

Construction and Promotion of Ideological and Political Teachers in Universities Oriented by Curriculum Ideological and Political Education

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Abstract: Education is a great cause that affects the growth of the nation. The growth of modern education should focus on cultivating people by virtue, and realize the dual goals of cultivating talents and morality. Although many theoretical and practical achievements have been made in the process of ideological and political education (IPE) reform in universities, IPE has always been self-contained and faced with an isolated island dilemma. The proposal of curriculum IPE provides conditions for IPE to extend educational ideas, clarify educational goals and seek new ways of education. This paper discusses the construction and promotion strategy of ideology teachers in universities oriented by IPE, so as to improve teachers' comprehensive quality and education level, enable them to have the idea of all-round education, organically combine professional courses with IPE, and enable students to achieve all-round development. Facing the new problems in the teaching staff of "Curriculum IPE", universities should improve the overall ideology quality of teachers and strengthen the communication and cooperation between professional teachers and ideology teachers in the new period.

1. Introduction

If universities really want to improve the quality and level of ideology work, they should give full play to the role of classroom as the main channel of education. IPE course should enhance the effectiveness in the continuous reform and innovation, and meet the individual needs of college students' inner expectations and growth and development[1]. In the new era, in order to promote the integration of curriculum IPE teaching and professional subject teaching, universities should pay attention to speeding up the construction of curriculum IPE teacher team. On the one hand, universities need to give full play to the demonstration and guiding role of old teachers in IPE teaching. On the other hand, universities should also pay attention to the construction of newly introduced young teachers' IPE[2]. The curriculum IPE clearly requires educators to give full play to the role of value guidance and education while teaching students professional skills and knowledge in the classroom, get rid of the limitations of previous IPE courses, raise the educational functions of all courses to IPE level, and form a large IPE pattern of whole process and all-round education[3]. Under the background of curriculum IPE, exploring new ways and methods of IPE can better promote the implementation and growth of curriculum IPE, improve the implementation quality of Lide Shuren and promote the healthy growth of universities[4]. Universities should attach importance to the construction of curriculum IPE, and take the classroom as the main position of IPE, so that college students can get all-round education. Teachers play a vital role in this process.

Teachers play a key role in the construction of "curriculum IPE", and analyzing the construction of their teaching staff has become the primary task of the construction of "curriculum IPE" in transitional universities[5]. In order to ensure the effective improvement of the quality of education, it is necessary to improve the comprehensive quality of teachers, so that teachers can fully realize the status of IPE, constantly improve their teaching ability and teaching level, integrate IPE into classroom teaching in an effective way, and cultivate students imperceptibly[6]. IPE should pay attention to the synergy between the various elements of education, extend the extension of IPE, integrate IPE into the whole process of education and teaching, give full play to the IPE function of

various courses and party organizations in schools, and create a rich IPE environment[7]. Teachers of IPE courses and specialized courses should establish the concept of collaborative education, establish a communication mechanism for education, improve the ability of specialized course teachers to implement IPE and share IPE resources[8]. This paper discusses the construction and promotion strategy of ideology teachers in universities oriented by IPE, so as to improve teachers' comprehensive quality and education level, enable them to have the idea of all-round education, organically combine professional courses with IPE, and enable students to achieve all-round development.

2. Theoretical Connotation of Curriculum IPE

Before the emergence of curriculum IPE, the traditional IPE in universities mainly focused on IPE courses, which focused on theoretical teaching and knowledge infusion, and the content was obscure and too abstract, resulting in the curriculum IPE falling into the pattern of emptiness, marginalization and isolation. The curriculum IPE refers to deeply exploring the IPE gene of each professional discipline, fully infiltrating the value guidance and ideological guidance into the course education, promoting each professional discipline to maximize its educational function, and strengthening the collaborative educational effectiveness of ideology work in universities[9]. The proposal and implementation of curriculum IPE requires universities to link IPE courses with professional courses, take the country's prosperity and national rejuvenation as the logical starting point, excavate the ideology elements of professional courses in the process of paying attention to IPE, and make the curriculum education from the moral and intellectual literacy levels in a multi-dimensional, multi-angle and multi-aspect way to solve the problem of difficult combination of moral and intellectual education.

The curriculum IPE clearly points out the responsibilities and functional orientation of IPE courses and other courses in the field of IPE. In other words, both IPE courses, professional courses and general courses should assume the responsibility of shaping and cultivating students' group values. At the level of IPE, the curriculum IPE also provides a bright development direction for IPE, lays a solid foundation for the modern growth of IPE, and makes IPE develop more accurately and efficiently. According to the clear requirements of value guidance penetrating the whole process of education, all professional disciplines and courses will be introduced into the complete system of curriculum IPE, so that the educational function and value leading role of all disciplines and courses can be fully played, and the value leading and knowledge explanation will be organically integrated, so as to realize the common development and peer growth of IPE courses and curriculum IPE.

