

# *The exploration and practice of curriculum ideology and politics in specialty courses of cooking and nutrition education*

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**Abstract:** This paper proposes solutions to the problems existing in the implementation of ideological and political education in the professional curriculum of cooking and nutrition education (undergraduate). Starting from the four ideological and political goals of serving the country through science and technology, engineering ethics, craftsmanship spirit, and teacher ethics standards, it explored the ideological and political elements of culinary and nutritional education major curriculum and seeks ways to integrate them, and summarized the linkage mechanism of public courses, professional courses and practical courses and ideological and political education. To provide theoretical basis for training technical and skilled talents with the spirit of innovation and good professional ethics.

## 1. Introduction

The major of culinary and nutrition education mainly studies the basic knowledge and skills of cooking, nutrition, management and education, and the rich food culture contained in it is the embodiment of professional characteristics, and it is also an important resource for college students' education in ideology and politics, which plays an important role in the cultivation of professional qualities of culinary professionals <sup>[1]</sup>. The Department of Culinary and Nutrition Education is an engineering discipline that undertakes the important task of training technical and skilled talents with the innovative spirit of the times and good professional ethics.

Up to now, CNKI has more than 40,000 research results on the topic of "ideological and political curriculum", including more than 300 engineering courses, mainly focusing on "electricity", while only 27 cooking courses are ideological and political. The Ministry of Education pointed out that the professional courses of engineering should focus on training students' spirit of craftsmanship and excellence, and stimulate students' feelings and mission to serve the country through science and technology <sup>[2]</sup>. Based on the spirit of the "Guiding Outline for Ideological and Political Construction in Curriculum of Colleges and Universities", this paper analyzes the current situation of ideological and political implementation of culinary professional courses, analyzes the practice rules, focuses on the elements in ideology and politics excavation of courses and the construction of framework of

ideology and politics, summarizes the characteristics of the working mechanism of courses in ideology and politics and professional courses integration in colleges, which can effectively solve the difficulties in construction and implementation in ideology and politics of teachers' courses, make up for the gaps in the research field, and provide reference for the development of integration in ideology and politics of professional courses and courses<sup>[3]</sup>.

## 2. Analysis of the Current Situation of Ideological and Political Teaching in Culinary and Nutrition Education Courses

### 2.1. Current Situation of Construction in Ideology and Politics in School Curriculum

According to statistical analysis, there are more than 24 schools with culinary undergraduate level or above in the country, the author compares and analyzes the training programs of culinary and nutrition education professionals in these 24 colleges, and selects 5 representative colleges in different regions of the south, east, north, west and middle of China for analysis, as shown in Table 1 for details.

Table 1: Ideological and political reflection points of college talent training program

School	Area	Curriculum Ideological and Political Embodiment Points	Corresponding Guidelines
Yangzhou University	East China	<ol style="list-style-type: none"> <li>1. Have a sense of home and country, high humanistic literacy and scientific spirit, good professional ethics, a high sense of social responsibility and international vision, and all-round development of moral, intellectual, physical, aesthetic and labor;</li> <li>2. Have a solid foundation in mathematics, natural science, engineering and professional knowledge of dietary nutrition and culinary science, have a strong sense of innovation and international vision, and be able to use the knowledge and skills mastered to solve problems in the catering industry.</li> </ol>	<ol style="list-style-type: none"> <li>1. The feelings and mission of using science and technology to serve the country;</li> <li>2. Engineering ethics education.</li> </ol>
Hansan Normal University	South China	<ol style="list-style-type: none"> <li>1. Teacher Ethics. Passionate about culinary education.</li> <li>2. Craftsmanship. Establish service awareness, quality awareness, responsibility awareness and innovation awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher ethics norms;</li> <li>2. Craftsman spirit.</li> </ol>
Guilin Tourism University	West China	<ol style="list-style-type: none"> <li>1. Have a firm political direction, ideological character and professional ethics; Have the spirit of dedication, unity and cooperation, good at communication and coordination of interpersonal relationships; Have humanistic and aesthetic literacy, international vision and innovative spirit;</li> <li>2. Physical and mental health, love work, hard-working and dedication.</li> </ol>	<ol style="list-style-type: none"> <li>1. The feelings and mission of using science and technology to serve the country;</li> <li>2. Craftsman spirit.</li> </ol>
Harbin University of Commerce	North China	Senior professional and technical personnel with proficient culinary technology practice skills, broad culinary scientific theories, corresponding catering management knowledge and marketing business capabilities.	<ol style="list-style-type: none"> <li>1. Science and technology to serve the country and the country's feelings and mission.</li> </ol>
Hubei University of Economics	Middle of China	Have good ideological character, social morality and professional ethics, and has the ambition and sense of responsibility to strive for the prosperity of the country and the nation.	<ol style="list-style-type: none"> <li>1. Science and technology to serve the country and the country's feelings and mission.</li> </ol>

