



An effective way to improve the ideological and political ability of young teachers in Higher Education Institutions

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Abstract. Ideology and politics is a kind of curriculum view, which is to integrate ideological and political education into every link of curriculum teaching in order to enhance moral cultivation. It is the times demand to play the role of young teachers in curriculum ideological and political construction, and it is also the inevitable need to concentrate the heart and promote the stable and rapid development of schools. The effective ways to improve the ideological and political ability of young teachers in higher education institutions can be started from four aspects: strengthening the ideological construction of young teachers, promoting the innovation of young teachers' teaching model, improving the ideological and political ability of young teachers, and promoting the cooperation of various departments in colleges and universities to perfect the system and mechanism of curriculum ideological and political construction.

Keywords: Higher education institutions; Young teacher; Curriculum ideology and politics; Ability improvement

1 Introduction

At present, colleges and universities have conducted extensive research on the teaching mode and the implementation of curriculum ideological and political elements in professional courses. The central idea of curriculum ideology and politics is curriculum construction, the object of construction is curriculum, the purpose of construction is to train students, and the promoter of construction is teachers. To promote ideological and political work in the curriculum, it is necessary to enhance teachers' awareness and ability to cultivate morality ^[1].

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2 The necessity of ideological and political education for young teachers in universities

Ideological and political work in colleges and universities is more about studying political theory, and most of them are carried out through studying documents and holding meetings to publicize them, and the methods and forms are single. Ideological and political work in the course can provide a good experimental platform for ideological and political work in colleges and universities, and observing the effect of ideological and political work in courses can test the effectiveness of ideological and political work.

Curriculum ideology and politics is an innovation of ideological and political work in colleges and universities, the purpose of which is to explore the ideological and political resources of various courses, and carry out ideological and political education while imparting professional knowledge, so as to maintain in the same direction as ideological and political theory courses and form a synergistic effect [2]. The key to carrying out curriculum ideological and political education lies with teachers. However, in practice, teachers may overly focus on imparting knowledge and improving professional abilities, while neglecting the cultivation of moral and ability. Most teachers of professional courses feel that the main task in the teaching of professional courses is to teach professional knowledge, and integrating ideological and political education will reduce students' learning efficiency and delay students' success. Some teachers will feel that they have more than enough energy and think that ideological and political education work and professional knowledge learning cannot be both, which is actually a negative emotion caused by insufficient self-ability and insufficient understanding of ideological and political knowledge of the curriculum.

The professionals cultivated by colleges and universities integrate value guidance into professional education and learning strategy training, improve students' learning ability, stimulate students' learning interest and innovation potential, and promote the cultivation of professional quality and social responsibility [3]. Young teachers and students are born in the same era, have similar learning and living environments, and are exposed to new things that converge, there is no generation gap, it is easier to gain insight into students' thoughts, and enlighten students' thinking and soul. Therefore, the ideological and political level of young teachers affects the foundation of higher education, which is related to whether young teachers can keep in mind their mission of moral education, cultivate students with all-round development of moral, intellectual, physical, aesthetic and labor, and whether students can understand what they learn, how to learn, and for whom they learn. Doing a good job in ideological education for young teachers is the core content of ideological and political construction in universities, and is an inevitable requirement for promoting the stable development of schools. Therefore, the ideological work of colleges and universities should be linked with curriculum ideology and politics, carry out curriculum ideology and politics under the guidance of strengthening ideological education, lead curriculum ideology and politics to a new height, and enrich the connotation and value of ideological work in colleges and universities [4].

3 Effective Ways to Improve the Ideological and Political Ability of Young Teachers in Universities

3.1 Strengthen the ideological construction of young teachers by focusing on ideological and political education in the curriculum

At present, most young teachers in universities are mainly born in the 1990s. Due to their short time in the teaching industry and insufficient educational and teaching experience, it is inevitable that they will stagnate in the implementation of the education model of curriculum ideological and political due to various problems^[5]. Young teachers often possess solid professional knowledge and a high level of scientific research, but they lack mastery and understanding of ideological and political theory^[6]. The important task of ideological work in universities is to provide ideological and political education to young teachers. Maintain the correct direction of efforts, forge ahead with the times, and actively participate in the ideological and political construction of the curriculum. In ideological work in colleges and universities, we must use the voice representing the broadest range of the people as a brush, and use young teachers and students in colleges and universities as dyes to draw concentric circles of ideological and political thinking in colleges and universities in the new era. Ideological and political work in colleges and universities complement each other, ideological work in colleges and universities loses its value without ideological and political work, and it is difficult for ideological and political courses to play an important role without the guidance of ideological work.

Take curriculum ideology and politics as the starting point, dynamically understand the ideological state of young teachers, and the problems existing in the thinking of young teachers as the starting point, and explore effective ways to solve problems, so as to promote the benign and efficient development of ideological work in colleges and universities. In the ideological and political curriculum, it is revealed that some young teachers have a strong sense of home and country, but they pay less attention to politics. They have a strong sense of career development on their own, but low loyalty to the school. They advocate the spirit of freedom, but the restraint is low. This is because young teachers have less social experience, pay more attention to their own professional research, misunderstand “freedom”, consider themselves more in their work, and do not like to be constrained and bound.

Therefore, colleges and universities should plan the layout of the ideological work of young teachers from the top level, strengthen theoretical study guidance, widely use new media, innovate ideological work methods, improve the efficiency of innovative ideological work, and make ideological work goals clear. Colleges and universities should raise the sense of mission and responsibility of young teachers in educating people, so that they can use scientific methods to educate people. At the same time, colleges and universities should guide young teachers to understand the world and history, and proceed from the actual conditions of the country^[7].

