

The Current Situation and Optimization of Ideological and Political Teaching in Economics Courses in Ethnic Universities

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Abstract: Higher education shoulders an important mission of the times, that is, to educate people for the Party and the country, to cultivate a solid guardian of socialism, and to cultivate builders and successors of socialist modernization. Promoting the ideological and political construction of curriculum in colleges and ethnic universities is an important measure to fulfill this mission. However, in the current exploration of ideological and political practice in economics courses, there are still some problems, such as the low awareness of ideological and political education, the lack of teaching methods and integration skills, the lack of breadth and depth of ideological and political elements, the lack of ideological and political design in practical teaching, and the imperfect evaluation system of ideological and political teaching effect. Therefore, in the ideological and political education of economics courses, we should adhere to the socialist direction of running schools, grasp the Chinese characteristics of the ideological and political elements of economics courses, and comprehensively and systematically promote the ideological and political education and reform of economics courses.

Keywords: Economics, Ideological and political, Chinese characteristics, Curriculum ideological and political teaching system.

1. Proposal of Research Questions

Since then, colleges and ethnic universities have carried out extensive research and practical exploration on how to integrate ideological and political education in various teaching links. Curriculum ideological and political education is to widely integrate ideological and political education into all links and aspects of teaching and reform of various courses, so as to maximize the level of ideological and political education and achieve the effect of establishing morality, cultivating people and moistening things.

From a practical point of view, the research on the ideological and political teaching system of economics courses is extremely necessary and urgent. On the one hand, in the current teaching of economics courses, western economic thoughts are the mainstream, and students' ideological and political education has been neglected in professional courses, which makes students' utilitarianism and self-interest trend of thought increasingly serious in the context of market economy. They have no understanding of Marxist political economics, and even cannot objectively judge the advantages and disadvantages of Marxist economic theory and western economic theory. Not to mention the understanding and recognition of the essence of the economic theory system of socialism with Chinese characteristics. On the other hand, China's economy currently plays a pivotal role in the world, and the practice of China's economic development has been recognized by many countries. China needs a theoretical system that conforms to its own development practice and laws, and the world also needs an economic theoretical system with Chinese characteristics.

In the ideological and political practice of economics courses, what ideological and political content should be refined and integrated, how to grasp the Chinese characteristics in the construction of the ideological and

political content of the course, how to select the core and correct ideological and political materials with Chinese characteristics, and how to comprehensively and systematically promote the ideological and political teaching and reform of economics courses need to be seriously considered and explored by scholars and teachers. Based on this, this paper uses the method of questionnaire to analyze the current situation of the implementation of ideological and political education in economics courses with some college students in Henan Province as samples, and then analyzes the problems in the current practice process, and puts forward ideas and suggestions for the reform of ideological and political education in the future.

2. Problems and Reasons in Ideological and Political Teaching of Economics Courses in Colleges and ethnic universities

2.1. The recognition and recognition of curriculum ideology and politics has not been popularized

According to the survey, about 20% of students do not know, understand or even have heard about the connotation and concept of curriculum ideological and political work. This proportion is far from our goal of comprehensively promoting curriculum ideological and political work. Since the implementation and promotion of curriculum ideological and political education in many colleges and ethnic universities, most of them have carried out training and education in the teacher group, but they have neglected the cognitive education of the student group. The concept of curriculum ideological and political awareness of the student group has not yet been established, and even some students

believe that there are special courses for ideological and political and moral cultivation, and it is not necessary to talk about them in professional courses. In the informal interview, there are also some teachers who have this idea.

This is a very dangerous and wrong idea. Ideological and political education, moral and value education, has always been the mission and responsibility of every educator, regardless of whether they are full-time ideological and political teachers. The broad and profound recognition of the ideological and political concepts of the curriculum is the key to the promotion of the ideological and political teaching of the curriculum. Therefore, if the importance and mission of curriculum ideological and political education are not explained clearly and thoroughly, and if some teachers and students do not agree and understand, the enthusiasm and subjective initiative of teachers and students cannot be mobilized. Curriculum ideological and political education requires teachers' high ideological and political and humanistic literacy and high integration skills. At the same time, students need to understand why curriculum ideological and political education is proposed, what is the necessity, and what is the significance. Otherwise, students will have resistance or disgust during the implementation.