From the analysis of Table 1, it can be seen that although the 5 colleges have put forward the

requirements for the students' comprehensive quality in the graduation requirements, the talent training program puts forward the goal of professional ideology and politics from a macro perspective, mainly embodied in the four aspects of science and technology serving the country, engineering ethics education, craftsman spirit and teacher ethics standards, the first three are required by the "Guidelines for the Construction in ideology and politics of Colleges Curriculum", and the teacher ethics standards are determined by the professional service objects, and the core of cooking and nutrition education is to cultivate middle and high vocational cooking teachers. Influenced by the traditional concept of talent training, whether the connection between professional ideology and politics and ideological and political curriculum is in place, matrix in ideology and politics of talent training needs to be further investigated. At present, there is no effective ideological and political group between professional courses, and it is still in an independent state, which is not conducive to the same frequency resonance of ideological and political curriculum between professional courses, nor is it conducive to the same direction of professional courses and courses in ideology and politics [4].

## 2.2. Ideological and Political Curriculum Implementation Status for Teachers of Cooking and Nutrition Education

In order to further understand the practice of education in ideology and politics in colleges, this paper analyzes the current situation of ideological and political teaching of culinary and nutrition education courses through online questionnaires, and the survey targets are 105 teachers of culinary departments in 24 colleges, a total of 105 questionnaires were distributed, and 105 questionnaires were recovered, with an effective recovery rate of 100%, as shown in Table 2.

Table 2: Questionnaire results of the ideological and political situation of cooking and nutrition education professional courses [n=105, n (%)]

Serial Number	Question	Option and Number of People (Percentage/%)	
1	How receptive are you to incorporating elements in ideology and politics into the teaching process of culinary and nutrition education?	A. Very receptive 97 (92.3)	B. Relatively receptive 8 (7.7)
		C. Generally accept 0 (0)	D. Do not accept 0 (0)
2	How much do you attach importance to the integration of elements in ideology and politics in the teaching process of culinary and nutrition education?	A. Attach great importance to 62 (59.0)	B. Pay more attention to 33 (21.9)
		C. General emphasis 10 (9.5)	D. No attention to 0 (0)
3	Does your school conduct ideological and political training?	A. Frequent 18 (17.1)	B. Occasional 52 (49.5)
		C. Ongoing 23 (21.9)	D. Proposed 12 (11.4)
4	How often do you teach integrate ideology and politics?	A. 30 (28.5) per lesson	B. 2-3 lessons 47 (44.7)
		C. 4-5 Lesson 24 (22.8)	D. 6-7 Lesson 4 (3.8)
5	Do you think it is natural for the professional knowledge of the course you teach to connect with the elements in ideology and politics?	A. Very Natural 27 (25.7)	B. Comparative Natural 51 (48.5)
		C. General Nature 18 (17.1)	D. Unnatural 9 (8.5)

As shown in Table 2, 92.3% of teachers were very accepting of ideological and political acceptance of the curriculum (question 1), and 7.7% of teachers were relatively accepted, a total of 100%, which indicates that all teachers are more recognized by the ideological and political teaching methods of culinary and nutrition education courses. In the degree of ideological and political attention of the curriculum (question 2), 59.0% of teachers attach great importance to it, and 21.9% of teachers attach

