

The Teaching Reform Path of General Education in Colleges and Universities from the Perspective of Curriculum-based Civic Education

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Abstract: This paper discusses the theoretical basis, current situation and problems which focuses on the synergistic progression of General Education and Ideological-political Education in higher education, and puts forward suggestions on the integration mechanism and teaching reform. The theory of All-round Development of Human-beings, the theory of Implicit Education and the theory of Ideological and Political Education Synergy provide theoretical support for the integration of general education curriculum and ideological and political education. At present, there are some problems in the synergistic progression of General Education and Ideological-political Education in higher education, such as the systematic lack of top-level design, the quality fault of general education curriculum teachers, and the insufficient attention of students to general education. This paper puts forward the following suggestions on the teaching reform of general education courses in colleges and universities. The suggestions include to strengthen the ideological and political connotation construction of courses, to improve teachers' ideological and political education ability, to perfect the demonstration and collaborative education mechanism. Based on these, it aims at optimizing the ideological and political construction of general education courses in colleges and universities, and cultivating high-quality talents with both morality and ability.

1. Introduction

General education courses in colleges and universities are consistent with the direction of ideological and political education in the aspects of theoretical knowledge learning and value promotion. General education courses are the carriers of ideological and political education in higher education. The characteristics of universality and integration of general education guarantee the objectivity of ideological and political education resources, which can provide rich resources for ideological and political education. Under the background of higher education reform in the new era, the organic combination of general education courses and ideological and political education has become an important way to cultivate high-quality talents with both virtue and ability.

2. The theoretical basis of the synergistic progression of General Education and Ideological-political Education in higher education

2.1 The Marxist Theory of All-round Human-being Development

The Marxist theory on the all-round development of human provides a solid theoretical basis for the integration of general education courses and ideological and political education in colleges and universities. The theory emphasizes that the all-round development of people is the fundamental goal of education, and requires that education should not only impart knowledge, but also cultivate people's moral character, thinking ability and social responsibility. As an important part of higher education, general education aims to broaden students' knowledge horizon and cultivate their critical thinking and innovation ability. The ideological and political curriculum emphasizes the integration of ideological and political education elements in professional education to guide students to establish correct values and outlook on life. The combination of General Education and Ideological-political Education is helpful to realize the unity of knowledge imparts and value guidance, and promote the all-round development of students.

2.2 Implicit Education Theory

The theory of implicit education refers to the theory of educating the educatees in an indirect and imperceptible way in the course of education.^[1] It was first proposed by a British scientist named Michael Polanyi, who pointed out that it is difficult to describe but can be easily understood, and has an important impact on our lives. Different from the traditional explicit education, implicit education does not rely on clear educational goals and content, but influences the educatees through environment, culture, interpersonal relationship and other factors. The educatees can receive education without explicit perception, thus affecting their values and behaviors.^[2] Implicit education can obviously reduce students' conflict and rebellious emotions under the "indoctrination" theory, effectively resolve the contradictions between educators and educatees through the way students are happy to hear, and guide and induce the educatees to accept the relevant theories unconsciously according to the situation, which is an effective part of the ideological and political education in colleges and universities.

2.3 Synergy theory of ideological and political education

According to the theory of ideological and political education synergy, ideological and political education is a systematic project, which needs the cooperation of various educational forms and departments. As an important part of the curriculum system of colleges and universities, general education courses and professional courses together constitute the carrier of ideological and political education. By integrating curriculum thinking and politics into general education, the resultant force of ideological and political education can be formed and the effect of educating people can be enhanced. This mode of collaborative education can not only improve the ideological and political education function of general education, but also enrich the implementation ways of Curriculum-based Civic Education with Chinese Characteristics, so as to realize the complementary advantages and coordinated development of general education and ideological and political education.

