

# *Ideological and Political Exploration and Research on the Course of Building Laws and Regulations for Engineering Cost Major in Higher Vocational Colleges*

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**Abstract:** This paper takes the students of engineering cost major of higher vocational education as the audience group, and takes the course of Building Regulations as an example to analyze the overall situation of the ideological and political education of the building regulations course. Guided by the ideological and political objectives of the course, we should explore the ideological and political elements, explore the combination of teaching content and ideological and political elements, enhance students' legal awareness, and establish correct values.

## **1. Overall situation of ideological and political construction of the curriculum**

Ideological and political education not only makes college students' personality sound, but also can improve their quality and character, so that they can understand their social responsibilities more clearly, and establish a correct "three outlook". The combination of the first classroom and the second classroom is adopted to combine ideological and political education silently in professional knowledge to achieve all-round education. Each college teacher should consider three elements when formulating the ideological and political teaching plan: the first is the learning objectives of students in different majors, the second is the teaching objectives of curriculum construction, and the third is the educational background of different students. Create specific teaching ideology and politics for them "tailored", reduce students' resistance to ideological and political education, and become able to actively learn and explore, so as to achieve the effect of significantly improving college students' ideological quality and political literacy[1].

Building Regulations is one of the first ideological and political construction courses for engineering cost major in Heilongjiang Vocational College. This course aims to guide students to master the latest laws, regulations and rules issued and implemented in China's construction industry. Through the analysis of actual project cases, group discussion and other means, we are familiar with the relevant legal systems in each stage of the project from project establishment to completion acceptance. In order to independently solve the relevant legal issues during the implementation of project cases. This article takes "Building Regulations" as an example to explain in detail the excavation, combination and evaluation of ideological and political elements of the curriculum.[2] Finally, it is expected that this article can play a certain role in promoting the ideological and political

construction of the engineering cost specialty of our school.

## **2. Ideological and Political Objectives of Building Regulations**

### **2.1. Knowledge objectives**

The course of Building Regulations has 9 chapters in total, which aims to cultivate students to be familiar with the relevant legal systems of engineering projects from project initiation to completion acceptance. Have the ability to independently solve relevant legal issues in the implementation of project cases. The rich knowledge mainly includes: the legal basis of construction project, the legal system of building permit, the legal system of construction project contracting and contracting, the legal system of construction project supervision, the legal system of construction project contract, the legal system of construction project safety and environmental protection, the legal system of construction project quality, other relevant legal systems of construction projects, and the legal system of solving construction project disputes[3]. Students put themselves into each case, combined with their professional knowledge and legal knowledge, and strive to find out the mistakes, causes and how to correct them in the engineering case. At the same time, they need to reflect on the significance of human nature behind the case, so as to deepen the memory and understanding of relevant laws and regulations through the analysis of actual engineering cases.

### **2.2. Capability objectives**

(1) Professional ability: be able to use the knowledge of building laws and regulations learned to solve the cases occurred in the actual construction process, and be able to use legal weapons to safeguard their legitimate rights and interests.

(2) Retrieval ability: through the theoretical study of the Building Regulations course, have the ability to retrieve, summarize and summarize legal provisions.

(3) Psychological ability: Have strong legal awareness, good psychological quality and anti-pressure ability.

### **2.3. Quality objectives**

(1) Through the integration of ideological and political elements in the curriculum, we should establish a sense of family and country and social responsibility, and cultivate students' rigorous and pragmatic style;

(2) Improve the cooperation ability of active communication and the learning ability of students' independent inquiry through group cooperation and game interaction;

(3) Cultivate students' rigorous habits of behavior and work by correcting problems in ideological and political cases;

## **3. The integration of teaching content and ideological and political elements**

Building Regulations is a required course for the engineering cost major of Heilongjiang Vocational College. It is set up in the second semester of sophomore year. The theoretical teaching hours are 36 hours, 2 hours a week, and a total of 18 weeks of courses. The learning content covers a wide range. As this course is one of the required subjects for national registration certificates, such as first class constructor, second class constructor, cost engineer, safety engineer, etc., students are arranged to investigate their mastery of knowledge points through exercises after class.

