

To Cultivate Talents for the Party and the Country, Comprehensively Improve the Teaching Quality of Curriculum Ideological and Politics in Courses Related to Economics

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Abstract. The report of the 20th National Congress of the Party pointed out that "adhere to the education of the Party and the education of the country, comprehensively improve the quality of independent training of talents, and implement the fundamental task of cultivating morality and cultivating people." In view of the practical difficulties in ideological and political teaching of economics majors, this paper explores the path to comprehensively improve the quality of ideological and political teaching of economics majors under the mixed teaching mode in the age of digital intelligence from the four aspects of "teaching materials, construction paths, teaching modes and assessment systems", and has achieved remarkable results and provided useful references for peers.

Keywords: Curriculum ideological and political; Blended teaching; Economics major; Teaching quality.

1. Introduction

With the promulgation of several Opinions on Deepening the reform and innovation of Ideological and political theory courses in Schools in the New Era, curriculum ideology and politics has become a hot spot in education and teaching reform. In May 2020, the Guiding Outline for Curriculum Ideological and Political Construction in Colleges and Universities issued by the Ministry of Education clearly pointed out that "Professional courses are the basic carrier of curriculum ideological and political construction, and colleges and universities should promote curriculum ideological and political construction according to professional characteristics, and focus on national and regional development needs, combined with school development positioning and talent training goals." Build a curriculum ideological and political system with comprehensive coverage, rich types, progressive levels and mutual support." In July 2020, the Shaanxi Provincial Department of Education's Work Plan for Comprehensively Promoting Curriculum Ideological and Political Construction in Colleges and Universities more specifically emphasized the importance of curriculum ideological and political construction, pointing out that "curriculum ideological and political construction should be integrated into the whole process of classroom teaching, focusing on improving teachers' curriculum ideological and political awareness and ability, and building an evaluation system for curriculum ideological and political construction." The report of the 20th National Congress of the Party pointed out that "adhere to the education of the Party and the education of the country, comprehensively improve the quality of independent training of talents, and implement the fundamental task of cultivating morality and cultivating people." How to skillfully integrate ideological and political elements into various courses to form collaborative education has become an important issue that higher education needs to solve.

As the study of "helping the world through economy, strengthening the country and enriching the people", economic courses are the key to train high-quality economic professionals to solve the major theoretical and practical problems of economic development. However, in recent years, there has been a serious Westernization tendency in economics teaching in Chinese colleges and universities (Western neoliberal economics has become increasingly dominant in domestic economics education) [1], which is obviously "contrary" to the economic and social reality with Chinese characteristics. The idea of curriculum thinking and politics points out the direction for

correcting this phenomenon and speeding up the construction of the discipline system, academic system and discourse system of socialist economics with Chinese characteristics. However, the theoretical research and practical exploration of "curriculum thought and politics" in domestic economics majors is still in its infancy, and a relatively mature theoretical system and experience that can be replicated have not yet been formed [2]. There are still realistic difficulties such as insufficient ideological and political awareness and ability, unclear ideological and political construction strategies, "big thunder but little wind", and insufficient results. Therefore, it is particularly crucial to comprehensively improve the effect of ideological and political construction of economics courses.

This paper adheres to the principles of moral cultivation and "gender orientation", takes the students as the center and the output orientation, analyzes the practical dilemma of ideological and political construction of economic major courses, focuses on the two core aspects of teaching implementation, assessment and evaluation, and starts from the four aspects of "teaching materials, construction path, teaching mode and assessment system". This paper puts forward specific practical paths to comprehensively improve the quality of ideological and political teaching of economic major courses, in order to create a socialist economic discipline system, academic system and professional curriculum ideological and political teaching system with Chinese characteristics, comprehensively improve the function of "educating talents + educating people" of economic major courses, and train students to establish a lofty ambition to be a member of the country and the world and benefit the people.