3. The current problems of ideological and political construction of general education courses in Colleges and University

3.1 The systematic lack of top-level design

At present, the coordination between general education and ideological and political education lacks overall planning. Some universities completed the reform task by simply adding the module of civic education or scattered embedding of ideological and political cases, and failed to reconstruct the curriculum system of general education based on civic education. This kind of "surface combination" leads to the "oil-water separation" state of knowledge imparting and value guidance, which violates the infiltration logic of implicit education requirements.^[3]

3.2 The quality fault of general education teachers

As the main body of implicit education, teachers have the dilemma of "lack of dual abilities". First of all, some teachers and managers of general education courses lack systematic ideological and political theory training, and have a biased understanding of general curriculum-based ideological and political education^[4], which simply equates curriculum-based ideological and political education with ideological and political education, ignoring its implicit role in knowledge imparted and ability cultivation, and often fall into the "moralistic dependence" in value guidance. Secondly, some teachers of general education lack a methodological grasp of the positions and viewpoints related to ideological and political education, which makes it difficult to realize the creative transformation of professional discourse. This kind of quality gap makes it difficult to realize the "seamless integration of values" required by implicit education, but aggravates the students' cognitive confusion.

3.3 The insufficient attention of students to general education

By investigating students' interest in general education courses, students' understanding of the educational functions that general education courses should have, students' understanding of the ideological and political concepts of these courses, students' understanding of the content of ideological and political education, and the main ways for students to obtain ideological and political education, one scholar have found the following problems: First, students are not interested in general education; Second, students' understanding of the functions of general education courses is not in place; Third, students have insufficient understanding of the ideological and political concepts of the curriculum^[4].

4. Suggestions on the teaching reform of synergistic progression of General Education and Ideological-political Education

4.1 To strengthen the connotation construction of Curriculum-based Civic Education

Based on the specialty characteristics and advantages of the subject, the training program and teaching syllabus should be modified in a targeted manner, and the requirements of national standards for undergraduate teaching quality should be effectively implemented, so as to build a scientific and reasonable ideological and political teaching system for general education courses. According to the educational requirements and characteristics of different courses, scientific exploration of the ideological and political education resources contained in the general education course itself, and strive to achieve clear ideological and political teaching objectives, scientific

content and distinctive characteristics, to achieve the unity of educating students and talents. At the same time, we should encourage the general education curriculum to study and formulate the construction plan of the Curriculum-based Civic Education in combination with the specialty characteristics of the subject, explore the content, approach and effective carrier of the Curriculum-based Civic Education construction, and improve the effectiveness and pertinence of the Curriculum-based Civic Education.

4.2 To improve teachers' ideological and political education ability

4.2.1 To improve teachers' awareness of curriculum ideological and political responsibility

The key to the implementation of Curriculum-based Civic Education lies in teachers. Teachers of general education curriculum should improve their awareness and ability of curriculum ideology and politics responsibility. Colleges and Universities can regularly carry out training on teachers' ideological and political education ability, organize backbone teachers to conduct on-site observation and study in demonstration universities of curriculum ideological and political construction, so that they can constantly improve teachers' awareness of education, and enable them to consciously implement the education concept in teaching practice.

4.2.2 To cultivate teaching team and teachers of curriculum-based civic education

Colleges and universities should cultivate and select a group of affinity and influence of provincial-school-college three-level curriculum-based ideological and political teaching team as well as teachers, teaching model, and teaching backbone. Meanwhile, they can encourage and support ideological and political teachers and general education teachers to carry out teaching and research activities together, give full play to the advanced typical demonstration and leading role emerging from the teaching reform of ideological and political education in the curriculum, and to stimulate the majority of teachers' sense of identity and enthusiasm in curriculum-based ideological and political education.

4.3 To improve the guiding and coordinating mechanism for education

From the perspective of teaching units, colleges and universities should encourage teaching units to promote the theoretical innovation and practical exploration of curriculum-based ideological and political education in general education courses construction, lead them to digging deeply into curriculum ideological and political elements and organically integrate them into curriculum teaching, so that curriculum-based ideological and political work is "like salt melting into water" and "moisten things silently". Through the teaching discuss of demonstration course on curriculum-based ideological and political education, universities can explore the ideas and ways of ideological and political education for teachers of general education course, stimulate the vitality and potential of ideological and political education for teachers of general education course, and then improve their ability and level of ideological and political education. What's more, colleges and universities also can vigorously promote the advanced experience and practice of curriculum ideological and political construction, comprehensively form a good atmosphere for extensive curriculum-based ideological and political construction, and comprehensively improve the quality of talent training.

5. Conclusion

It is an important direction of higher education reform in the new era that the general education

and ideological and political education go in the same direction. In the future, colleges and universities should attach more importance to deepening the understanding of the relationship between General Education and Ideological-political Education in higher education, improving the relevant systems and mechanisms, as well as to strengthening the construction of teachers' capabilities.

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