

Exploration on the Elements of Curriculum Politics Construction in Chinese University

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Abstract— In recent years, the phenomenon of forcefully integrating ideological and political education into the curriculum is quite common in China. The effectiveness of curriculum politics education is still not satisfactory. During the construction process, issues such as a lack of overall design sense, excessive reliance on teachers, and unclear direction in development exist. It is necessary to focus on three key elements: grassroots teaching organization, engineering certification, and school situation and history. By creating distinctive theoretical courses and personalized practical courses, in conjunction with artistic and physical education and the school's own situation, the specialization and effectiveness of ideological and political education in the curriculum can be enhanced.

Index Terms— China, curriculum politics, grassroots teaching organizations, engineering certification, school history

I. INTRODUCTION

Teaching work plays a central role in university education, and the construction of ideological and political education in the curriculum is an important measure to implement the goal of fostering morality and fully leveraging the teaching as the main battleground for educating people. In recent years, the concept and awareness of curriculum politics have entered a new chapter. However, the actions are still following the old path, characterized by limitations, repetitiveness, one-sidedness, and common occurrences of forcibly integrating into the construction process, sacrificing strengths, and a lack of cost-effectiveness. Therefore, how to construct a development approach that integrates professional characteristics with the effective combination of ideological and political education and professional education has become a current research hotspot.

II. RELYING ON GRASSROOTS TEACHING ORGANIZATIONS TO CREATE A SYSTEMATIC CURRICULUM POLITICS NEW PLATFORM

Grassroots teaching organizations are the initial units for talent cultivation, responsible for formulating study programs, drafting course outlines, selecting course textbooks, conducting classroom teaching, and managing internship practice, serving as the main battlefield for students' professional education. The primary component of grassroots teaching organizations is the undergraduate majors teaching and research office, typically organized by profession or subject. It serves as the most basic teaching unit

for daily teaching, promoting teaching research, strengthening teaching development, fostering teacher growth, and cultivating teaching culture. It acts as the connection between teachers and students, subjects and majors, majors and courses, and implements the "last mile" of teaching work. Therefore, the departmental teaching and research office is the optimal platform for professional ideological and political construction. As the most fundamental form of grassroots teaching organization, its construction directly impacts education and teaching, as well as the effectiveness of talent cultivation.

Through the construction of curriculum politics education in the curriculum based on grassroots teaching organizations, the professional level of the platform construction is amplified. Respecting the laws of professional development and coordinating the planning of ideological and political education resources, different courses have different focuses but are interconnected, enhancing overall design and implementation to ensure the integration of ideological and political education throughout the entire process of professional development. This approach breaks the deadlock of relying solely on teachers' personal behaviors for curriculum politics construction, overcoming the phenomenon of individualistic approaches taken by teachers in the construction of ideological and political education within the same profession. By combining the unique characteristics of each profession, identifying commonalities in curriculum politics construction, and coordinating the planning of various courses to showcase different ethical education advantages, students can avoid the impression of rote teaching and repetition, significantly improving the effectiveness of curriculum politics construction, achieving silent nourishment. This holistic approach to coordinating and planning the elements of curriculum politics education can effectively address problems such as repetitive integration points and lack of systematic structure. Using grassroots teaching organizations as the basic carrier for curriculum politics construction can break away from past phenomena such as undifferentiated professional characteristics, disregarding differences in student stages, and unclear school advantages. It provides a shortcut for rapidly enhancing teachers' ability in curriculum politics construction, achieving a unified yet distinctive approach to curriculum politics construction.

III. RELYING ON ENGINEERING CERTIFICATION, ESTABLISH A MODULARIZED CURRICULUM IDEOLOGY AND POLITICS NEW SYSTEM

Engineering certification is an important means of quality evaluation for engineering disciplines. One of its most important educational concepts is OBE, which stands for

Outcome-Based Education, emphasizing the practical effectiveness of education and teaching. Similarly, in the process of constructing the curriculum politics, we should also adhere to the educational concept of OBE, break the situation of each course in the curriculum ideology and politics construction fighting alone, rely on the school's advantages and characteristics, plan the curriculum ideology and politics resources comprehensively from a professional perspective.

For professional courses, they should be designed according to the requirements of professional engineering certification and training programs, focusing on problem analysis and evaluation, engineering design research and development, social impact assessment, teamwork and leadership skills, global perspective and independent innovation abilities, as well as career development and lifelong learning abilities. By extracting the ideological and political elements implied in the 12 common standards of graduation requirements in engineering certification, grouping them based on the relationship between the courses and graduation objectives, each group focuses on different key points of curriculum ideology and politics construction to determine the main direction of curriculum ideology and politics construction. Furthermore, incorporating elements of professional confidence and lifelong learning into all courses can integrate the curriculum ideology and politics construction of professional courses, highlighting different aspects while avoiding redundancy in construction efforts, and providing students with comprehensive ideological and political education.

IV. LEVERAGING THE SCHOOL HISTORY, ADD NEW THEMATIC IDEOLOGICAL AND POLITICAL CONTENT TO ENHANCE THE UNIQUENESS OF THE CURRICULUM

The school's situation and history are the cultural heritage of the school, born with the development of the nation and country. They are important sources for educating people in the school and are often neglected resources in the construction of curriculum politics. The various disciplines in the school have been developed over several years or even decades. The development of schools and disciplines must grow together with society. Some schools have made outstanding contributions in the history of national development, and some engineering disciplines have played a significant role in the economic and social development. School history fully reflects the trajectory of the school's development, embodying the essence of the times and society, showcasing different mainstream values at different times, and containing rich ideological and political education resources. By organically integrating the ideological beliefs, values, and spiritual qualities embodied by historical figures with curriculum and ideological and political teaching, students can better understand the school's development process and cultural heritage, enhance their professional identity, love for the school, and cultural confidence.

V. CONCLUSION

The departmental teaching and research office, as the most basic grassroots teaching organization, plays the most important role in curriculum politics construction. In the future construction process, the ideological and political education in engineering courses should shift from "routine

work" to "active innovation." Based on identifying the positioning of the school, it is necessary to establish a brand awareness for creating distinctive ideological and political education. Coordinate and plan the resources of ideological and political education on a unit-by-unit basis, in accordance with the concept of professional accreditation, incorporate the ideological and political elements implied in the graduation objectives, group the courses based on their relationship to supporting graduation objectives. So that university courses can truly enhance the quality of talent cultivation.

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