

A study on the strategy and path of integrating ideological and political education in curriculum into teaching practice

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Abstract: This paper discusses the strategies and paths of integrating university ideological and political education in curriculum (hereinafter referred to as IPEC) into teaching practice, aiming at improving the effectiveness of university IPEC. First of all, the article expounds the importance and necessity of IPEC in higher education, emphasizing its significance for students' all-round development, social responsibility and patriotism. Then, the paper deeply analyzes the theoretical basis of IPEC, including the educational concept of integration and infiltration, the reference of constructivism and humanistic learning theory, which provides theoretical support for the implementation of IPEC. When discussing the strategies and paths of integrating IPEC into teaching practice, this paper puts forward three aspects: innovation of teaching mode, reconstruction of curriculum system and integration of teaching resources. Finally, the article puts forward some measures to ensure the integration of IPEC into teaching practice, including strengthening the construction of teaching staff, improving the teaching evaluation system and strengthening teaching research and exchange, so as to ensure the effective implementation and continuous promotion of IPEC. In a word, through in-depth research and analysis, this paper puts forward a set of teaching strategies and paths that conform to the laws of higher education and can effectively improve students' IPEC literacy, which provides useful reference for the integration of IPEC into teaching practice in universities.

1. Introduction

With the progress of the times and social development, higher education is facing unprecedented challenges and opportunities. Under the background of globalization and informatization, universities should not only cultivate students' solid professional quality, but also guide them to establish a correct world outlook, outlook on life and values [1]. For this reason, the ideological and political education in curriculum (hereinafter referred to as IPEC), as a new educational concept, is gradually attracting widespread attention.

IPEC aims to organically combine IPE with professional knowledge education, so that students can deeply understand and practice socialist core values while learning professional knowledge [2-3]. The popularization and implementation of this educational model is of great significance for improving students' comprehensive quality and cultivating their sense of social responsibility and patriotism. At the same time, IPEC is also an important embodiment of the connotative development of higher education, which helps to promote the overall improvement of the quality of university education [4].

However, how to effectively integrate IPEC into teaching practice and give full play to its due educational function is a major problem facing higher education at present. The purpose of this paper is to explore the strategies and paths of integrating university IPEC into teaching practice, so as to provide useful reference for improving the effectiveness of university IPEC. Through in-depth research and analysis, we can find a teaching method that conforms to the laws of higher education and can effectively improve students' IPE literacy, so as to cultivate more high-quality talents with both ability and political integrity.

2. Theoretical basis of university IPEC

As a new educational concept, IPEC has a profound theoretical foundation and integrates the theoretical essence of pedagogy, IPEC and related disciplines. This concept emphasizes the organic integration of IPE in professional teaching, aiming at cultivating students' all-round development, not only mastering solid professional knowledge, but also having good moral accomplishment and social responsibility [5].

The connotation of IPEC lies in "integration" and "penetration". It doesn't simply transplant the contents of IPE course into professional courses, but subtly guides students to understand and accept socialist core values while imparting professional knowledge, so that IPE becomes a part of professional knowledge learning, rather than a fragmented and additional content. The relationship between IPEC and IPE curriculum is complementary [6-7]. IPE course is the main channel to systematically carry out IPE, while IPEC skillfully integrates IPE elements into professional courses, so that the two can complement each other. This complementarity is reflected in the fact that IPE curriculum provides theoretical framework and core values, while IPEC internalizes these values into students' conscious behavior through specific teaching practice.

On the theoretical level, IPEC also draws lessons from modern educational theories such as constructivism learning theory and humanistic learning theory. Constructivism emphasizes students' initiative in the learning process, and holds that knowledge is actively constructed by students, not passively accepted. Under the guidance of this theory, IPEC encourages students to build their own understanding and recognition of socialist core values through participation, experience and inquiry [8]. Humanistic learning theory emphasizes student-centered and pays attention to students' emotions and needs. Under the guidance of this theory, IPEC pays attention to students' emotional experience and is committed to creating a learning environment full of care, understanding and respect to stimulate students' enthusiasm and creativity.

