

Discussion on the Collaborative Education Mode of Ideological and Political Theories Teaching in All Courses and Student Management in Universities

Wenbin Lin

Jimei University Cheng Yi College, Xiamen, 361021, Fujian, China

413292652@qq.com

Keywords: Ideological and political, Collaborative education, Student management

Abstract: For universities, “cultivating people by virtue” is the best foundation for development. In order to adapt to the development of the times and meet the needs of social employment, it is necessary to complete the training and education of talents through ideological and moral construction and promote the all-round development of students in the future. In the new era, there are still many shortcomings in the existing IPE (ideological and political education) and student management system in Chinese universities, which not only seriously affects the improvement of the overall quality of education management in colleges and universities, but also is not conducive to assisting students to effectively improve their comprehensive quality and ability from all directions and angles. In view of this, this article will also be based on the development of universities, starting from the perspective of “IPTTAC” (Ideological and Political Theories teaching in All Courses), exploring the relationship between student management and collaborative education of student management, and analyzing some difficulties encountered in practice, analyzing the underlying solution logic, hoping to bring some positive impact.

1. Introduction

Learning is not just to find a good job. At present, the society not only pays attention to professional ability, but also the requirements of students' ideological quality and humanistic spirit have always been considered by employers [1]. While the society is developing well, the IPE (Ideological and Political Education) of universities is facing great challenges, such as the changeable world environment, the collision of multiple values and cultures, and the conformism of ideas.

“IPTTAC” (Ideological and Political Theories teaching in All Courses) requires that IPE resources contained in other courses and subjects be quietly integrated into them while cultivating students' professional and academic abilities, so as to improve students' ideological and moral cultivation. IPE in universities must be oriented to the development of society, and student management, as an important means to rectify discipline and improve quality, has a lot in common with IPE itself. Therefore, universities need to fully combine the two together to further promote students to grow into talents and better devote themselves to socialist construction.

2. The Necessity of IPE in Student Management

IPE is to exert a purposeful and planned influence on social members in terms of ideological concepts, political views and moral norms, so that their behavior conforms to the social practice activities of ideology and morality required by society, which is also a course that needs lifelong learning in China education [2-3]. It is necessary to carry out education “as a whole and as a discipline”, develop a good atmosphere of ideological work and innovative ability through study and thinking, and promote the transformation trend from “ideological course” to “curriculum ideological course”.

IPE should change their understanding of the status of simple teachers in the past, establish the dual identity consciousness of teachers and student management cadres, and establish the concept of

“college students' work” [4]. Make clear your “special status” among university teachers. All kinds of courses undertake the functions of imparting knowledge, theories, methods, experiences, etc., and all of them contain ideological values, embody distinct value implications, and carry certain spiritual shaping and value education functions [5]. When teachers integrate IPE into related courses, they should conduct in-depth research on IPE content, so as to improve teachers' ideological teaching ability, improve the quality of student management, and achieve the effect of “IPTTAC” and student management collaborative education.

3. Problems Existing in Collaborative Education of College Students' Management at Present

3.1 The Mode of Political Learning is Single

As far as the university itself is concerned, when managing students, it is also necessary to ensure that the management behavior is legal and compliant, respect the basic rights and interests of students, and build a more perfect service platform for students, so that students can show greater creativity and imagination. Ideological teaching mode has always been a single teaching mode. Teachers usually teach through traditional discipline methods. Students' learning is not comprehensive, and there is also a lack of communication between students and teachers. The teaching atmosphere is not harmonious, and the teaching mode lacks integration, making it difficult for students to learn, which is not conducive to achieving the teaching purpose [6].

3.2 Insufficient Understanding of the Concept of Collaborative Education

Ideological work is the work of being a man, and we should be good at discovering, condensing, cultivating and transporting talents. “IPTTAC” and IPE are not an additional course or a specific activity, but they want to integrate IPE into all aspects of university curriculum reform, so as to realize “moral cultivation”, which is essentially a curriculum view [7]. The reason why the collaborative education effect of “IPTTAC” and student management in universities is not ideal is that their integration is not thorough enough, and their integration is superficial and not suitable enough, which weakens the collaborative education effect of “IPTTAC” and student management.