3. Problems in the Teaching Staff of “Curriculum IPE” in Universities

With the growth of society, the society now has a higher recognition of professional talents with multi-disciplinary backgrounds, which has led to the transformation of some universities in order to cultivate complex skilled talents. Professional discipline teachers spend more energy and time on the study and improvement of their professional ability, ignoring the study of ideology theory and the improvement of their ideology quality. For students, the traditional IPE will change greatly under the guidance of the curriculum IPE, and the contents of students' majors and disciplines will be fully integrated into the theoretical knowledge of ideology science. As an important part of vocational education, tertiary education plays an important role in promoting the cultivation of talents[10]. Under the concept of curriculum IPE, universities should clarify the responsibilities of each teacher, integrate the idea of comprehensive education into the teaching process, and improve the comprehensive quality of students. The ideological and theoretical level of teachers is closely related to the effect of IPE. Teachers should constantly improve their comprehensive quality in order to better implement the objectives of IPE.

Many professional teachers have no in-depth and scientific understanding of the connotation and implementation of “curriculum IPE”, but simply believe that “curriculum IPE” is a teaching to improve students' ideology literacy. This is the educational task of ideology teachers, and even

some teachers simply separate professional discipline teaching from curriculum IPE teaching. At present, China's college curriculum IPE reform has achieved relatively fruitful results in both macro construction and micro practice. However, with the extensive implementation of the curriculum IPE, the ideology literacy and IPE ability of professional course teachers are insufficient, the professional course teachers benefit from the curriculum IPE is insufficient, and the lack of two-way cooperation between IPE course teachers and professional course teachers gradually become the important reasons for restricting the growth of IPE courses.

Due to the one-sided understanding of the IPE teaching of the course, its ideology awareness is not strong in the professional discipline teaching. That is, in the whole teaching process, knowledge infusion is the main task, and IPE is not carried out for students. Some teachers even ignore the IPE teaching of the course directly in the classroom teaching for the reason of too much teaching content in the process of teaching implementation. In order to make all teachers take the responsibility of educating people well, teachers should promote each other, learn from each other, and exchange teaching ideas and methods with each other by carrying out open class presentations of different disciplines in the teaching team. In the process of teaching, teachers should be good at combining ideology teaching elements with curriculum content, and carefully design the teaching so that IPE content can be understood and mastered by students in a subtle way.

4. General Plan for the Construction of IPE Teachers in Universities

4.1 Improve the Overall Ideology Quality of Teachers

Ideology teachers' participation in professional subject teaching is conducive to providing guidance and help for professional subject teachers in both political and ideological and professional quality education. Due to the different teaching contents and characteristics of different disciplines, the participation of ideology teachers can fully tap the IPE elements of various disciplines in the teaching of professional disciplines. Many teachers only pay attention to the improvement of teaching quality in the teaching process. Although they will strengthen the explanation of knowledge in strict accordance with the requirements of the syllabus or teaching tasks, they ignore the cultivation of students' ideology education. Due to the expanding enrollment scale of universities, the ability of teachers can not fully meet the requirements of various tasks in universities, and the number of teachers is limited, which can not meet the needs of huge tasks[11]. The promotion of IPE work in universities has promoted the communication between teachers in various disciplines. In order to break the boundary between discipline and management, universities should encourage teachers to establish interdisciplinary teams of professional discipline teachers and ideology teachers, and promote the exchange of teaching research and teaching implementation between the two sides. The teacher's ability structure in the curriculum IPE is shown in Figure 1.

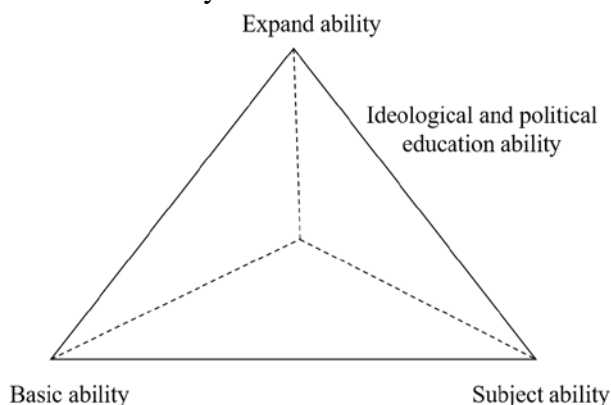


Fig.1 Structure of Teacher's Ability in the Curriculum IPE

In order to promote the construction of curriculum IPE teacher team, and also to promote the teaching exchange and mutual assistance between professional discipline teachers and ideology teachers, universities should provide corresponding platforms. Universities should give full play to

