

Implementation of Ideological and Political Education of Graduate Course

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Abstract. Ideological and political construction of graduate courses is the latest idea of graduate education in the new era. At present, in the process of implementing "course ideological and political education", universities in China are facing problems such as the lack of ideological and political education resources, the weak ability of teachers' ideological and political education, and the lack of scientific and effective evaluation and supervision of the implementation effect. In order to comprehensively promote the construction of course based ideological and political education, this paper preliminarily explores the method to effectively integrate postgraduate curriculum teaching into ideological and political teaching. According to the characteristics of graduate education, this paper presents an original education mode construction to improve the effectiveness of graduate talent training, and ensure the ultimate results of "cultivating people by virtue" in universities.

Keywords: graduate students; curriculum ideology and politics; ideological and political education

1. Introduction

1.1 Ideological and political connotation of graduate courses

The connotations of curriculum ideological and political education is defined as: taking education and teaching as the most fundamental work, Dig deep into the ideological and political educational resources contained in various courses and teaching methods, so that students can grasp the laws of development of things, understand the truth of the world, and strive to become socialist builders and successors to the all-round development of moral, intellectual, physical, aesthetic and labor through learning to enrich knowledge, increase knowledge and build character[1]. Currently, what Chinese education needs to solve is the fundamental problem of "who to cultivate, how to cultivate, and for whom to cultivate". As a answer to this problem, curriculum ideological and political training is urgently wanted to combine ideological and political schooling in faculties and universities into all components and components of curriculum educating and reform, to reap the intention of constructing morality and cultivating talents. Ideological and political connotation of postgraduate publications in addition integrates postgraduate expert understanding with ideological and political training; secondly, cultivate and practice the socialist core values of graduate students, and guide them to integrate the state, society, and individuals into an integrated thinking; thirdly, strengthen Chinese traditional cultural education, constitutional education, professional ideals and moral education. Postgraduate education will further promote the ideological and political development of the curriculum, give full play to the contemporary value of Marxist theory, and strive to integrate the "individual" of each professional course teaching into the "great ideological and political pattern", and become a member of the "community" of soul-building education.

1.2 Ideological and political characteristics of graduate Courses

(1) Implicit influence on students. The idea of curriculum thought education is to stimulate students' ideological and political consciousness through the innovation of classroom form, and to cultivate students' ideological and political ideas from outside the classroom. One is to integrate ideological and political theory into the classroom. Graduate tutors combine ideological and political education with professional knowledge according to the content of professional courses to achieve silent effect. We should insist on the unification of explicit and implicit education, excavate

deeply into ideological and political education resources in other courses and teaching methods, and realize full education for all, in the whole process and in all aspects. The second is reflected in daily ideological and political education. Graduate students should always conduct scientific research and engineering practice under the guidance of a mentor. Curriculum thinking education is not confined to traditional classroom, the subtle long-term impact of mentors can make graduate students more consciously accept curriculum thinking education.

(2) Integrated, multidimensional teaching. The most prominent features of postgraduate education are multi-dimensional, all-directional and individualized teaching. First of all, "classroom ideological and political education" is to establish a knowledge system for students. Setting up public basic courses, professional education courses, practical courses, and organically explaining knowledge related to ideological and political contents and specialties are the hidden channels for students to reap the fruits of ideological and political education. Secondly, "ideological and political education after class" is to integrate ideological and political work into the whole process of postgraduate training. Mentors can implement the contents of ideological and political education in guiding the progress of papers, experiments and projects, and enhance students' sense of responsibility and mission to serve the country. Other offline practice activities cultivate students' great ideological and political views. Students can improve their lifestyles and develop their correct values and national pride by participating in these positive energy activities.

(3) Virtue and wisdom coexist. Ideological and political education of postgraduate courses has its own moral solid and intellectual drive. The combination of moral academic education is one of the characteristics of postgraduate studies, which have profound academic attainments and high standards of moral quality. The postgraduate education should not only cultivate top technical personnel in the professional industry but also cultivate patriots with the hearts of the people. Education in the postgraduate stage wishes to be clarified all the time. Ideological and political schooling in the curriculum should replicate the sensible impact of the five educations, that is, to domesticate college students into new humans of the instances who are accountable for country wide rejuvenation.

