

# Research on Resources Mining of Ideological and Political Education in Curriculum Ideology and Politics

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**Abstract:** With the improvement of social requirements for talents and the awakening of students' self-consciousness, students have a higher demand for education: The teaching content needs both excellent academic taste and deep humanistic care; The learning process is more aesthetic experience and interest; Discipline exchanges are more pragmatic, break discipline barriers and thinking shackles, foster new academic growth points, collision of innovative thinking spark; Knowledge acquisition is more comprehensive, ability and quality in the job market more competitive.

## 1. Introduction

Teaching reform means not only the reform of teaching methods, but also the reform of teaching methodology. Teaching methodology focuses not on teaching methods, but on the relationship between teaching methods and teaching objects. Teaching methodology should explore the theoretical basis behind teaching methods.

Curriculum ideology is a social practice activity that takes curriculum as the carrier, fully excavates the inherent moral factors and all kinds of resources. It has the following internal characteristics:

Firstly, curriculum thought and politics is formed based on the perception of curriculum value and the subjective initiative of educators, which contains the consciousness of exploring the intrinsic value of curriculum.

Secondly, curriculum thought and politics is the conformal development of its inherent moral education resources under the premise of following the curriculum logic system, which is the process of the regression of curriculum education value.

2. Value logic: Teachers can process and transform knowledge system by analyzing and sorting out relevant resources, and reflect the implied educational function in the teaching process. The teaching methodology should probe into the theoretical basis behind the teaching method and investigate the ideological source and theoretical basis from which the method is derived. This examination attempts to answer a question is often ignored by teachers: Why have we used this method of teaching? What principles or justifications have led to the production of this method, dominated the use of this method and the evaluation of its effect?

### 1.1 Returning to the Meaning of the Course's Intrinsic Value Pursuit.

2.1.1 It is conducive to returning to the pursuit of curriculum educational value and releasing its educational function. Ideological and political course is a systematic Marxist theory education course for college students. There are some ideological and political education resources scattered among them. Professional courses are divided into philosophy and social science courses and natural science courses.

Philosophy and social science courses naturally have “different functions, such as value-oriented, national spirit cultivation, ideological and moral cultivation, and comprehensive quality improvement”. Natural science courses don't have an ideological attribute with appropriate methods and way to carry on the socialist mainstream ideology and value guidance.

2.1.2 It is conducive to the promotion of benign interaction and integration of disciplines, and the integration of educational results. Influenced by the trend of scientific and technological instrumentalism and utilitarianism in modern times, the instrumental rationality of higher education has become prominent, which is embodied in the increasingly fine differentiation of disciplines and specialties.

On the one hand, it refers to the comprehensive development in the social sense, namely the “universality of human communication” and the “comprehensiveness of realistic relations and conceptual relations”, pointing to the ultimate goal of human liberation. On the other hand, it refers to all-round development in the sense of education.

2.1.3 It helps meet the growing social needs of students. Along with the economic globalization, the advancement of change, education change constantly in various factors, students in social need of breadth, depth, extension, not just satisfied with “one dimensional” the development of the “I”, and hope to build and expand “we”, hope to develop a more critical thinking ability.

With deeper feelings conservation, having a broader field of vision, developing a wider range of social relations, we hope more effectively participation in social interaction and the national development and construction. The understanding of individual and society, individual and national communication channels will be hopefully built up in line with the relationship models with the same frequency and resonance.

## **1.2 The Objective Necessity of Realizing the Basic Task of Cultivating People with Moral Education.**

### **1.2.1 Improve College Students' Ability of Moral Judgment and Choice.**

To guide college students to stick to the correct moral principles such as the national defense scientific researches, advanced manufacturing nation (information) security professional college students can be embedded in the process of professional class education of patriotism education. Information security such as content make it realize the importance of the experimental data and information security, data security awareness and to set up the concept of national interests is the highest.

### **1.2.2 Improve College Students' Ideological Discrimination and Combat Effectiveness.**

Under the situation of great change, which has not been seen in a century, the changeable ideology and multiple value orientation are complicated and intense game, which has a profound influence on college students. Colleges and universities should conduct ideological guidance, enhance ideological combat effectiveness and mainstream values education for students.

Overall teaching method, selection and design thinking means that teachers are always trying to take overall consideration on every kind of teaching method, content, orientation, consideration between different methods, different teaching contents as well as each kind of method and specific intrinsic connection between the teaching object. Instead of using beans spilling ways with all kinds of teaching content to every corner of the classroom, we should try to put the dot method and problems into line and let the line form the surface again. This means that even if it is like “The heavenly maids scatter blossoms“, before “celesstial beauty scattering flowers”, the teacher has to know the specific place of each flower and the overall figure formed after “scattering flowers”.

From the perspective of questions, for example, every teacher in class put forward all kinds of problems. Compared with dot thinking with only a sole question in the heart of a teacher, the overall thinking of teachers will consider different problems between how to make mutual echo and the relationship between layers of progressive and constitute a network problem with tension thus forming a kind of structure and teaching contents of the corresponding problems. In this sense, holistic thinking is also structural thinking, which will be the improvement for bulk thinking and disordered thinking.

## **2. Problem Logic: the Way of Thinking of Resource Mining**

In terms of general teaching methods, we once divided teaching methods into four levels: the theoretical level (teaching methodology), the technical level (teaching strategy), the operational level (subject-specific teaching method) and the technical level (teaching skills). The excavation of these levels will clearly show the “geological structure” of teaching methods so that teachers can consciously recognize which level their teaching methods belong to, which level they lack and which level can be developed on.