2. Realistic dilemma of ideological and political teaching of economic professional courses

Professional curriculum is an important carrier of curriculum ideological and political construction. At present, although various colleges and universities have made a lot of attempts in the ideological and political aspects of economic courses, there are still some problems.

2.1 Serious Westernization Tendency

Since the mid-1990s, the western economic management theory has occupied a "mainstream" position in China's economic and management education system, and the students' professional theoretical basis has been seriously westernized and separated from China's economic management practice, which has seriously hindered the construction of Marxist economic management discipline system, academic system and discourse system. It is difficult to serve the needs of the socialist economic construction with Chinese characteristics and the training of high-quality economic talents.

2.2 The Degree of Integration between Curriculum Teaching and "Ideological and Political Elements" is Low

First of all, some professional curriculum objectives are not clear, ideological and political elements in professional curriculum teaching is not ideal integration effect, there is no complete and highly implemented teaching reform plan, mainly reflected in the professional teachers can not grasp the strength of ideological and political integration into professional curriculum teaching, there are problems such as paying attention to one thing and losing another or going too far, thus limiting the teaching effect of "curriculum ideological and political".

Secondly, the teaching of some professional courses is out of touch with the ideological and political education of the course. The phenomenon of "two skins", "hard integration", "superficial" and obvious deliberate traces of ideology and politics emerge one after another in the teaching process, leading to a variety of problems such as uncoordinated teaching content and student identification, and the construction of curriculum ideology and politics is merely a form, weakening the effect of curriculum ideological and political education.

2.3 Backward Teaching Methods and Teaching Ideas

Classroom teaching is the core of talent training. However, the traditional teaching mode is teacher-centered, teachers' "teaching" determines students' "learning", and students are passive recipients of knowledge, which belongs to spoon-feeding teaching, which is not conducive to students' knowledge absorption, ability cultivation and quality improvement, which also leads to a relatively simple way of integrating ideological and political elements, mainly exemplarization and insertion. Lack of interactive and student-led engagement such as learning by doing. In addition, the current ideological and political teaching and assessment system of professional courses in colleges and universities has problems such as lack of unified standards, lack of standardized scientific evaluation methods, and difficulty in measuring the effect of ideological and political education, which seriously affect the effect of ideological and political education [3].

2.4 Lack of Curriculum Ideological and Political Construction

The curriculum ideological and political construction aims at the cooperative education of all parties. Some achievements have been made in the study of ideological and political construction of economic major courses, but generally speaking, more attention is paid to the discussion of theoretical aspects of curriculum ideological and political construction, or to explore the form of curriculum ideological and political construction based on a single course. Due to the lack of coordination mechanism for curriculum ideological and political construction, in terms of mining core ideological and political elements, the existing ideological and political elements are relatively scattered and have little correlation, and the classification standard has not been unified, and a complete and hierarchical element system has not yet been formed. In the implementation of curriculum ideological and political construction, the phenomenon of separate, repeated or omitted courses of various majors often occurs. It leads to the situation that "the resultant force of curriculum ideological and political construction is difficult to form" [4, 5].

3. The Practice Path Innovation of Ideological and Political Teaching of Economic Specialty Courses

The ideological and political teaching reform of economics major courses is a systematic project, which needs to focus on the two core aspects of teaching implementation and assessment, and carry out practical path innovation from the four aspects of "teaching materials, construction path, teaching mode and assessment system" (as shown in Fig. 1).