1.3 The ideological and political differences between graduates and undergraduates

One is that, from a philosophical point of view, the law of education is different. People's cognitive movements will inevitably continue to develop and never end with the continuous development of the objective world. From undergraduate to postgraduates, curriculum ideological and political education is in the process of deepening, from shallow to deep and gradually deepening from the surface to the inside. The postgraduate curriculum in ideological and political education presents its own law of deepening development. It does not change blindly due to the speed of the teaching process but deepens step by step in the sensitivity of speculative thinking, the attitude of learning and the degree of study. Second, from the training model, the focus is different. The undergraduate course in ideological and political education focuses on the systematic study of theoretical knowledge and has a systematic study of the basic historical facts and theories of Chinese national conditions, world conditions, and party conditions; graduate training focuses on its academic, scientific research, and engineering practice ability. Undergraduates are the groups that learn new knowledge, while postgraduates are the groups that study new knowledge [2]. Therefore, the categories of postgraduate curriculum are more diverse, including professional core courses, professional popularization courses, professional seminars, postgraduate science frontier lectures, public compulsory courses, and public elective courses. Educational methods need organic cooperation among tutor guidance, scientific research practice, and basic courses.

2. The existing problems of ideological and political education of graduate Course

2.1 Insufficient emphasis on postgraduate ideological and political education

Graduate students of ideological and political consciousness are insufficient. Colleges and universities set postgraduate ideological and political courses as compulsory courses, but the postgraduate students do not have the pressure of an entrance examination, and there is a superficial phenomenon in curriculum learning. Compared with college students who need to undergo strict examination and rich practice to complete the credit of ideological and political courses, the opening analysis of graduate ideological and political systems is straightforward. At the undergraduate stage, the ideological and political courses need to be studied continuously to pass the examination, which will be given enough attention by students. On the contrary, for graduate students, because the entrance examination has passed, there is no future political examination pressure, and they no longer pay attention to it. Once the college students are deeply rooted in the realistic idea of factionalism, it is additionally now not conducive to the improvement of curriculum ideological and political education, and it is now not conducive to the students' grasp of the profound connotation of curriculum ideological and political education. We must discover a practical way to resolve students' mind-set to "ideological and political consciousness" as quickly as possible.

Educators of ideological and political thoughts are now not totally updated. The well timed updating of the notion of ideological and political schooling is associated to the building of the country wide curriculum ideological and political system. The academic values of university instructors are at once or circuitously related with the effectiveness of university curriculum ideological and political education, the appreciation of person and social standards, the bias of herbal fee and social value, the bias of order and freedom; the judgment of classification nature and publicity, the internal tendency of fighting and harmony; and the interpretation, selection, and preference of life, righteousness, and advantage [3]. Educators want to replace their ideas, undertake the midwifery educating technique of Socrates, assist college students open their minds via questioning, locate the essence of ideological and political schooling in the curriculum from the floor to the inside, replace their ideas, and exchange passive acceptance into energetic learning.

2.2 Ideological and political design of postgraduate courses is unscientific

The educating mode is single. Whether it is ideological and political training concept publications or different ideological and political shape courses, On the one hand, in the true teaching, teachers' school room instructing stays in the content material of books, which does now not encourage college students to assume about new thoughts of the connection between understanding and practice. They pick out to give an explanation for ideological and political training bluntly, which can't attain the necessary reason of ideological and political education. On the different hand, the content material and shape of ideological and political schooling in extraordinary publications are no longer prosperous and diverse. The vary is now not increased from the views of the expert prospect, enterprise background, historic evolution, and home and overseas conditions of the courses, so that the content material of ideological and political schooling in the expert publications is monotonous, boring, and formalism, which is frequently dominated with the aid of persuasion education, and can't make college students have ideological resonance.

