

Study on the Effective Path of Ideological and Political Education in University Curriculum from the Perspective of Synergetic Theory

Qiaohui Sun

Shandong Technology and Business University, Yantai, Shandong Province, China

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Abstract: The incorporation of ideological and political education into the curriculum is a matter of great importance in our country, the key to which lies in the synergistic role of professional teachers and ideological and political workers in fostering students, and improving the ideological education level of teachers at different stages. In this context, this paper takes the collaborative teaching and research path of university teachers under the background of the integration of ideological and political courses as the research theme, analyzes the problems existing in the collaborative teaching and research between different stages, explores the effective path of collaborative teaching and research under the background of the integration of ideological and political courses at different stages, realizes the mutual support and complement of teaching resources at different stages, and strengthens the innovation of the integrated teaching and research mode of university ideological and political courses. This is not only a measure to promote the integration of ideological and political courses in universities in a certain city, but also a positive exploration of the development direction of ideological and political courses in the new era.

1. Introduction

The integration of ideological and political courses into university classrooms, promoting the development of research, propaganda and guidance work of ideological and political courses. All cities across the province have taken action, organizing training, discussions and observations on the integration of ideological and political courses in universities, and researching the integration of ideological and political courses. Strengthening ideological education and fully enhancing students' values is the current focus. This research deepens university teachers' understanding of the concept of integrated ideological and political courses, which is of great significance for enriching the concept of "ideological and political course community"; it has theoretical value such as reference for improving the construction of ideological and political course system, and to a certain extent makes up for the lack of collaborative teaching and research of teachers at different stages in the construction of integrated ideological and political courses, breaking the barriers between stages, promoting resource integration and ideological exchange, constructing an integrated communication platform and mechanism, helping the reform and innovation of ideological and political classroom teaching, letting ideological and political education enter classrooms, textbooks, and minds, promoting the connotative development of ideological and political courses, promoting the integration of ideological and political work in a certain city's universities, and injecting a strong impetus for the realization of the Chinese dream[1].

2. Relevant Concepts of Professional Teachers and Ideological and Political Teachers

2.1 Integration of Ideological and Political Courses

The integration of ideological and political courses is developed on the basis of the integration of moral education, which is characterized by comprehensiveness, profundity, and diversity. The focus of integrated moral education is to instill moral education content suitable for the developmental stages of students in daily courses at different educational stages, and implement moral education

based on understanding the inner world of different students. The construction of integrated ideological and political courses at different stages should pay attention to the integrated design of disciplines, focus on the cultivation of student quality, and also focus on the integration of comprehensive resources inside and outside the school. The essence of the integration of ideological and political courses is to build a community of ideological and political courses[2].

2.2 Integration of Ideological and Political Courses in Universities

The basic purpose of the construction of integrated ideological and political courses in universities is to cultivate morality and establish people, to comply with the laws of the healthy development of students' physical and mental health at different stages, to explore the integrated structure of educational elements from multiple perspectives, and to strive to form a progressive, spirally ascending classroom teaching sequence in ideological and political courses, continuously improving the effectiveness of ideological and political education.

2.3 Collaborative Teaching and Research

Collaborative teaching and research refers to the sharing of scattered forces and resources, where the final effect is significantly greater than the sum of the effects of separate use, characterized by integrality, synergy, and compatibility. Under the current background of the integration of ideological and political courses, "collaborative teaching and research" has become the trend.

3. The Current Situation of Collaborative Education between Professional Teachers and Ideological and Political Teachers

3.1 Lack of Collaborative Education Concept

The school is the main place for cultivating talents, and the functional scope of various sectors of society is quite wide. Schools and society should work together to promote talent cultivation and development. In traditional classroom teaching, although there is also awareness and action of collaborative education between ideological and political teachers and professional teachers, the participation of ideological and political teachers in the teaching process is low, and the participation of professional teachers in ideological and political education is also not high. The ideological and political education in the curriculum is a major reform and innovation in the concept and method of ideological and political education, which requires ideological and political teachers to have higher political positions, ideological heights, knowledge depth, theoretical breadth, emotional temperature, and other comprehensive qualities, and they should have a broader vision and mind. However, there are also problems with ideological and political teachers in professional teaching, such as single teaching methods and incomplete knowledge mastery[3].

3.2 Lack of Collaborative Education Resources

To make the teaching of ideological and political theory cooperate with the teaching of other disciplines, it is necessary to make the cooperation of ideological and political theory teaching with other disciplines possible. There is a "disconnection" phenomenon between the professional courses and the "ideological and political courses" in colleges and universities. Due to the different types of professional courses having their own training objectives in the training process, there is a phenomenon of "non-interference with each other" in the training objectives. It is difficult to coordinate the common points of some professional courses and ideological theory courses, and the effect of student training is difficult to reach the expected level[4].