great importance to it, but there is still a small range of data of 9.5% indicating that the degree of attention is average, indicating that almost all colleges have responded to the requirements of curriculum construction in ideology and politics, but there are still a small number of schools whose construction degree is not enough. Among the relevant training (question 3), 17.1% of schools carried out it regularly, and 49.5% of schools carried it out occasionally, a total of 66.6%, indicating that most teachers indicated that their schools had carried out ideological and political training related to the curriculum, 21.9% were carrying out, and 11.4% were planning to carry out, a total of 33.3%, indicating that the promotion of construction in ideology and politics in the curriculum of a small number of schools still needs to be strengthened; In the frequency of integration in ideology and politics of the curriculum (question 4), 28.5% of teachers can integrate each lesson, 44.7% of teachers integrate 2-3 lessons, and 22.8% of teachers integrate 4-5 lessons, indicating that although most teachers have achieved the integration of integration in ideology and politics in the curriculum, the frequency of integration has a certain subjective arbitrariness. Whether the connection is natural (question 5), 25.7% of teachers think it is very natural, 48.5% think it is more natural, of which more natural is higher than very natural, which may be due to the transformation of teaching methods from traditional to ideological and political integration, which cannot be perfectly integrated in a short period of time, and there is still some room for improvement; There is still a small range of data 9% of teachers who think the connection is unnatural, indicating that although most teachers recognize the importance of ideology and politics in the curriculum. In the process of implementation, there are still phenomena such as simple implantation of ideological and political elements and rigid applications, resulting in unsatisfactory ideological and political effects of the curriculum. Therefore, how to integrate the "salt" of ideology and politics into the "water" of professional education is still a relatively weak link in the current professional education of cooking and nutrition education, and it is also a common confusion among culinary teachers.

### **3. Implementation Path in Ideology and Politics of Culinary and Nutrition Education Professional Courses**

#### **3.1. Professional Courses' Ideological and Political Structure**

The Ministry of Education issued the "Implementation Outline of the Project for Improving the Quality of Ideological and Political Work in Colleges", pointing out that the cultivation of talents in colleges should realize the organic unity of education in ideology and politics and knowledge system education. Therefore, it is necessary to vigorously promote the reform of classroom teaching with the goal of ideological and political curriculum, build a curriculum system framework of general education platform courses + subject platform courses + professional courses + practical courses, sort out the education in ideology and politics elements contained in different courses, and skillfully integrate them into all aspects of classroom teaching to optimize curriculum <sup>[5]</sup>. Based on this, this paper combines the characteristics of culinary and nutrition education professional diet education to construct an education in ideology and politics model of culinary and nutrition education professional courses integrating public course education, professional course education and practical course education, as shown in Figure 1 for details.