### **2.1 “What Resources to Mine”: Designing a Resource Mining Framework.**

Ideological and political theory course (including four compulsory courses and situation policy education courses) aims to provide students with systematic Education of Marxist theory, which is characterized by distinct ideology and concentrated distribution. It should focus on depth, avoid repetition and crossing, and reflect the progressive logic level. It is characterized by strong knowledge and weak ideology, considerable resources and scattered distribution.

### **2.2 How to Mine Resources: Clarify the Principles of Resource Mining.**

Firstly, it is forbidden to create out of thin air, to fill up the curriculum with small ones, to copy mechanically, and to obscure the focus of the course especially for some courses with fewer resources, which causes students' disgust.

Secondly, the finiteness of classroom teaching and the finiteness of research determine that the selection of resources should be refined and refined. Based on the value orientation that resources and professional courses can complement and support each other, mining, refining and teaching should make the two complement each other.

Thirdly, teachers from different courses jointly construct and excavate resources so as to realize the essence that should be exploited to the utmost and precisely put into teaching process.

### **2.3 How to Stimulate the Integration of Resources.**

Firstly, it is a necessary instead of a sufficient condition to realize the real integration to make a study of the integration both in logic level and knowledge level with progressive complement, theory of cohesion and value guidance effectiveness so as to avoid the fusion of the two become a mere formality without substantial associated with simple grafting.

Secondly, “deep level” integration fully reveals the connotation. Here is emphasis on natural science course because of its with organic or inorganic nature of things and phenomena as the research object, value dated degrees below the humanities and social science courses, in addition to the mining of this kind of course contains the scientific spirit, scientific thinking and scientific style of work habits, also should pay close attention to its human nature behind the considerations, value care, strategic positioning, etc. A higher level, more dimension value significance.

## **3. Practical Logic: the Realistic Path of Resource Mining**

The reason why a book can become our classic is not due to its own strength, but due to its intervention in our lives at that time. College is a golden age for students to read and study. There is no time like the present. The pleasure of reading is that we can make friends with many people who are superior to us and guide us to a broader life. To read a good book is to make a friend of a good teacher. Often reading good books will improve our speech temperament, which will slowly shape our unique speech life.

### **3.1 Macro Level: Building a Resource Sharing Platform for Systematic Promotion.**

This requires relevant departments to establish a holistic thinking, make strategic, forward-looking and systematic overall arrangement and deployment, build a resource sharing platform, and provide a basic course for the exploration. Vertically, the Social Science Center of the Ministry of Education takes the lead in establishing a curriculum ideological and political resource communication.

Horizontally, the education Steering Committee of each discipline establishes the scientific platform of this discipline, carries out teaching design and achievement evaluation regularly, promotes teaching and reform through competitions, brings good with bad, brings strong with weak, and compiles excellent teaching design cases for sharing

### **3.2 Medium Level: Improve Systems and Mechanisms to Focus on Implementation.**

As an educational idea and social practice, the effective promotion of curriculum ideology depends on the guarantee and cooperation of various mechanisms in colleges and universities.

1) Establishing a leadership mechanism. Party committees play a leading role in ideological and political work. University Party committees exercise overall leadership over university work and attach great importance to the overall planning, mobilizing all parties, and comprehensively considering the top-level design of management mechanism, operation mechanism and evaluation mechanism.

2) Forming an interactive mechanism of discipline exchanges. Subject paradigm of different subjects and different way of thinking and objectively existing barriers between disciplines, the school educational administration departments, teachers development center and other departments to discipline interaction creation platform, encourage various forms of cooperation, such as organization seminar of interdisciplinary, collective discussion lesson preparation, workshops, co-authored papers and declare subject, etc.

3) Establishing evaluation, incentive and supervision feedback mechanism. The educational administration department should organize curriculum ideological and political teaching competition, select excellent teachers for experience exchange and demonstration course teaching, and give appropriate rewards.

4) Firstly, the teacher role mission needs. Teachers should first realize their role of triple sex, is not only the subject knowledge of “professors”, and it is the ideological confusion explainer, especially college students value guidance of “the preacher”, stick to preach, knowledge and to reassure the three three-dimensional one, undertake to the student thought value clarification and lead is a major responsibility of teachers of new era.

### **3.3 Improving Teachers' Ability to Explore Ideological and Political Education Resources.**

Firstly, teachers should strengthen their theoretical foundation of Marxism, constantly enrich their own theoretical system, improve the level of Marxism theory digging resources, expanding theories and applying theories in practical work.

Secondly, we should take multiple measures to arouse students' subjectivity in curriculum thinking and politics. Curriculum thought and politics are not teachers' “one lecture” and “one monologue”, students' participation and sense of gain are the “golden indicators” to measure the effect of curriculum thought and politics.

Thirdly, teachers can be combined with their own academic background, knowledge, experience, expertise, research interest, intelligence qualities to respective notes. On this basis, experts and scholars of all disciplines should be organized to prepare lessons together, conduct rigorous argumentation resources with distinct structure, optimized structure, strict logic and strong operability.

## **4. Conclusion**

All departments and disciplines of colleges and universities should cooperate closely. It is the current important task and mission of all courses to excavate the educational resources of all kinds of courses and form the joint force of educational resources. The research of natural science course aims to reveal the phenomena and laws of nature. It has the characteristics of strong knowledge, strong logic and weak ideology. To abolish hinder people's comprehensive development mechanism of system, the concept of higher education must implement in heritage and reference to and reflection and development. To abandon the disadvantages of the existing education idea, set up the

concepts of ideological education, promote the benign interaction between disciplines and to realize the education functions are all well versed in, all present, forming education resultant force.

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