In today's society, due to corruption of officials, or negligence of construction personnel, weak

legal awareness, distorted values and other reasons, there are a large number of typical failure cases in real life. Therefore, we can add these typical failure cases in the teaching process in a targeted way according to the learning background and professional fields, based on the students' interests, guided by socialist core values, Change the old and boring teaching mode - teachers blindly instill legal provisions, and create a student led classroom model. This long-term accumulation of ideological and political education will eventually achieve a qualitative leap. Teachers should accumulate more ideological and political materials about the curriculum, and imperceptibly cultivate students' legal awareness, safety awareness, responsibility awareness, etc. The ideological and political elements and objectives corresponding to the teaching contents of each chapter of the Building Regulations course are shown in Table 1.

Table 1: Ideological and political elements in the integration of building laws and regulations courses

No.	Knowledge points	Ideological and political elements	Ideological and political objectives
1	Fundamentals of Construction Engineering Regulations	Case 1: Handling of jerry building in the inpatient department of a hospital	Cultivate students' sense of family and country
2	Legal system of building permit	Case 2: Compensation standards for work-related injuries of workers in a factory	Cultivate students' awareness of social responsibility
3	Legal system for contract awarding and contracting of construction projects	Case 3: The construction unit is unqualified	Cultivate students' legal awareness and professional ethics
4	Legal system of construction project supervision	Case 4: Collapse accident of a gymnasium under construction in a middle school in Shanghai	Cultivate students' awareness of quality and safety
5	Legal system of construction project contract	Case 5: 10000 yuan compensation caused by a "contract"	Cultivate students' habit of being honest and trustworthy
6	Legal system for construction project safety and environmental protection	Case 6: Work safety accident caused by failure to operate as required at a construction site	Cultivate students' awareness of safety and environmental protection
7	Legal system of construction project quality	Case 7: jerry building harms us	Cultivate students' awareness of safety and quality
8	Other relevant legal systems for construction projects	Case 8: Dust pollution at construction site	Cultivate students' legal awareness and professional ethics
9	Legal system for resolving construction project disputes	Case 9: Xi'an Metro "Problem Cable" Accident	Cultivate students' awareness of social responsibility

#### 4. The teaching design of "Building Regulations" course integrating ideological and political elements

According to the characteristics of the building laws and regulations course and the overall requirements of the whole staff education and the whole process education, the ideological and political elements of the course are integrated into the original curriculum resources in accordance with the goals and standards of the building laws and regulations course. Our school adopts the online and offline linkage teaching mode. The main teaching platform is the MOOC (the largest Chinese language learning platform) of the University of China, which is rich in resources. Students can use it to better complete the pre class preview after class review and other tasks.

Pre class introduction: teachers release the teaching resources required for this class on the MOOC platform of University of China, and assign pre class tasks; Students can obtain teaching resources and accept tasks through MOOC APP of China University, and consult materials according to task requirements.

Table 2: Classroom teaching links of the chapter "Legal system of construction project supervision" as an example

Teaching stages	Content of courses	Teaching activities		Teaching resources/Teaching evaluation	Design intention/ideological and political education of the course
		Teacher	Student		
Qualification management of project supervision personnel	<p>1.The ideological and political case was introduced, "the collapse accident of a gymnasium under construction in a middle school in Shanghai"</p> <p>2. Responsibilities of supervisors.            (1) Chief Supervision Engineer            (2) Chief Supervision Engineer Representative            (3) Professional Supervision Engineer            (4) Supervisor</p>	<p>1. Play the video of "collapse accident of a gymnasium under construction in a middle school in Shanghai";</p> <p>2. Task introduction: assign group discussion tasks            (1) "What is the cause of the accident?" (2) "Who should bear legal responsibility for this?";</p> <p>3. Comment on the discussion results of each group;</p> <p>4. Explain the responsibilities of supervisors;</p> <p>5. Explain that the higher the position, the greater the responsibility, and discuss the legal awareness and responsibility awareness with students.</p>	<p>1. Watch the video of "collapse accident of a gymnasium under construction in a middle school in Shanghai";</p> <p>2. Complete the discussion task in groups;</p> <p>3. The group shall send representatives to speak and listen to the teacher's comments;</p> <p>4. Listen to the responsibilities of supervisors and take notes carefully;</p> <p>5. Listen to the teacher explain the relationship between supervision responsibility and project safety, and think deeply.</p>	<p>1.Teaching PPT</p> <p>2. Case video</p> <p>3. Smart vocational education cloud class</p>	<p>1.Student group discussion, which not only improves students' teamwork ability, but also can better understand the responsibilities of supervisors;</p> <p>2.Introduce the video of "collapse accident of a gymnasium under construction in a middle school in Shanghai" to cultivate students' good legal awareness and sense of social responsibility.</p>