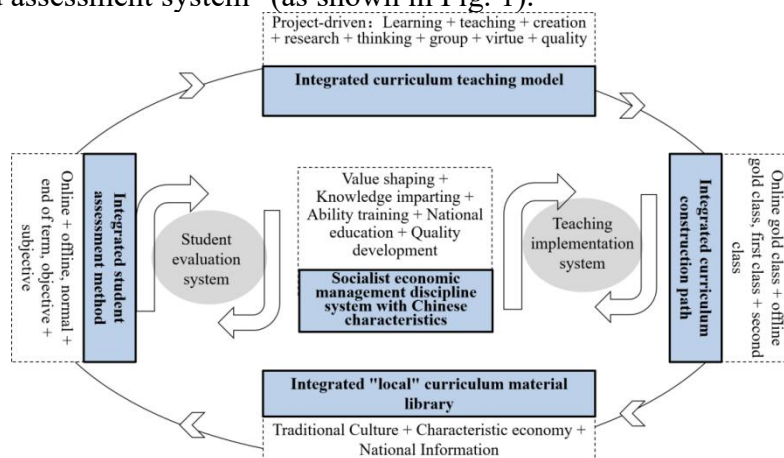


Fig. 1 "Four-in-one" ideological and political construction mode of economic and management professional courses

3.1 The Integrated Local Curriculum Ideological and Political Material Library

Ideological and political elements are the core of curriculum ideological and political teaching. On the one hand, it is necessary to explore possible ideological and political elements in an all-round way, and pay attention to the improvement of students' moral quality and multiple abilities while educating them on ideals and beliefs [6]. On the other hand, it is necessary to give full play to the advantages of each course in ideological and political education, purposefully and emphatically integrate ideological and political elements into curriculum knowledge theories, and jointly build a library of ideological and political elements for economic majors [7]. In combination with the requirements of independent cultivation of virtuous and high-quality talents in economic courses, the training program, curriculum system and teaching content are optimized. With various forms of educational resources such as copywriting, documentaries and speeches as carriers, the local material library of ideological and political elements containing "traditional culture + characteristic economic management + national conditions" is built based on the form of "text + electronic". Demonstrate the will of the state, the great achievements of the socialist economic management theory and construction with Chinese characteristics, and promote socialist core values.

First, build a database of "traditional culture + professional knowledge" ideological and political materials. For example, in the course of Microeconomics, we introduce "you can't have your cake and bear's cake" (opportunity cost) and "You can't eat enough food and drink enough water, and you can also enjoy it" (correct consumption concept), so as to demonstrate the wisdom of ancient Chinese people, promote the excellent Chinese culture and build cultural confidence.

Second, build "characteristic economy + professional knowledge" ideological and political material library. For example, the course of "Socialist Economics with Chinese Characteristics" introduces realistic data from various fields of China's economic development, describes economic policies, extracts and summarizes the regular achievements of China's economic development practice, guides students to pay attention to national conditions and economic realistic problems, and promotes students' rational identification with the national system and achievements of reform and development. Inspire students' sense of social responsibility and responsibility to love the motherland and help the world through the country. On this basis, Chinese thought will be generated, Chinese voice will be issued, Chinese plan will be proposed, and socialist cause builders will be trained to integrate knowledge and practice.

Third, the construction of "national situation information + professional knowledge + local cases" ideological and political resource material database. Based on the forefront of social development, hot topics such as digital economy, pollution control, civil disputes, and college students' employment are introduced, teaching activities such as case analysis and discussion are carried out, and students are trained to view and analyze problems from the perspective of economics.

3.2 The Path of Integrated Curriculum Construction

Economic courses have the characteristics of wide coverage and close connection with social economy. Its teaching content is not only reflected in the classroom, but also reflected in daily learning, life and society. Therefore, the ideological and political construction of economic professional courses should be an integrated construction path of online + offline, the first class + the second class. We should not only highlight the number of intelligent, scientific increase burden, strengthen moral education, but also use the first classroom and the second classroom comprehensively, and constantly expand the construction methods and ways of curriculum thought and politics.

First of all, the use of online and offline mixed teaching mode to create "offline gold course (classroom teaching) + online gold course (MOOCs + micro-courses + e-reading)", that is, combined with course content, relying on online course platforms such as MOOCs, Xuetao Online, and online teaching platforms such as Super Star Learning, Rain Class, Cloud class, Tencent Class,

etc., to build spoc quality courses. Develop a variety of online ideological and political teaching materials for professional courses (including extended reading, micro-class videos, electronic courseware, etc.), enhance the extension of professional learning, innovate classroom teaching models, and promote the application of modern information technology in ideological and political teaching.

