

# Research on the Method and Application of Course Ideological and Political Education

## -- Based on "Criticism and Comparison"

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**Abstract.** From "course of ideological and political education" to "course for ideological and political education", professional courses have gradually changed their concepts, carried out ideological and political education, and created a general pattern of education for all departments of the curriculum. The method of implementing ideological and political education in professional courses should be closely combined with the knowledge of professional courses, and let students accept ideological and political education imperceptibly. Taking the course of "Economics" as an example, this paper puts forward the exploration and practice of ideological and political education in the course by using critical and comparative analysis methods and integrating curriculum knowledge.

**Keywords:** Economics; courses for ideological and political education; criticism; comparison.

### 1. Introduction

"Courses for ideological and political education" refers to the integration of ideological and political education in colleges and universities in all aspects of the course teaching around the curriculum goal of "combining knowledge imparting with ideological and political education". Through the infiltration of disciplines, we can build the personality bureau of the whole curriculum education to achieve the goal of ideological and political education.

### 2. Literature Review

The research track and development trend of "courses for ideological and political education" can be seen from the retrieval of "courses for ideological and political education" on cnki by using "courses for ideological and political education" as the key words to accurately match. In 2016, there were only 7 literatures, all of which were from newspapers. The contents were mainly "from course of ideological and political education to courses for ideological and political education", which expounded the concept and requirements of education of ideological and political courses from a macro perspective. In 2017, there were only 32 journal articles. By 2018, the total number of periodical literatures from January to October alone has reached 147. The content studies the value, significance, level, requirements, path and curriculum practice of ideological and political courses from various perspectives. It can be seen that courses for ideological and political education have attracted the wide attention of the whole society, especially the education system. All universities and scholars are vigorously carrying out and promoting the research and practice of courses for ideological and political education to summarize the experience.

On October 30, 2016, Wenhui Daily [1] first published "Shanghai Universities: 'course of ideological and political education' turning to 'courses for ideological and political education'". This paper introduces the reform of courses for ideological and political education in Shanghai universities. Fudan University, Shanghai Jiaotong University, Shanghai University, Shanghai Institute of Technology and other universities have launched courses such as "Innovating China", "Strategies for Great Powers" and "Intelligent Manufacturing in China". At the same time, the contents that can guide students to establish correct values and world outlook are also included in the professional curriculum. In December 2016, Guangming Daily, China Education Daily, Study Times and other newspapers also published articles introducing and commenting on the ideas and practices of Shanghai's education system on "courses for ideological and political education" and gave a high evaluation.

In January 2017, Deyi Gao, a member of the Shanghai Education and Health Work Party Committee, and Aidong Zong, a member of the Shanghai Student Moral Education Development Center, jointly published two articles, "From Course of Ideological and Political Education to Courses for Ideological and political Education - Strategically Constructing the Course System of Ideological and Political Education in Colleges and Universities"[5] and "Courses for Ideological and Political Education: The Inevitable Choice of Effectively Playing the Role of the Main Channel of Classroom Education".[6] It has received rapid attention, with more than 6,000 downloads and about 60 citations. In August 2017, the Z3 issue of Higher Education in China, with the theme of "courses for ideological and political education", discussed and exchanged ideas from the key issues of courses for ideological and political education, the function of educating people, subject moral education and the main responsibility of the Party committee. After that, some scholars have carried out practical research and experience summary one after another. Such as Jianghong Quan [7] from engineering and other professional courses. Yanming Wang [11] explored the design of educational resources and teaching mode of "courses for ideological and political education" for undergraduate safety major. Jihong Li [8] carried out the practice and exploration on the implementation of professional courses in ideological and political education from the perspective of public art courses. Yong Zhang [12] et al. and other students majoring in ecological environment made use of MOOC of "observation of environmental problems" to infiltrate ideological and political education. Combine the professional goals of the course with the goals of moral education, pay attention to Internet innovation, and promote the cultivation of moral talents online and offline.

However, so far, there are few studies on the implementation methods of ideological and political education in the literature. There is only one paper named "Research on the Methods and Strategies of Implementing "Courses for Ideological and Political Education" in Higher Vocational Professional Courses" published by Ziyao Xiao[9] of Zhejiang Technical Institute of Economics. This paper introduces the case teaching method, situational teaching method, task-driven method, classroom or network discussion method to infiltrate the ideological and political education of professional courses. These teaching methods are the same as the teaching methods of professional knowledge in most courses, and have certain universality and applicability. However, these methods fail to take into account the particularity of the integration of education and some professional courses. Students do not feel the embodiment of moral education and ideological sublimation, so that the ideological and political effect of the course is greatly reduced. The use of some methods makes the ideological and political infiltration process have obvious evil-doing marks, and even causes students' aversion and rebellion, which violates the original intention of ideological and political education. Therefore, the ideological and political methods of the course must be closely combined with the knowledge of the professional course, so as to let nature take its course and leave no traces. In this way, students can accept the ideological and political education of professional courses imperceptibly.