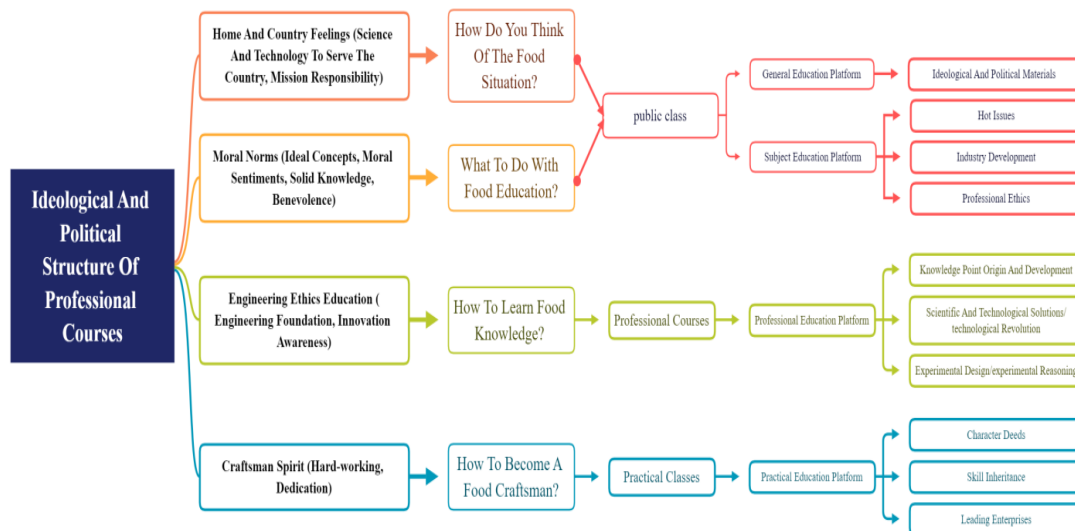


Figure 1: Ideological and political structure of professional courses

In public courses, schools should make full use of the general education platform and subject education platform, focus on building a number of courses to improve the ideological and moral accomplishment of college students, focus on strengthening students' ideals and beliefs, cultivate patriotic feelings, and improve students' comprehensive quality [6]. Through ideological and political materials such as hot issues, industry development, and professional ethics, a number of distinctive food and aesthetic education courses are created to help students improve their aesthetic literacy of food in aesthetic education teaching, thereby stimulating the vitality of creativity and innovation.

In professional courses, schools should combine with the professional education platform, according to the characteristics and advantages of cooking and nutrition majors, deeply explore and refine the ideological value and spiritual connotation contained in the professional knowledge system. Professional courses should scientifically and reasonably expand the breadth, depth and temperature of professional courses, scientifically combine experimental design and experimental reasoning, increase the knowledge and humanism of the course, enhance the leadership, epochality and openness, and cultivate idealistic and warm young people who meet the needs of the post and serve the local development.

Practical courses should focus on the combination of learning and thinking, the unity of knowledge and action, and enhance students' practical ability to solve problems. Practical courses should focus on allowing students to "dare to innovate" and enhance their creative awareness and creative ability through hands-on participation. It is necessary to focus on educating and guiding students to carry forward the spirit of craftsmanship, closely combine "reading ten thousand books" with "traveling thousands of miles", take root in the land to understand reality, and temper their will and quality in hard struggle.

### 3.2. Excavation of Elements in ideology and politics

This paper explores the elements in ideology and politics and integration methods of culinary and nutrition education professional courses from the four ideological and political goals of serving the country through science and technology, engineering ethics education, craftsman spirit, and teacher ethics, as the starting point, as detailed in Table 3.

Table 3: Ideological and political elements of cooking and nutrition education

Culinary and Nutrition Education Professional Course	Goals in Curriculum Ideological and Political	Breakdown of Goals in Curriculum Ideological and Political
Introduction to food culture and local cuisine culture, development and practice of gastronomic study and travel courses, traditional Chinese medicine diet health care and medicinal diet, rice nutrition and health, culinary nutrition, food safety	Science and technology serving the country and the feelings and mission	Cultural self-confidence, national rejuvenation, youth responsibility, regional culture, local attachment, scientific rigor, persistent focus, courage to innovate, indifferent to fame and wealth
Culinary raw materials, culinary chemistry, catering enterprise service and management, central kitchen operation	Engineering ethics education	Striving for first-class, hard work, dedication, awareness of the overall situation, teamwork, mutual help, regional coordination, responsibility
Pastry technology, cooking technology	Craftsman spirit	Craftsman spirit, excellence, meticulous rigor, meticulousness, the pursuit of excellence
Subject teaching theory, teachers' professional ethics and education laws and regulations	Teacher ethics norms	Teachers' ethics professional ethics, professional ethics, social responsibility, and professional ethics

Science and technology serve the country's feelings and mission responsibility. Courses such as Introduction to Food Culture and Local Cuisine Culture are general education courses of Chinese traditional culture, which mainly understand the basic knowledge of food culture in different regions of China, inherit, promote and innovate the development of China's excellent traditional culture. Courses such as culinary nutrition and food safety can train students to have legal awareness in the catering industry, consciously abide by professional ethics and norms, understand the core values of socialism, respect life, care for others, and understand the connotation and significance of environmental protection and sustainable social development<sup>[7]</sup>.

Engineering ethics education. Courses such as culinary raw materials and culinary chemistry are the core courses of culinary majors, and the theoretical knowledge learned contains rich philosophical ideas and moral concepts, which is an important source of education in ideology and politics for college students. The school's acceleration of the cultivation of a large number of high-quality workers and technical skills talents who love their jobs, strive for first-class, work hard and are willing to dedicate themselves are crucial to the development of a country and a nation. Courses such as catering enterprise service and management, central kitchen operation and other courses cultivate a certain international vision, be competent for the role of team members, and independently complete the work assigned by the team, such courses are closely related to the philosophy of science, engineering ethics, etc., which are conducive to coordinating the interests of various groups in society and promoting social development.