At present, the integration of university curriculum and ideological and political education has not reached the ideal height, and there are still a wide range of problems in the integration of university curriculum and ideological and political education. Compared with the undergraduate teaching content, the teaching research of postgraduate courses has the problem of "changing soup and changing medicine". In addition, although universities cultivate postgraduate students according to first level of disciplines and formulate training programmes, there is still a noticeable lag in the development of the curriculum as a core training programme. The problem caused by this

phenomenon is that the ideological and political education of the curriculum cannot keep up with the frontier ideas in the field of specialty and ideological and political education.

2.3 Weak Consciousness of Ideological and Political Education for Graduate Tutors

The tutor's understanding of ideological and political education is not enough. Many non-ideological and political teachers do not have the academic background of ideological and political education, cannot accurately understand and explain the content of ideological and political education, and teach but do not train. Educators evolved into "teaching craftsmen [4]." In recent years, negative cases of graduate students have emerged in an endless stream. Due to the pressure that cannot be done in the experiment, they have suffered from depression, or are forced to withdraw from school because of their incompatibility with their tutors. These tutors have not played the role of ideological and political education that should have been played. What's more, the teacher's morality is incorrect; there are problems with words and deeds; publishing papers to falsify, giving students the wrong direction, causing adverse effects. In this regard, teachers should always maintain a high ideological and political awareness and indeed be a teacher.

The tutor's ideological and political education ability is insufficient. Some tutors can realize the importance of ideological and political education but cannot teach by example. The fundamental reason is that these tutors lack the corresponding theoretical foundation and cannot organically integrate the content of curriculum romantic and political education into students' learning and lives, resulting in graduate curriculum Ideological and political education have always been superficial and cannot be further promoted. As is known to all, the tutorial system is a unique mode of educating students in graduate courses. The tutor has a decisive influence on graduate students and is also responsible for the students' ideological and political education. Therefore, it is urgent to cultivate the ideological and political education and ability for postgraduate tutors in the ideological and political design of the curriculum.

3. The proposed strategies for ideological and political education of postgraduate curriculum

3.1 Deep Excavation of Ideological and Political Elements and Construction of Integrated Course Ideological and Political Teaching System

The starting point of the ideological and political implementation of the curriculum is to put the educational concept of morality education throughout the whole process of postgraduate education, not just rely on one or two ideological and political education courses. That is, to integrate the ideological and political theory into the whole curriculum of postgraduate education, so that students can understand the ideological and political theory from multiple perspectives, so as to guide students to form correct values, solve various ideological problems and confusion faced by graduate students, and establish positive and positive personality. To achieve the above goals, it is necessary to build an integrated curriculum ideological and political teaching system, dig deep into the ideological and political elements of professional courses, and lay out the ideological and political theory needed in the postgraduate education stage in the course of the whole discipline, unified planning, and then truly realize the purpose of humanistic care, ideological guidance, and psychological counseling for postgraduates. Therefore, the construction of "curriculum ideological and political education" cannot isolate each course and develop itself. Instead, according to the problems existing in postgraduate training, we should extract the ideological and political theories that can solve these problems. Combined with the characteristics of different professional courses, we should find the courses and knowledge points that are most suitable for the integration of the extracted ideological and political theories, and adopt a combination of theory and practice to achieve the full coverage of the required ideological and political knowledge points. Obviously, the carrying capacity of different courses on ideological and political elements is different, especially

for the professional courses in science and engineering. Not all courses are suitable for ideological and political courses, and the carrying capacity of some courses on ideological and political elements is extremely limited. In view of this feature, the construction of the ideological and political teaching system of the course should first identify some professional courses that are most suitable for carrying ideological and political elements in this specialty, and then find the most suitable carrying mode and professional knowledge points for each ideological and political element that needs to be integrated, so as to make the ideological and political elements and professional knowledge perfect integration, avoid copying, and affect the teaching effect.