In the process of collaborative education, teachers have not fully utilized teaching resources for ideological and political teaching. In the context of ideological and political courses, although many universities are vigorously advocating the teaching model of "collaborative education", there are still separate teaching situations by professional teachers and ideological and political teachers, and the phenomenon of separate teaching is very common. The participation of ideological and political teachers is low, and there is still a large difference between the knowledge structure of ideological and political disciplines and the knowledge structure of professional courses. With the increase in

students' age, the emphasis of teachers' teaching tasks at different stages will also be different, gradually forming a phenomenon of focusing on results and neglecting the process. Under this circumstance, it will also have a certain negative impact on the smooth conduct of ideological and political work in various schools, and the effect of ideological and political education in the curriculum has not been achieved. In addition, teachers did not introduce advanced teaching resources into the classroom during the teaching process, failed to achieve resource sharing, and relied mainly on the content in the textbooks based on their teaching ability, which resulted in problems such as expanding the range of student learning, increasing the utilization rate of cooperative education resources, etc. This leads to difficulty in achieving classroom teaching goals of ideological and political teachers and professional teachers, and a lack of targeted teaching.

3.3 Outdated Collaborative Education Methods

The collaborative education work of professional teachers and ideological and political teachers is still in the exploratory stage. This requires schools and teachers to work together to explore various curriculum teaching models to promote the integrated development of ideological and political courses and professional courses. However, school teachers did not make good use of information technology means in the actual operation process, and the effect of students' ideological and political education was not good. With the continuous progress and development of science and technology, diversified and new teaching models have emerged, providing more fun for teachers' teaching. However, due to teaching conditions, teachers' teaching methods in the classroom are still dominated by traditional textbook-style teaching, making students' opportunities to participate in social practice few and far between, and lacking opportunities to exercise students.

3.4 Failure to Tap Resources

The teaching of ideological and political courses is an activity of exploring, accumulating, and integrating various teaching resources. On this basis, a variety of ideological and political education resources in university moral education disciplines have been fully exploited and utilized, and they have been integrated and refined. Introduce ideological and political resources into professional courses. The ideological and political education in universities is an important issue in current university politics and an important content of university political thought. University moral education work should be carried out from the perspective of discipline construction, according to its own work reality. Whether we can effectively use this resource will have an important impact on the effectiveness of ideological and political work in the curriculum.

4. The Implementation Path of Collaborative Education between Professional Teachers and Ideological and Political Teachers

4.1 Enhancing the Ideological and Political Level of Teachers

As a professional teacher, solid professional skills are essential. Guided by the teaching goals of the new century, teachers should not only possess professional skills but also have a certain political quality. On the one hand, professional teachers need to be clear about their work tasks, actively undertake their responsibilities and missions, value the impartation of knowledge, and emphasize the dissemination of ideas. They should guide students to become ambitious and idealistic young individuals, actively contributing to the construction of their country. On the other hand, teachers should strengthen theoretical learning, create a good learning atmosphere for students, improve professional skills, strengthen professional training for students, and enhance students' political literacy through communication and cooperation. They should provide professional guidance to answer students' professional questions and fully utilize extracurricular time to provide ideological and political education for students, helping them establish correct values.

4.2 Integrating Ideological and Political Education into Professional Teaching

The fundamental task of education is to "establish virtue and cultivate people". The development of education ultimately aims to cultivate individuals with high moral standards. In the learning

process of college students, teachers should first regard establishing virtue as the primary task, putting "establishing virtue" before "cultivating people". In the teaching process, not only should the value of ideological and political education be fully reflected, but the leading role of professional teachers should also be exerted, achieving mutual promotion and mutual benefit. Meanwhile, professional teachers should incorporate the construction of ideological and political courses into moral education work to improve the pertinence and effectiveness of ideological and political education.