3.3 IPE System is Not Perfect

For universities, “cultivating people by virtue” is the best foundation for development. In order to adapt to the development of the times and meet the needs of social employment, it is necessary to complete the training and education of talents through ideological and moral construction and promote the all-round development of students in the future. The separation of the system leads to the inability of teachers of various majors to communicate effectively, which leads to great differences in their teaching objectives; In addition, there are many management loopholes in the assessment system of most universities, which makes the management of universities more unreasonable and imperfect [8].

4. Construction of Collaborative Education Mode between University “IPTTAC” and Student Management

4.1 Collaborative Transformation of Educational Concept

The cooperative transformation of the concept of educating people adheres to the essence of IPE and helps to overcome the alienation of teachers' values and fields, as well as the resulting bad tendencies such as lack of mutual trust and opposition of views. Realizing collaborative education depends on the exertion of educators, the backbone of the core actors. No matter IPE or “IPTTAC”, it is necessary to combine the explicit and implicit, and avoid the tendency of not revealing or only revealing. Strive to guide college students to digest and absorb what they have learned in class into their own will quality, and help them transform their theoretical consciousness and ideological consciousness into action consciousness.

Universities should avoid the compulsory “IPTTAC” reform, reduce the mandatory IPE mode,

and implement flexible education for students. Teachers should adopt diversified education mode, change boring theoretical education methods, promote the integration of “IPTTAC” and student management in a more lively way, organize more practical activities or related activities that college students are interested in, stimulate students' learning of “IPTTAC”, independently promote the integration of “IPTTAC” and student management, and promote the synergistic educational effect of the two.

4.2 Innovative Educational Content

The arrival of the new era has brought about great changes in the social environment, which has a far-reaching impact on socio-economic, cultural and political development. As the main position to improve the level of culture and education, universities are of great significance to improve the construction of social and cultural systems. The existing IPE and student management mode in universities can't keep pace with the development of the times, and it is difficult to provide an efficient learning environment for modern students [9]. Only by doing their best to promote the innovation and reform of IPE and student management can universities improve students' IPE management level. Modern educational thoughts not only strictly abide by the people-oriented principle, but also emphasize the complementarity between theory and practice. University education administrators should clearly understand this point, transform traditional educational management ideas, introduce modern teaching ideas, optimize IPE content, and apply it to student management to improve the integrity of student management mechanism.

Under the control of college students' values and concepts, their behavior has undergone new changes. College students have become more concerned about reality, focusing on discussing practical problems, rather than blindly setting up so-called lofty ideas. Therefore, the university IPE course is not only a science, but also an art. University educators should have innovative spirit in IPE, actively guide students with correct orientation, arm college students' minds with the idea of scientific development, establish a harmonious relationship between teachers and students, and truly cultivate college students with good ideological quality.

Teaching should learn from each other, which is one of the most basic principles in teaching. The classroom teaching work has been completed, and we still need to test it in practice. University IPE is different from other courses. Only when IPE establish the dual identity consciousness of teachers and student management cadres, the teaching materials will be richer, and the classroom teaching effect will be more effective and targeted, thus improving the IPE level of college students. This is beneficial to both students' work and teaching. At the same time, it is necessary to organize them to discuss more, enrich the classroom content, select new materials, analyze problems from multiple angles, arouse their enthusiasm for learning, make them willing to learn, make students fall in love with autonomous learning, take the initiative to explore, and make students' thoughts and understanding achieve a qualitative leap.

4.3 Guiding the Infiltration of Ideological Elements with Scientific Management

The management of university students should not only focus on governance, but also fully combine the management of behavior with ideological guidance, focusing on the educational orientation of the university itself. Only by starting with behavior and psychological influence can students truly realize the sublimation of moral quality. University leaders must realize that IPE is not only the task of political teachers, but also that each of them must actively participate in integrating leadership into daily classes, improve students' knowledge and skills, and help students form a positive attitude towards life and values. In practice, different subjects can be adjusted according to the assessment, and subjects must be adjusted and coordinated with each other to promote cooperative teaching between different subjects [10].

In addition, universities must also adhere to the principle of proceeding from reality, allocate administrative resources and funds at present, ensure that effective resources can flow into the work of student management, create a more positive humanistic learning environment, and break away from formalism in the past. We should do a good job in the reform and innovation of classroom education, practical education and online education, make good use of students' favorite new words,

platforms and ways, actively carry out colorful second-class activities and social practice activities, sing the main theme of the Internet, and lead students to grow into talents with the scientific knowledge of teachers, noble moral character and charming personality.

