories,

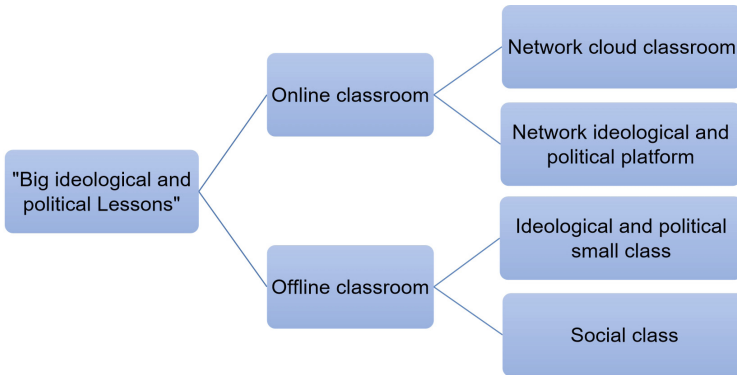


Fig. 2. Classroom construction model of “Big Ideological and Political Course” [5]

communities, etc., so that students can have a deep understanding of society. In the above ideological and political course curriculum evaluation system model, social practice is also included in the curriculum evaluation system, the emphasis is on guiding ideological and political course teaching to pay attention to practical teaching, but also to put social practice teaching into practice.

Therefore, teachers of ideological and political courses should take full account of the relationship between various courses and resources in curriculum design, and make full use of various resources from the perspective of connection to play their important roles [6].

5 Conclusions

“Big ideological and political course” is the development direction of ideological and political course in the new era, which puts forward new requirements for the reform and innovation of ideological and political course design. Under the background of the “big ideological and political course”, the reform and innovation of the curriculum design of the “big ideological and political course” should closely follow the “big” of the “big Ideological and political course”, start from its basic concepts and requirements, integrate all kinds of resources with systematic and connected viewpoints, especially pay attention to practical teaching, make full use of all kinds of social resources, so as to enrich the content of the ideological and political course, more diversified forms, and more obvious effects. Thus fundamentally enhance the effectiveness of ideological and political courses.

References

1. Liu Dan, (2023) Analysis on the Teaching reform of Ideological and Political Courses in colleges and Universities under the concept of “Big Ideological and Political Courses”, *Modern Vocational Education*, 02:157-169.

2. Gong Ziwan, (2022) Thoughts on Strengthening the curriculum design of multicultural Education in Ideological and Political Courses of Colleges and Universities, *Journal of Jiamusi Vocational College*, 07:98-100.
3. The Ministry of Education and ten other departments, (2022) A circular on the Work Plan for Comprehensively Promoting the Construction of "Big Ideological and Political Courses", *The education of the People's Republic of China*.
4. Zhong Lingyun, (2023) A probe into the Teaching innovation of "Ideological and Political Course", *Heilongjiang Education (Higher Education Research and Evaluation)*, 02:85-89.
5. Wu Zengli, Gao Meiyue. (2023) Why "Big" : A multidimensional discussion of the scientific implications of "Big Ideological and Political Courses", *Teaching and Research of Marxist Theory*, 01:104-114.
6. Zhang Hongying, Zhuang Junming, Liu Lu, Wang Zhijun. (2019) Innovative Curriculum design under the guidance of design thinking, *Modern Educational Technology*, 09:100-107.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