The theoretical basis of university IPEC is various, which absorbs the essence of various educational theories and combines with the reality of higher education to form a unique educational concept. This concept provides new ideas and methods for university IPE, which is helpful to cultivate high-quality talents with both professional literacy and good moral literacy.

3. Strategies and paths of integrating IPEC into teaching practice in universities

The strategies and paths of integrating IPEC into teaching practice proposed in this study are shown in Figure 1:

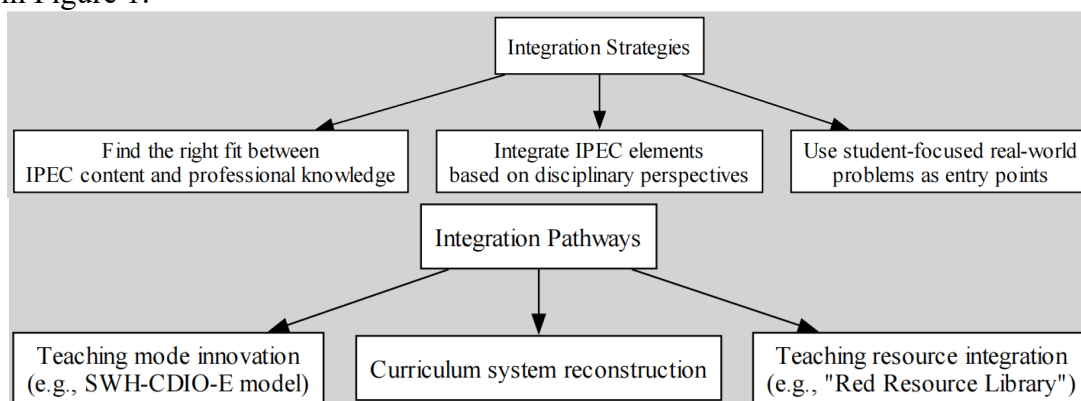


Figure 1 Framework of strategies and paths for IPEC integration into teaching practice in universities

In teaching practice, we should identify the coincidence point between IPE content and professional knowledge, integrate IPE elements based on the special vision of the subject, take the practical problems that students are concerned about as the starting point, encourage students to carry out extended study or research in combination with their majors, and improve the pertinence and effectiveness of IPE education.

Innovating the teaching mode of IPEC in universities involves exploring innovative modes such as the SWH-CDIO-E engineering education mode based on the OBE (Outcome-Based Education) concept, aiming to achieve full coverage of IPEC. Universities should reconstruct the curriculum system, build the IPEC framework that includes specialized courses, basic courses, and general courses, and clarify the responsibilities and positioning of each type of course in IPE (Ideological and Political Education) education. Efforts should be made to integrate teaching resources by utilizing "red resources," establishing red case studies, and developing IPEC educational materials for teachers to use.

3.1. Innovation of teaching mode

In exploring the path of integrating IPEC into teaching practice, the innovation of teaching mode is particularly critical. In recent years, SWH-CDIO-E engineering education mode based on OBE (Outcome-Based Education) concept has attracted wide attention, which provides new possibilities for full coverage of IPEC [9].

OBE concept emphasizes student-centered and pays attention to students' learning achievements and effects, which is highly consistent with IPEC's goal of taking students' all-round development as the core. SWH-CDIO-E engineering education mode is based on CDIO (Conceptual-Design-Implement-Operate) engineering education mode, which combines social responsibility, humanistic accomplishment and professional ethics, and forms a more comprehensive engineering education mode.