Secondly, the comprehensive use of "the first class and the second class" helps to diversify teaching activities and guide students to in-depth practice. (1) Guide students to search materials and literature, discuss and debate and write course papers in light of China's economic reality, help them analyze problems based on China's reality and economic theories, better understand China's economy, constantly improve their critical thinking ability and cultivate four self-confidence; (2) Launch the national University economics comprehensive Game experiment Competition, simulate the process of microeconomic management through role play, create a real economic management environment, make the classroom alive, students busy + strong; (3) To carry out economic forum series of lectures, "Youth Red Dream Journey" and other social practice activities, expand the way of curriculum ideological and political construction, combine "reading ten thousand books" and "traveling ten thousand miles", guide students to deepen social practice, pay attention to practical problems, and strengthen moral education.

3.3 The Project-driven Integrated Curriculum Teaching Model

Based on the needs of local economic development, industrial transformation and the training goals of economic applied talents under the background of new liberal arts, we adhere to student-centered and output-oriented, practice the principle of "gender one degree", and promote project-driven by discipline competitions. Explore the integrated curriculum teaching mode of "learning (intelligent learning) + teaching (teaching reform) + creation (innovation and entrepreneurship) + research (teaching, research and research) + thinking (combination of learning and thinking) + group (teamwork) + virtue (moral cultivation) + quality (quality culture)", and then change the traditional passive learning into active learning. Change the single imparting knowledge to the organic integration of knowledge, ability and value shaping.

Highlight the subject competition project driving and competition ideological and political characteristics, strengthen the social service function of colleges and universities and practice education. The integration of ideological and political education in discipline competitions is more conducive to the overall improvement of students' quality and the realization of all-round human development [8]. By guiding and encouraging students to actively participate in the national high-level Challenge Cup, University Business Elite Challenge and other class A discipline competitions, through project-driven and multiple collaboration, to promote "intelligent learning, teaching reform, innovation and entrepreneurship, teaching research and research, learning and thinking combination, teamwork, moral cultivation and quality culture" and other eight integrated teaching. Strengthen student center, problem orientation, combination of learning and thinking, application of learning and moral cultivation; Guided by Shaanxi's advantageous culture and art (Terracotta Warriors, shadow puppetry, farmers' paintings, etc.), characteristic products (Luochuan apples, Luonan walnuts, Dali winter jujube, Xixiang tea, etc.) and scientific and technological products, we will deepen the integration of production and education, school-enterprise cooperation, achieve rapid transformation of results, help Shaanxi's local economic development, and stimulate teachers and students' spirit of innovation, feelings of home and country and sense of social responsibility.

In the course of ideological and political teaching adhere to the student-centered position. In the process of organizing and implementing professional course teaching, it is necessary to change the traditional teaching method of "teachers speak and students listen", adhere to the student-centered and problem-oriented, mainly adopt the inquiry teaching method of "teaching + asking + debating + thinking + discussing", which can be combined with the teaching AIDS such as MOOCs, school online, super star learning, rain class, etc., and take cases and problems as guidance. Initiate roll call,

sign-in, test, group discussion and other activities, carry out interactive thinking and speculation, strengthen the interaction between teachers and students, students and students, activate the classroom atmosphere, mobilize students' enthusiasm for independent learning, drive students' enthusiasm for learning economics and management, and promote the right to speak of socialist economics and management with Chinese characteristics.

3.4 The Integrated Student Assessment System

It is necessary to improve the evaluation mechanism of teaching quality, enhance the weight of curriculum ideological and political teaching assessment, and highlight the effect of curriculum ideological and political integration [9].