In addition, schools can start from the following aspects: ①Implement relevant provisions on the status of professional teachers' ideological and political theory courses at the teacher level, organically combining ideological and political education with course knowledge; ②Improve the quality of ideological and political courses through various forms and provide a professional exchange platform for professional teachers; ③Include ideological and political theory courses into the student's comprehensive quality evaluation system. Through diverse forms of collaborative teaching and research activities such as theme training, interactive teaching, theme demonstration courses, large-scale drills, competitions, demonstrations, teaching and research results exchange forums, etc., explore efficient and practical collaborative teaching and research paths and promote the construction of an integrated ideological and political course system. Cultivating college students' recognition of the core values of socialism is not only for the development of society but also for the development of college students themselves. This is a complete higher education. The "ideological and political course" in universities is the main channel for inculcating college students with socialist core values, and various subject teachings for college students are the "people-oriented" indirect methods. It can be seen that the "ideological and political course" guides college students in value concepts at the clear teaching level, concept guidance at the value level, training at the content level, and support in ways at the method level. The "curriculum ideological and political" bears the important task of cultivating students' value concepts at the subtle educational level. It must integrate socialist core values into professional course teaching and explore teaching methods suitable for the characteristics of professional courses and student development needs based on the characteristics of professional courses and student development needs. This allows students to improve their professional quality on the basis of adhering to the correct value orientation. It fully embodies the true value of vocational education at the national, social, and personal levels and highlights the value orientation of vocational education.

4.3 Strengthening the Integration of Ideological and Political Courses with Professional Courses

In terms of course design, ideological and political theory courses should be effectively integrated with professional courses, emphasizing ideological and political theory courses, taking professional courses as the main line, and expanding the scope and methods of ideological and political education. Adjust the teaching objectives of each course and incorporate ideological and political concepts into the teaching objectives of each course. Therefore, it is necessary to connect professional courses with ideological and political theory courses, forming a complete system of ideological and political education. To enhance the effectiveness of ideological and political teaching in this course, teachers must pay attention to the comprehensive training of students' knowledge, abilities, and qualities. At the same time, universities should conduct planned, step-by-step, and targeted ideological and political education for students, as well as social practice, so that students have a close connection between their growth and the development of the entire nation. The construction of ideological and political courses not only has a cross-era impact on traditional ideological and political education but also provides important supplements and support.

4.4 Teachers Should Establish the Concept of Collaborative Education

Teachers should strengthen their theoretical learning and improve their understanding of the importance of ideological and political work. Ideological and political education work should be put in a more prominent position, adhering to the principle of moral education. Not only should teachers establish the concept of collaborative education, but schools and all sectors of society

should also pay attention to ideological and political education work and create a good environment for ideological and political education so that collaborative education can be achieved.

First, schools should strengthen communication and cooperation between professional teachers and ideological and political teachers through various channels. On the one hand, teachers and professional teachers should strengthen cooperation; on the other hand, schools can also establish corresponding cooperative mechanisms with other departments and units; in addition, a collaborative workspace for ideological and political education can be established.

Second, by building a common service platform for the integration of theory and practice research on university ideological and political courses, and exploring with other schools how to gradiently connect the ideological and political courses of students at different stages, the ideological and political course should indeed become a key course for implementing the core mission of moral education.

4.5 Improve the Evaluation and Reward Mechanism for Professional Teachers

Firstly, change the evaluation criteria, focusing on teachers' teaching performance, moral performance, educational teaching, and educational ability. Establish a principal assessment and evaluation system guided by morality and ability, in the evaluation process, the teaching and research of professional teachers is only part of the comprehensive evaluation, the more important part of the evaluation is to see whether teachers incorporate ideological and political elements in the teaching process, and whether they truly achieve simultaneous progress in education and education;

Secondly, construct a reward system that stimulates teachers' potential, strengthen the commendation and reward of excellent teachers and backbone teachers, to form a positive social environment, encourage and guide social forces to support compulsory education; Thirdly, establish a professional teacher training mechanism, improve the long-term management system of teacher moral education, strengthen the social responsibility and legal consciousness of university teachers, regulate school-running behavior according to law, establish a responsibility investigation mechanism, increase teacher's professional knowledge, improve their moral cultivation, so that the two develop in coordination; Fourthly, establish a reward and punishment system, strictly implement the workload of teacher's education and teaching, and link it with their job promotion, salary treatment, evaluation of excellence, etc. Fifthly, establish a teacher's job promotion mechanism, favor outstanding backbone teachers and rural teachers who have made outstanding contributions in the title review.

5. Conclusion

In summary, under the big background of course politics, for professional teachers, it is not only a test but also an opportunity for self-improvement. On this basis, this article analyzes the problems existing in the process of collaborative education, proposes countermeasures and suggestions on how to carry out collaborative education, lets teaching return to the truth of education, breaks the traditional teaching and research pattern, enhances the ability of university teachers to integrate and merge stages, improves the effectiveness and substance of ideological and political education, promotes the development of ideological and political courses, and advances the integration of ideological and political education in a certain city's universities.

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