3.2 Taking curriculum ideology and politics as the starting point to promote innovation in the teaching mode of young teachers

When young teachers begin to design ideological and political courses, they often choose some teaching modes recommended online or in exchange activities for classroom teaching. The content of the ideological and political curriculum is the content of moral education, and the teaching design is based on the original teaching design of knowledge and skills. When designing teaching, the first step is to determine the goals of each teaching content, then design teaching strategies and methods for each educational content, and finally select evaluation methods for each teaching content. Each closely related stage goal is intertwined and constitutes the ultimate goal. It requires the integration of ideological and political education elements into the classroom and practical teaching of professional education courses in higher education institutions [8].

The school of mechanical engineering aims to cultivate applied and innovative talents who adapt to and lead the development of the machinery industry. It constructs a training system that connects both internal and external aspects, and implements the “three comprehensive education” of “all employees, all processes, and all aspects”. Each link is divided into three levels: “cultivating literacy, strengthening practice, and improving abilities”, and is achieved through a “classified and modular” curriculum system to promote the achievement of student training goals.

Nowadays, college students in the new era are more suitable for networked, fragmented and randomized learning methods, which requires that the ideological and political teaching content of the curriculum be combined with information technology to promote the hybrid learning mode of online and offline [9].

3.3 Taking curriculum ideological and political education as the key to comprehensively improve the ideological and political ability of young teachers

The ideological and political courses first need top-level design to build a multi-dimensional quality-ability structural system for mechanical engineering talents. It includes engineering capabilities such as design and development, comprehensive innovation and engineering management required by engineering education professional certification, and new qualities such as cross-border integration and problem correlation of new engineering talents. Based on talent cultivation standards, a mechanical talent cultivation plan has been formulated, and the curriculum system has been restructured to clarify which are ideological and political courses and which are curriculum ideology and politics. Adopting a combination of points and faces, the curriculum ideological and political plan should be promoted, and typical examples of ideological and political aggregation should be established. Through “ideological and political aggregation”, strengthen scientific literacy, craftsman spirit, mission of the times, sense of social responsibility and ship soul spirit.

Since the evaluation of curriculum ideology and politics involves behavioral norms, morality, and morality, these invisible contents are not easy to be observed and evaluated, so it is necessary to conduct scientific research and set up an evaluation system for

curriculum ideological and political teaching activities and teaching effects. For example, integrating online platforms, offline learning and other teaching processes, teachers use a combination of indoctrination and infiltration. Through online classroom forums, seminars, class QQ groups, teachers purposefully select discussion topics and carry out topic discussions. In the design of teaching activities, enterprise technical resources can be introduced, extracurricular project practice can be set up, and the emotional level can be internalized and sublimated through methods such as “problem research-group discussion to solve problems-group report, teacher-student interaction” and so on.

Methods for evaluating teaching effectiveness should vary according to the teaching objectives. For example, the evaluation of students’ cognition can be assessed through questionnaires and multiple-choice questions, the evaluation of emotional internalization can be assessed through the performance of participating in activities and the investigation and analysis reports of some key events, and behavioral changes can be assessed through project results and learning attitude.

3.4 Taking curriculum ideology and politics as the starting point, promoting multi-party collaboration among various departments in universities and forming a joint force

At present, ideological work in colleges and universities has less overlap with grass-roots teaching organizations and academic affairs departments, and the content of ideological work is relatively single. The ideological and political curriculum provides an effective starting point for the ideological work of young teachers in colleges and universities, promotes the transformation of ideological work in schools from unilateral responsibility to multi-party coordination, and provides new opportunities for collaborative innovation of ideological work in colleges and universities.

Adhere to curriculum guidance, promote young teachers to further strengthen their awareness of education, and realize the linkage between ideological work and curriculum ideology and politics in colleges and universities. For example, ideological and political teachers and professional teachers are integrated to make up for the limitations of professional teachers’ ideological and political methods. The team concentrates on lesson preparation, jointly formulates curriculum standards that reflect ideological and political requirements, jointly builds online and offline ideological and political course resources, and jointly teaches and researches to improve the team’s ideological and political ability. Promote the ideology and politics of professional courses through industry-education integration mechanisms such as multi-party coordination, diversified participation, and multiple guarantees.

All functional departments should also make concerted efforts and provide reasonable guarantees to promote a virtuous circle of coordinated development of ideological work and curriculum ideology and politics in colleges and universities. For example, the Academic Affairs Office can promote the ideological work of young teachers by establishing the ideological and political construction curriculum of young teachers who are not party members in the ideological and political construction of the school curriculum. The Science and Technology Division can select young teachers

who are not party members to take up temporary posts in enterprises to promote the improvement of young teachers' scientific research ability and education ability. The Personnel Department can include teachers' ideological and political ability in the evaluation and assessment of teachers' professional titles, so as to promote young teachers to actively participate in the ideological and political construction of the curriculum [10].

4 Conclusion

In short, the ideological work of colleges and universities under the development of the new era is an important guarantee for the school to implement the fundamental task of cultivating morality and cultivating talents. The advantages and roles of young teachers in the ideological and political construction of the curriculum are the development demand of ideological work, as well as the inevitable need for cohesion and promoting the stable and rapid development of the school.

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