### **3. Overview of the "Economics" Course**

The "Economics" course mainly focuses on western economics and introduces the basic theories of economics. The course is full of theories and case studies on social and economic problems, including human nature hypothesis, enterprise goals, social security, macroeconomic problems, monopoly and competition, etc. In the analysis of these theories and cases, we can introduce a lot of practical issues, such as thinking about human nature, achievements in China's economic development and social responsibility of Chinese state-owned enterprises, to strengthen the ideological and political education of students.

At present, the teaching content of Chinese economics course is generally derived from western economics. As the superstructure of capitalist system, western economics tries to solve two problems for its economic foundation. First, ideologically, we should publicize the rationality and superiority of the capitalist system so as to strengthen our belief in its eternal existence. Secondly, we should summarize the experience of capitalist market economy and upgrade it to theory so as to provide policy suggestions for improving its operation and even saving its existence when necessary. It can

be seen that western economics has dual nature. It is not only the ideology of capitalism, but also the experience summary of capitalist market economy.

China is a socialist country. In addition to raising productivity and building a material civilization, we should also build a socialist spiritual civilization. Resisting the erosion of capitalist ideology constitutes an integral part of socialist spiritual civilization. Since western economics belongs to the ideology of capitalism, we should hold an overall critical and negative attitude towards it. At the same time, we should strengthen ourselves by constantly comparing and learning, removing the dross from its essence.

#### **4. The Objectives and Significance of Implementing Ideological and Political Education in the Course of "Economics"**

"Economics" is a compulsory basic course for all disciplines and majors of "Economics" and management in Colleges and universities. It has certain universality and practical significance to use the course of Economics to implement ideological and political education and strengthen ideological and political education. Taking the course of "Economics" as an example, the methods and strategies of ideological and political education may be different, but the overall objectives are basically the same. That is to criticize capitalist ideology in the field of ideology, infiltrate socialist core values, and cultivate socialist talents with noble sentiments, patriotic love for the party, and self-confidence.

(1) Strengthen socialist core values: many contents of socialist core values are related to the economy. In the course of economics, core values can be continuously infiltrated.

(2) Establish "Four Self-Confidence": Through the horizontal and vertical comparison of economic development, the knowledge of various economics penetrates, so that students can understand the achievements of China's social and economic development, and establish the road self-confidence of socialism with Chinese characteristics, theoretical self-confidence, institutional self-confidence and cultural self-confidence.

(3) Cultivate talents by virtue: To cultivate students' spirit of noble morality and honest struggle.

#### **5. Ways to Implement Ideological and Political Education in the Course of "Economics"**

The implementation and infiltration of curriculum ideological and political education need to be carried out from two perspectives. One is to expose the problems existing in the western capitalist system in a critical way, to resist the penetration of Western ideology; the other is to promote the development achievements and advantages of the socialist system through a comparative way, to guide students to identify with the socialist system and core values.

(1) Critical analysis, which started with political economists and social critics, is mainly applied in the field of communication studies to study the economic, political and social basis, overall impact and institutional constraints of the communication system. The overall ideology of "Economics" course is to propagate and maintain the capitalist system, using critical analysis method. Through the criticism of Western ideology and capitalist system, we can guide students to reflect and learn, so that students can establish correct values and infiltrate ideological and political education.

(2) Comparative analysis, also known as comparative analysis, is a method of comparative analysis of two or more transactions from multiple perspectives. By means of comparative analysis, the penetration of Ideological and political education is carried out through the horizontal and vertical comparison of economic system and development between China and foreign countries.

Based on this, taking the course of "Economics" as an example, the integration of critical analysis and comparative analysis with traditional teaching methods such as case teaching method and topic discussion method is used. Establish the teaching mode of Ideological and political education in professional courses, practice the infiltration of socialist core values and "four self-confidence", and train socialist talents who are patriotic and patriotic to the party. It has strong practical significance and can be used for reference by other professional courses.

## 6. Basic Thoughts on Implementing Ideological and Political Education in "Economics" Course

As a non-ideological and political course, the implementation of Ideological and political course should first excavate the ideological and political elements of the course and determine the ideological and political objectives. Then, we should use appropriate methods to implement ideological and political education throughout the whole teaching process. Finally, we should make a summary and feedback. The basic idea is shown in figure 1.