4.4 Based on the Perspective of Student Management, Establish the Corresponding Ipe Assessment Mechanism

The whole-course teaching mode needs not only the protection of external environment, but also the endogenous motivation of students' ideological understanding and self-efficacy. Incorporate the examination of IPE into students' daily management to enhance students' initiative and enthusiasm in learning IPE. Give student cadres a certain say in IPE assessment. How the teaching effect of IPE is, the results of classroom examination can only be a side reflection, and the real teaching effect should be tested by practice, so the student cadres should be given a certain say in IPE assessment. In view of the differences among students in ability, potential, personality and cognition, teachers should grasp the adaptability and pertinence in the choice of teaching mode, and teach students in accordance with their aptitude and at different levels.

Evaluating the quality of a school mainly depends on which students the school has trained, how they have contributed to the society, and whether their professional direction is strong or not. All these depend on the knowledge of specialized courses, and the decision-making power of students' IPE topics is in the hands of the school party Committee. Therefore, the concept of the school party Committee should be changed to improve the ideological effect of students and cultivate their thinking attitude correctly. We can also rely on the strength of principals and department heads to establish a student IPE system headed by principals and department heads. In addition to establishing a collaborative education mechanism between teaching and learning, schools need to constantly optimize and design their own teaching content, formulate a talent training program with distinctive ideas, and integrate the advantages of collaborative education between teaching and learning, so as to get rid of the traditional single teaching method.

5. Conclusions

“IPTTAC” requires that IPE resources contained in other courses and subjects be quietly integrated into them while cultivating students' professional and academic abilities, so as to improve students' ideological and moral cultivation. As far as the university itself is concerned, when managing students, it is also necessary to ensure that the management behavior is legal and compliant, respect the basic rights and interests of students, and build a more perfect service platform for students, so that students can show greater creativity and imagination. Constructing the collaborative education mode of university “IPTTAC” and student management can not only give full play to the stability and integrity of university “IPTTAC” system, but also realize the invisible education value of all university curriculum systems to the greatest extent.

References

- [1] Zhang Hongwei, & Jason. A probe into the innovative mechanism of ideological and political collaborative education in colleges and universities in the new era. *china university teaching*, vol. 2022, no. 6, pp. 10, 2022.
- [2] Zhang Hong. Dilemma, elements and paths of the synergistic effect of ideological and political education in colleges and universities. *Journal of National School of Education Administration*, vol. 2020, no. 10, pp. 6, 2020.
- [3] Chen Shuli. Realistic Dilemma and Coping Mechanism of Ideological and Political Construction in Colleges and Universities from the Perspective of Collaborative Education. *Teaching and Research*, vol. 2021, no. 3, pp. 7, 2021.
- [4] Yang Fan, & Geng Rui. Innovative ideological and political courses in colleges and universities and the collaborative education mechanism of ideological and political courses. *Middle school*

political teaching reference, vol. 2021, no. 20, pp. 46-49, 2021.

[5] Zhao Er-dong, Yu Tong-tong, Liu Liwei, & Miao Yuehong. Cultivating Mind, Mindfulness, Daoism and Skill-Building a Course of Ideological and Political Integration of Information Technology and Teaching. *china university teaching*, vol. 2018, no. 9, pp. 4, 2018.

[6] Wang Ying, Wang Jingfei. Exploration on the Collaborative Education of Ideological and Political Education in Colleges and Universities -- Comment on the Path Selection of Long-term Mechanism of Ideological and Political Education in Colleges and Universities. *Science and Technology Management Research*, vol. 42, no. 12, pp. 5-6, 2022.

[7] Chen Yan, Yuan Jingjin, Cao Jiangdong. Exploration on Ideological and Political Curriculum and Curriculum Ideological and Political Collaborative Education. *Education and Occupation*, vol. 2022, no. 24, pp. 102-107, 2022.

[8] Liu Dan, Liu Bo. Innovative Exploration of Ideological and Political Collaborative Education in Agricultural Universities. *China Rice*, vol. 28, no. 1, pp. 126-126, 2022.

[9] Wang Guilin, Pei Qingqing, Chen Xi. Analysis of Ideological and Political Education in Colleges and Universities in the New Era. *Education Review*, vol. 2021, no. 2, pp. 106-112, 2021.

[10] Yang Xiuping. The Triple Logic of Curriculum Ideological and Political Education and Ideological and Political Curriculum Collaborative Education. *China Adult Education*, vol. 2022, no. 10, pp. 50-53, 2022.