Under the guidance of SWH-CDIO-E engineering education mode, university IPEC can integrate social responsibility education into professional courses. In the teaching of specialized courses, students' sense of social responsibility is cultivated by guiding them to pay attention to social problems. For example, in the major of environmental engineering, the social responsibility of environmental protection can be introduced to make students realize their important role as engineers in environmental protection in the future. University education needs to strengthen the cultivation of humanistic quality, and insert humanistic knowledge such as history, philosophy and art into professional courses to improve students' humanistic quality. This will not only broaden students' horizons, but also cultivate their pursuit of beauty and respect for human civilization. Universities also need to pay attention to professional ethics education. Through case analysis and role-playing, students can experience the importance of professional ethics in a simulated professional environment. This experiential teaching method can make students understand the connotation of professional ethics more deeply and consciously abide by it in their future career.

By implementing SWH-CDIO-E engineering education mode based on OBE concept, university IPEC can achieve full coverage and infiltrate IPE into all aspects of professional teaching. This innovative teaching mode can not only improve students' professional quality, but also cultivate their sense of social responsibility, humanistic quality and professional ethics, thus achieving the overall educational goal of higher education.

3.2. Reconstruction of curriculum system

In the process of integrating IPEC into teaching practice, the reconstruction of curriculum system is an important link. By constructing the IPEC construction system of specialized courses, basic courses and general courses, we can further clarify the responsibilities and positioning of various courses in IPE, so as to realize the organic integration of IPE and professional education.

Specialized courses are the core of university education and the foundation of students' future career development. Integrating IPE into specialized courses can help students better understand the social value and ethical significance behind professional knowledge. Therefore, it is necessary to dig deep into the IPE elements in professional courses and integrate socialist core values, professional ethics and industry norms into professional teaching. At the same time, through case analysis and practical operation, students are guided to combine professional knowledge with practical problems and cultivate their ability to solve practical problems and sense of social responsibility.

Basic courses are an important part of university education, aiming at cultivating students'

comprehensive quality and basic ability. Integrating IPE into basic courses can help students establish a correct world outlook, outlook on life and values. Therefore, it is necessary to insert IPE contents in basic courses, such as the basic principles of Marxism and Socialism with Chinese characteristics's theoretical system, to guide students to form correct political concepts and ideology [10]. At the same time, through organizing discussions, speeches and other activities, students' critical thinking ability and expression ability are improved, and they are trained to become citizens with social responsibility and historical mission.

General education is an important course in university education to broaden students' horizons and enhance their humanistic quality. Integrating IPE into general education can help students better understand social phenomena and cultural traditions, and improve their cultural consciousness and self-confidence. Therefore, it is necessary to introduce IPE into general education courses, such as China's history and culture, social hot issues and so on, so as to guide students to deeply understand the profoundness of Chinese culture and the characteristics of the times of social development. At the same time, through social practice activities, voluntary service and other activities, enhance students' awareness of social participation and dedication.

By reconstructing the curriculum system and organically combining specialized courses, basic courses and general courses with IPE, the effectiveness of university IPEC can be comprehensively improved. This integration not only helps to cultivate students' professional quality and comprehensive ability, but also guides them to establish correct values and sense of social responsibility, laying a solid foundation for cultivating socialist builders and successors with all-round development in morality, intelligence, body, beauty and labor.

3.3. Integration of teaching resources

In the process of promoting the integration of university IPEC into teaching practice, the effective integration of teaching resources is a key link. In particular, the use of red resources and the establishment of "red resource database" such as red cases not only enrich the teaching content, but also deepen students' understanding and recognition of IPE. As an important part of China's revolutionary history, red resources contain rich IPE elements. These resources include revolutionary historical sites, martyrs' cemeteries, revolutionary memorial halls, red songs, red movies and other forms, which bear the glorious course of the Communist Party of China (CPC) and the heroic deeds of revolutionary martyrs and have high educational value. By establishing "red resource pool" such as red cases, universities can integrate these precious red resources to form a systematic and comprehensive teaching resource pool. This resource library can contain text materials, pictures, videos, audio and other forms of content, which is convenient for teachers to choose flexibly according to teaching needs.