3.4.1 Establish the "double evaluation" system standard of classroom teaching effect

By carrying out the teacher-student two-way evaluation of teaching effect, the objective quantitative evaluation and subjective validity test are combined. Through the reform of assessment and evaluation mechanism, the enthusiasm, initiative and creativity of teachers engaged in curriculum ideology and politics should be improved comprehensively, and the transformation of curriculum ideology and politics from shallow construction to deep construction should be promoted. In addition, schools need to establish a curriculum ideological and political teaching quality evaluation system, evaluate the teaching unit's curriculum ideological and political construction effect on time, and use this to clarify the educational factors, teaching methods, teaching design evaluation indicators.

3.4.2 The curriculum ideological and political teaching into the whole process of curriculum construction assessment

Strengthen the process assessment and ideological and moral evaluation of students, and build a student assessment system of "online + offline, usual performance + final grades, objective knowledge + subjective thinking and politics" (as shown in Table 1). It can evaluate students' learning in and out of class, online and offline, track students' daily learning status, improve the breadth and depth of course learning, and realize the whole-process monitoring of teaching effectiveness.

On the one hand, strengthen the process assessment. According to the students' completion of "online + offline" resource learning, classroom speeches and extracurricular research reports, the results of students' daily learning are quantified, and based on "in-class" speeches, group discussions and "extracurricular" brainstorming, the assessment of students' ideological and political elements such as moral character, teamwork, family and country feelings and mission responsibility is increased.

On the other hand, attach importance to subjective thinking and politics. The final exam paper will be mainly open and question-and-answer questions, appropriately increase the score structure of subjective questions, design material analysis of "professional knowledge + curriculum ideology and politics" on the specific content of the questions, focus on hot economic issues, increase ideological and political elements, guide students to use the economic theories they have learned to analyze and solve China's real economic problems, and comprehensively assess students' professional knowledge and curriculum ideology and politics. Furthermore, it can improve the challenge degree of the course, realize the organic integration and assessment of value shaping, knowledge imparted and ability cultivation, and reflect the ideological and political attributes of the professional course assessment.

Table 1. Evaluation criteria of course learning

| Evaluation method | | Evaluation indicator | Score |
|--------------------------------|--------------|----------------------|-------|
| Procedural assessment (50%) | Online (20%) | Online data learning | 5% |
| | | Online attendance | 5% |
| | | Online test | 5% |

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|--------------------------|------------------|----------------------|-----|
| | | Online interaction | 5% |
| | Offline (30%) | Class attendance | 5% |
| | | Interaction in class | 5% |
| | | Operation evaluation | 10% |
| | | Practical operation | 10% |
| Results assessment (50%) | Closed-book exam | | 50% |

4. Summary

It is an important task to promote the ideological and political construction of curriculum and improve the quality of professional curriculum ideological and political teaching. As the study of "helping the world through the economy, strengthening the country and enriching the people", the courses of economics majors have distinct theoretical, practical and applied characteristics. Under the background of the new era of in-depth development of the new round of scientific and technological revolution and industrial reform, how to further highlight the professionalism, knowledge, humanity, epochal and leading characteristics of the courses? It is particularly important to enhance students' political identification, ideological identification and emotional identification of the Party's innovative theory, firmly establish the "four self-confidence", establish the course ideological and political teaching model of knowledge and action, value guidance and professional knowledge coupling, and give full play to the effect of economic professional courses ideological and political education.

In order to meet the requirements of new liberal arts, mathematical intelligence, interdisciplinary integration and high-quality talent training, and to solve the problems such as serious westernization of the theoretical basis of economic majors and separation from China's economic management practice, low integration of curriculum teaching and ideological and political elements, backward teaching concepts and teaching methods, and difficulty in forming a joint force for curriculum ideological and political construction, this paper focuses on "educating people for the Party and the country". Adhering to the principle of moral cultivation and "two sexes at one time", by analyzing the practical predicament of ideological and political teaching of economic major courses, from the four aspects of "teaching materials, teaching mode, construction path and assessment system", the paper explores and practices the path of improving the quality of ideological and political construction, teaching and talent training of economic major courses in the new era, and has achieved good results.

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