In class implementation: taking the chapter "Legal System of Construction Project Supervision" as an example, introduce how to combine professional knowledge in the course of building laws and regulations with ideological and political education. In the process of project construction, as the supervisor's responsibility is to supervise and manage the construction unit, some people take advantage of their positions to embezzle and accept bribes, resulting in tofu dregs. Therefore, when

teaching the relevant laws and regulations in this chapter, teachers guide students to think about the responsibilities of supervisors by introducing the real case of "collapse accident of a gymnasium under construction in a middle school in Shanghai". If they neglect their duties, Cultivate students' awareness of quality and safety, and stimulate students to think deeply. Finally, the teacher answered questions and made a summary. The classroom teaching links are shown in Table 2.

After class reflection: After class, teachers upload the real questions of the national practice certificate examination corresponding to this class on the MOOC platform of the University of China, and require students to deeply explore the case elements similar to the content of this chapter, so that students can comprehensively cultivate their ideological and political thoughts before, during and after class.

This student-centered teaching mode greatly reduces the dependence on teachers, and at the same time, enhances students' ability to learn independently before class and expand their ability to think and politics after class. It enables students to master professional knowledge better and be influenced by ideological and political education in an all-round way.

## **5. Assessment Method of Building Code Course**

### **5.1. Score evaluation**

The course of Building Regulations adopts multiple assessment methods, and the total scores include: usual scores, mid-term scores and final scores. The usual scores account for 50%, mainly assessing students' attendance, classroom performance, homework, etc. The mid-term scores account for 20%, mainly assessing whether students have clear ideas about cases, clear views, whether they provide positive energy, whether they are persuasive, whether the content is complete, etc, The final score accounts for 30%, which is a paper and pencil test to assess students' mastery and application of knowledge points of building laws and regulations.

### **5.2. Educational effect**

By integrating ideological and political elements into professional courses, the effect is remarkable, and the original boring professional courses are endowed with "emotion". Students not only expand their knowledge, but also increase their sense of family, social responsibility and safety from the boring professional courses. This will enable students to better understand the frontier of contemporary China and the world in the field of architecture and the safety problems in the process of engineering construction, and learn to use legal weapons to protect their legitimate rights and interests.

## **6. Conclusion**

With the development of science and technology and the progress of the society, the requirements for contemporary college students are also gradually increasing. On the one hand, this requirement reflects the mastery of professional knowledge, on the other hand, it reflects your ability to use the knowledge you have learned to solve problems. This is especially true in the construction industry, which requires more personal quality and professional quality of employees. Each chapter has different teaching contents, so we should adopt different teaching methods. Only by matching the teaching content with the teaching means can we achieve twice the result with half the effort. According to different teaching contents, ideological and political elements should be introduced in a timely and appropriate manner, and the ideological and political elements related to the same major should be selected reasonably, so that students can learn professional knowledge and be influenced

by ideological and political ideas imperceptibly at the same time, so as to prevent students from being bored with ideological and political ideas. Make full use of online teaching platform to enable students to conduct ideological and political education before, during and after class. Only by constantly exploring and studying the elements and methods of ideological and political education can teachers better teach and educate people, students can better apply the knowledge they have learned to their jobs, and establish a correct outlook on life, world outlook and values.

## References

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