When developing IPEC educational resources, universities can organize teachers' teams to conduct in-depth research on red resources, dig out IPEC connotation and combine it with professional courses. For example, relevant red historical events can be introduced into the history course, so that students can deeply understand the inevitability of historical development and the CPC's leading position by studying these events; In the literature course, we can choose red literature works, so that students can feel the noble sentiments and revolutionary spirit of revolutionary martyrs through reading and analysis. In addition, the "red resource library" can also provide strong support for IPE practice teaching. Universities can organize students to visit red education bases and carry out red theme practice activities, so that students can experience the charm of red culture personally, thus enhancing their patriotic feelings and national pride. Using red resources and establishing "red resource database" is one of the important ways for university IPEC to integrate into teaching practice. Through this path, we can not only enrich the teaching content and form, but also stimulate students' interest in learning and emotional resonance, and effectively enhance the effectiveness and appeal of IPE.

4. Safeguard measures for the integration of IPEC into teaching practice in universities

4.1. Strengthen the construction of teaching staff

In order to ensure the effective implementation of IPEC, universities must strengthen the construction of teaching staff and strive to improve teachers' IPEC literacy and teaching ability. By organizing regular IPE training, inviting experts to give lectures and conducting exchange meetings on IPE teaching experience, teachers' knowledge and understanding of IPEC are continuously improved, and their application ability in practical teaching is enhanced. And universities should establish a perfect incentive mechanism to encourage teachers to actively explore and innovate the teaching methods of IPEC, so as to ensure that teachers can be competent and committed to the teaching tasks of IPEC, so as to cultivate students with both professional quality and good IPEC quality.

4.2. Improve the teaching evaluation system

Universities should improve the teaching evaluation system. By establishing a scientific IPEC teaching evaluation system, teachers' IPE teaching effect should be included in the assessment scope, and teachers' teaching achievements should be evaluated in a quantitative way. The system should comprehensively consider many factors, such as students' IPE literacy improvement, classroom participation, teachers' teaching method innovation and so on, to ensure the objective and fair evaluation results. Universities should reward and commend teachers who have made outstanding achievements in IPEC teaching, so as to further stimulate teachers' enthusiasm and creativity in IPEC teaching practice.

4.3. Strengthen teaching research and communication

In order to improve the teaching level of IPEC, universities should also encourage teachers to carry out relevant research and deeply explore the teaching concept, methods and practice of IPEC. At the same time, universities should also strengthen inter-school exchanges and cooperation, share their teaching experiences and achievements through seminars and forums, and jointly face and solve the problems encountered in the implementation of IPEC. This kind of cooperation and communication can not only broaden teachers' horizons, but also help to form a more mature and systematic IPEC teaching model, thus promoting the overall improvement of IPEC quality in universities.

5. Conclusion

As a new educational concept, IPEC organically combines IPEC with professional knowledge education, which is of great significance for improving students' comprehensive quality and cultivating their sense of social responsibility and patriotism. By combining the theoretical basis of IPEC, this study emphasizes its core value and educational function in higher education. Through the innovation of teaching mode, the reconstruction of curriculum system and the integration of teaching resources, the full coverage and deep integration of IPEC in university teaching have been realized. Especially in the innovation of teaching mode, SWH-CDIO-E engineering education mode based on OBE concept is introduced, which effectively improves the effectiveness and pertinence of IPEC. By strengthening the construction of teaching staff, improving the teaching evaluation system and strengthening teaching research and exchange, the effective implementation of IPEC is guaranteed. These measures not only improve teachers' IPE literacy and teaching ability, but also stimulate students' learning enthusiasm and creativity. This study holds that the integration of IPEC into teaching practice is a systematic project, which requires the joint participation and efforts of all teachers and students. Through continuous exploration and innovation, we will constantly optimize and improve teaching strategies and paths in order to cultivate more high-quality talents with both ability and political integrity. At the same time, this study also provides useful reference for other universities to carry out IPEC.

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