3.2 Construction of professional course ideological and political teaching team

Due to the lack of Marxist expert history and associated expert ideological and political concept basis for most of the instructors and tutors of postgraduate courses, the development of a curriculum training machine underneath the sample of vast ideological and political schooling can no longer solely count on the instructors of postgraduate publications alone, however have to be a unified theme in the manner of postgraduate training. Different from the regular graduate expert guides and ideological and political courses, the curriculum for ideological and political guides requires the best integration of expert information and ideological and political theories to attain the impact of collaborative education. To acquire this goal, it is integral to construct a multi-dimensional and 3-dimensional instructing crew composed of ideological and political practices, instructors of expert courses, and graduate counselors. Teachers of expert publications are used as the central planners of ideological and political systems, and the ideological and political factors are excavated. With ideological and political instructors as the supplement, how to acquire the integration of ideological and political idea and expert expertise is discussed. Finally, graduate counselors diagram guides that can meet the wants of graduate ideological and political training in accordance to the wants and traits of students' personalised development.

3.3 Establishing a Perfect Evaluation System of Course Ideology and Politics

Whether ideological and political education curriculum can be effectively implemented requires a relatively objective core standard and evaluation system. Otherwise, the construction of curriculum thought education is not systematic, and the implementation effect is easy to fragment, haphazard and formal. The evaluation of ideological and political education in postgraduate courses should follow three principles: developmental evaluation, process evaluation and quality evaluation. From the point of view of graduate assessment, the subject of assessment includes graduate tutors, graduate counselors and employers. Since the influence of "curriculum thought education" on the ideological and political quality and moral level of graduate students is gradual and subtle, we should pay attention to the vertical and dynamic development of graduate students' political quality in the evaluation, reduce horizontal comparison, focus on the implementation process of "curriculum ideological and political education", use results as the only evaluation standard, use descriptive evaluation rather than differentiated evaluation, and focus on qualitative evaluation rather than quantitative evaluation. The formulation of the evaluation system should go deep into the middle of graduate students, investigate their ideological and political literacy in attitude, emotion, and values, and follow up the graduate students to form an indexed evaluation scheme [5]. From the perspective of the assessment of teachers, the evaluation subjects include graduate students (i.e., teaching objects), teaching departments, ideological and political teachers, and subject peers. Postgraduates conduct an in-depth assessment of teachers' recognition and satisfaction in teaching and educating people, as well as verbal and personal teaching.

Teaching authorities mainly examine the attitude of teachers to the ideological and political work of the curriculum, the determination and guidance of the educational objectives of the curriculum, the creation of a teaching atmosphere, and the stimulation of teachers' interest in postgraduate studies. The teachers in the Ideological and political teachers mainly examine the excavation of ideological and political textbooks, the entry point of ideological and political education, and the

degree of integration with the curriculum. subject peer mainly examine the guidance of teachers on postgraduate study methods, the cultivation of innovative thinking and innovation ability of postgraduate students, the creation of a certain learning situations for postgraduate students or the provision of conditions for learners to truly understand what they have learned, and the emphasis on students' experience. Multivariate evaluation subjects finally form a systematic and comprehensive evaluation conclusion, linking teachers' attitude to curriculum, ideological and political education and moral education with teachers' annual assessment, job title appraisal, evaluation of merit and so on.

4. Conclusions

Developing an ideological and political training is a new requirement, measure, and route for strengthening intelligence education in faculties and universities in the new era. Some universities have begun to explore. They put in force route ideological and political schooling earlier. They have finished many results, forming a particular demonstration impact in the country. However, as a new academic concept, the popularization of ideological and political training in faculties and universities throughout the united states nonetheless has a lengthy way to go, which desires similarly lookup and demonstration. As the important physique of postgraduate training, faculties and universities have to firmly hold close the primary pressure of the instructing force, the principal battleground of curriculum development and the major channel of school room teaching. They need to observe the legal guidelines of ideological and political work, instructing and instructing human beings and scholar growth, spotlight the feature of curriculum training and constantly discover and best it in practice, and attempt to assemble a comprehensive, multi-layered ideological and political schooling system.

Acknowledgment

This work is supported by the Postgraduate Research & Practice Innovation Program of Jiangsu Province (no: JGKT22_C092) and the Jiangsu University of Science and Technology Key Research in Higher Education.

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