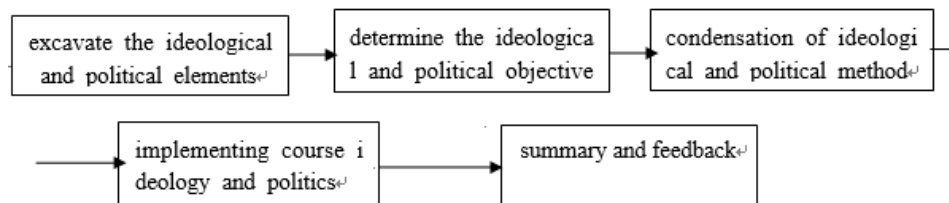


Figure 1. Ideological and Political Thought Map of the Course

The course of "Economics" involves the knowledge of human nature hypothesis, utility theory, production theory, cost theory, monopoly and competition, market failure, decision and accounting of national income, unemployment and inflation, macroeconomic policy, etc. Emphasis is placed on rational people, utility maximization, profit maximization, optimal allocation of factors, means of planning and market, economic crisis, inflation, unemployment rate and other knowledge points. In the process of explaining these knowledge points, it must involve the infiltration of capitalist ideology and the comparison of economic systems between China and foreign countries, especially the comparison of development results after China's reform and opening up. Therefore, the professional education of the curriculum is intermingled with the socialist core values and "four self-confidence" and other ideological and political elements. Summarizing the previous teaching experience of many rounds, it is concluded that the critical and comparative methods are used to criticize the capitalist ideology and infiltrate the socialist core values and "four self-confidence". The effect of integration and infiltration with curriculum expertise is better.

## 7. Teaching Mode of Implementing Course for Ideological and Political Education

The implementation of the course "Economics" is divided into three parts: pre-class study, in-class discussion and after-class reinforcement. Based on the teaching mode of flipped classroom, the course uses the APP network learning platform of Mosoteach to complete pre-class study and after-class reinforcement. In the classroom, it uses the combination of on-site discussion and brainstorming discussion of cloud class to guide students to participate in the discussion of problem analysis and case analysis. In each teaching link, Mosoteach APP network learning platform, will record the participation of students in a timely manner. And students are evaluated and scored, and extracurricular results are summarized, so as to urge and guide students to participate. The double penetration of economic theory knowledge and ideological and political education is carried out. After many rounds of teaching and practice, the classroom teaching mode of Ideological and political education based on the flipped classroom has been formed. As shown in Figure 2.

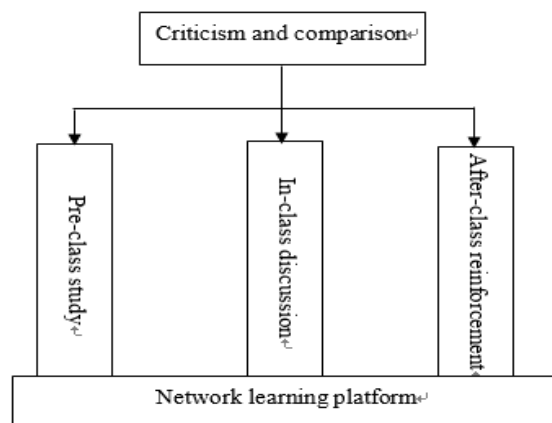


Figure 2. Teaching Model of Course for Ideology and Politics in "Economics"

In the pre-class studying link, the national online classroom or the teaching video of key university teachers are generally selected for students to know the knowledge in advance. At the same time, it also provides cases and problems for students to search for information and analysis in advance, such as the difference between Chinese state-owned enterprises monopoly and Western capitalist monopoly.

In the class discussion, the students discuss according to the information they find. At the same time, the teacher guides the students to think, "Are people just rational people, they must pursue the maximum utility, and are money the highest pursuit of individuals and enterprises?", "Who is the subject of monopoly? Who is the monopoly profit? What's the difference between corporate social responsibilities in China? How does a monopoly control the state? ", "Is the accumulation of wealth in capitalist developed countries legitimate? How effective is the implementation of capitalist system from a worldwide perspective?", "What is the current situation and implementation effect of China's socialist market economy system? What are the achievements of China's economic development in the past 30 years? "Etc. Enlighten students to analyze and reflect, and criticize the capitalist system by criticizing western ideology. At the same time, we use the results of the comparison between Chinese and foreign development to infiltrate the socialist core values and "four self-confidence".

After-class reinforcement links, mainly provide economic videos for students to watch, such as "Amazing China", "the economic half-hour" and so on. Mainly select China's high-speed rail, bridges, ships, aviation construction, social development and other topics, so that students can timely understand the achievements of China's socialist market economy development, stimulate patriotism enthusiasm, and establish "four self-confidence". At the same time, these videos are all placed on Moso Teach APP. App will automatically count the viewing time and scores of students, and encourage students to take the initiative to learn. To achieve the integration of theoretical knowledge imparting and ideological and political education.

## 8. Summary

Through two rounds of teaching practice, critical analysis and comparative analysis can basically run through the whole teaching process. It can be closely combined with traditional teaching methods such as case analysis and thematic discussion, so that students can participate in the study of professional knowledge and ideological and political education from extracurricular, intracurricular and after-class links. Making professional curriculum knowledge and ideological and political education mutually promote and integrate.

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