Craftsmanship. Pastry technology, cooking technology and other courses are culinary professional practical courses, through the study of cooking technology, inherit and carry forward the spirit of craftsmen in large countries, and improve students' innovation and innovation ability. At the same time, the inheritance of craftsman spirit, professionalism, innovation spirit, scientific spirit, professional ethics, etc. in the course are all important contents worth publicizing, which can well build a three-way education pattern of all-staff, whole-process and full-course education, form a synergistic effect, implement the fundamental task of "training people with virtue", cultivate students' practical ability and creative ability, and inherit and carry forward the craftsman spirit.

Teacher ethics norms. Courses such as subject teaching theory, teachers' professional ethics, and education laws and regulations enhance the ideological, political, theoretical and emotional

identification with socialism with Chinese characteristics. Schools should implement the party's education policy and take the responsibility of training virtue and training people, and cultivate a sense of teaching in accordance with the law and aspire to become a good teacher with four qualities.

#### **4. Take the Pastry Course to Implement the Goals in Ideological and Political Curriculum as an Example**

Based on the implementation path in ideology and politics of culinary and nutrition education professional courses, combined with the excavation points of elements in ideology and politics of professional courses, pastry technology has gradually constructed a diversified curriculum ideological and political teaching resource composed of multi-channel online resources, typical cases, extended cases and practice platforms [8]. After the end of the first semester of the 2022-2023 academic year, the question was "Compared with traditional teaching methods, can ideological and political teaching this semester better combine theory and practice?" Can I increase my interest in learning? Does it increase professional identity? How has it affected you? As an outline, semi-structured interviews were conducted with 20 students majoring in cooking. Students generally believe that their ability to combine theory with practice has improved (previously pastry courses were just a technique. After learning this course, I understand that practice makes true knowledge, and any practice needs theoretical support), through in-depth analysis of China's pastry culture, promote students' enthusiasm for learning, stimulate students' feelings of home and country and responsibility (teachers borrow cases and stories in class, guide us to feel the brilliant and splendid traditional Chinese food culture, and inspire us to inherit and carry forward China's long-standing pastry culture). At the same time, students mentioned that they changed their understanding of the culinary profession, enhanced their sense of professional belonging and professional self-confidence (previously thought that pastry courses were just learning a technique). After learning this course, I was proud to find that Western-style bread was born more than a thousand years later than Chinese steamed bread, and I also realized that I need to keep learning to promote the future of pastry in the right direction). Driven by patriotism, the number and awards of undergraduate students participating in cooking skills competitions such as pastry skills competitions and dish group standards have increased, while relevant reports have continued to increase, and the number of high-quality papers has increased exponentially.

#### **5. Conclusions**

This paper studies the talent training programs and the implementation status of ideological and political curriculum in five representative culinary majors, and finds that the ideological and political goals are mainly embodied in four aspects: The feelings and mission of using science and technology to serve the country, engineering ethics education, craftsman spirit and teacher ethics, and the implementation status shows that most colleges recognize the importance of ideological and political curriculum, but there is no effective curriculum ideological and political group between professional courses, and there is still a disconnect between professional education and education in ideology and politics. Therefore, this paper excavates the elements in ideology and politics and integration methods of culinary and nutrition education professional courses from the four ideological and political goals as the starting point, summarizes the linkage mechanism between public courses, professional courses and practical courses and education in ideology and politics, and finally takes the implementation of ideological and political goals of the pastry course as an example, and takes the exploration of the landing effect of the course in the first semester of the 2022-2023 academic year as an outline, and conducts semi-structured interviews with 20 students majoring in cooking, and the results show that the implementation of the courses in ideology and politics stimulates students' feelings and

responsibilities. Students also generally believe that their ability to combine theory with practice has been improved, their sense of professional belonging and professional self-confidence has also been enhanced, and the course effect is very remarkable. Therefore, the ideological and political exploration and practice of culinary and nutrition education in this paper can provide some guiding ideas and feasible suggestions for training technical and skilled talents with the innovative spirit of the times and good professional ethics.

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