the role of grass-roots party organizations, improve the level of grass-roots party construction, and fully implement comprehensive IPE and training for teachers with the grass-roots party organizations as the core. The communication between ideology teachers and subject teachers can not only help the growth of professional subject teachers, promote the construction of curriculum IPE teachers, but also promote the improvement of professional quality and ability of ideology teachers. Teachers should be good at exploiting the IPE function of professional courses in teaching, so as to ensure that the IPE of courses can be further promoted in a subtle way.

4.2 Strengthen Communication and Coordination between Teachers

With the continuous progress of IPE construction, universities should attach importance to the improvement of teachers' ability, make teachers have solid knowledge of ideology theory, and put education first, so as to ensure the implementation of IPE and promote students' all-round development. In the teaching process, students can not only learn knowledge, but also learn the dedication of their ancestors by learning the deeds and lives of these sages. At the same time, university teachers should study textbooks and biographies and learn about the contributions of these ancestors in their own fields. Because the construction of teaching staff in universities is a complicated task, it is necessary to combine the actual situation of universities, the teaching requirements of various courses, and the goal of curriculum IPE construction to ensure the orderly growth of ideology construction. It is necessary to strengthen the introduction and training of all kinds of talents in short supply, so that they have a clear political direction and a firm political stance, improve the ideological consciousness of talents, and combine theoretical knowledge with practice. The ability structure of professional teachers in the construction of IPE teachers is shown in Figure 2.

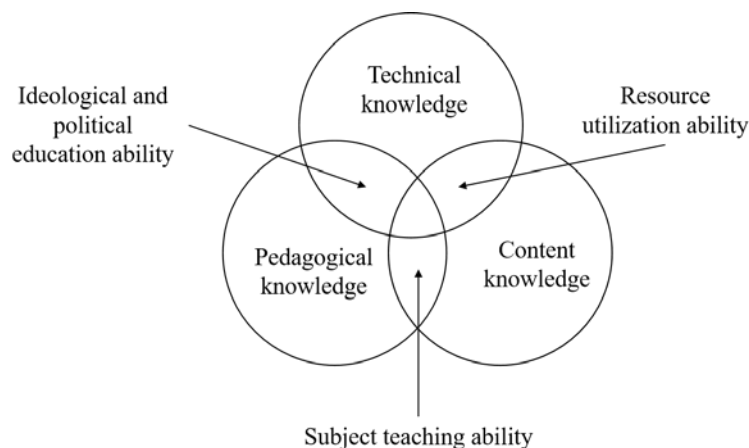


Fig.2 Professional Teachers' Ability Structure in the Construction of IPE Teachers' Team

Contemporary university teachers should establish the educational concept of putting moral education first, and at the same time, they should profoundly realize that the ideological and moral education of contemporary college students is not only the teaching task of IPE courses in universities, but should be integrated into all aspects of different professional teaching and different activities in universities. In order to improve teachers' enthusiasm and initiative in IPE construction, teachers should change their traditional concepts and adopt various training methods to broaden their horizons and improve their practical ability and ideology literacy. In order to strengthen the emotional communication between teachers and students and encourage students to actively participate, teachers should establish the educational concept of putting moral education first. As emotional and thoughtful people, students do not passively accept the education and influence of moral education, but accept it in interaction with educators.

5. Conclusions

The construction of IPE teachers is beneficial for teachers to dig deep into the ideology points and cases contained in professional courses according to the nature and characteristics of

professional courses in daily teaching, and then apply them flexibly to the teaching process of professional disciplines. Universities must fully base themselves on the objective reality of IPE for college students, strengthen the correct political orientation, pay attention to the innovation of theoretical and practical teaching of IPE courses, and give full play to the important advantages of the Internet, with a strong ideology team and a collaborative education mechanism as the guarantee. Under the background of curriculum IPE, universities should give full play to the role of teachers, increase investment and carry out comprehensive construction of teachers, so that teachers can innovate constantly in curriculum IPE, successfully complete teaching tasks and constantly improve themselves. In the process of continuous promotion of curriculum IPE, it also opens up a new way to educate people for IPE, making IPE more characteristic, modern and simple, improving the quality and efficiency of IPE and promoting the growth of students.

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