2.2. The teaching methods and skills of ideological and political courses need to be improved

From the students' evaluation of the implementation of teachers' curriculum ideological and political, it can be seen that although more than 80% of students are satisfied with the way and content of teachers' curriculum ideological and political integration in teaching, there are still some students who are not satisfied, and some students report that the teacher only mentioned a few words, or simply explained to everyone. This also shows that teachers still have room for improvement in the practice of ideological and political teaching in the curriculum. In the teaching process, some teachers will focus on explaining professional theoretical knowledge and revel in the field of professional knowledge. They often find that they have not integrated into the content of ideological and political education after a long time. Or when I was almost done, I suddenly thought that I should have ideological and political content, so I just talked about ideological and political separately, not well integrated with professional knowledge. In addition, students generally reflect that teachers' teaching is still the main form in curriculum ideological and political education, and the application of information technology means only stays on PPT, lacking comprehensive information technology means.

Reflecting on the reasons, we believe that the fundamental reason lies in the fact that the concept of student-centered and student-centered cultivation is not fully implemented. If you do not understand and master what students think at any time, you cannot automatically embed the ideological and political elements in the knowledge explanation of professional courses. If we do not focus on students, teachers will always be in the leading position of the class, and still give priority to their own teaching in the ideological and political aspects of the course. The use of heuristic teaching and task-based teaching is not sufficient, and the diverse teaching forms such as debate, video, speech, and practice are not carried out enough, which also leads to some students' lack of interest in the ideological and political content of the course.

2.3. The breadth and depth of ideological and political elements are not enough

In the teaching of economics courses, because the course content of economics involves the economic behavior of various subjects of the country's economic development, the ideological and political elements that can be integrated are rich and colorful. From the daily teaching of teachers, we find that the integration of socialist core values such as honesty, social responsibility and correct consumption concept is relatively common, but from the documents of the Ministry of Education, we can see that the ideological and political content of economic courses must be higher, which is determined by the nature of economic majors and courses. In addition to the core socialist values, the ideological and political courses of economics also have many ideological and theoretical guidance.

The reform measures and major strategies at the national economic level should follow the social hot spots, ensure the timeliness and freshness of the ideological and political content of the curriculum, and also stimulate students' enthusiasm for learning.

2.4. Lack of ideological and political design of practical teaching courses

The current ideological and political teaching of curriculum is still limited to the traditional classroom, lacking the extension of the time and space of ideological and political teaching of curriculum. Since the launch of curriculum ideological and political education, including our curriculum ideological and political education contest, it has been limited to 100 minutes in the classroom. In the traditional classroom time, even if we pay more attention to the design of classroom interaction, we will find that teachers are still the protagonist of the classroom. However, the time of classroom teaching is limited. If we do not use and tap extracurricular time, the effect of curriculum ideological and political education cannot be optimized. However, in the survey, it was found that the ideological and political integration in the practical teaching process was far from enough, and there was no curriculum ideological and political design competition specifically for practical teaching.

From the various curriculum ideological and political research projects that the school has set up, we can find that most of them are curriculum ideological and political design for classroom teaching, such as content reconstruction, teaching mode and method reform, ideological and political element mining, etc., but there is a lack of effective integration design research of practical teaching and ideological and political. Curriculum ideological and political education is the reform of the whole curriculum teaching system, involving the second classroom activities, social practice activities, labor education, practice training, etc. Although practical teaching itself is to improve students' comprehensive quality and practical ability, effective ideological and political integration can make practical teaching more three-dimensional, more meaningful and profound, and the promotion of curriculum ideological and political education can better improve the educational effect of practical teaching.

2.5. The evaluation system of ideological and political teaching effect needs to be improved

The assessment and evaluation of the course is the last link of the course teaching. In recent years, curriculum assessment has paid more and more attention to process evaluation. For example, in daily teaching, students' speech interactions, group tasks, and homework assignments will be recorded and included in the comprehensive assessment of final results. However, the survey found that in the current curriculum assessment, there is still a lack of special assessment for the effect of ideological and political education. For example, in the scoring standard, only the standard answer of knowledge points is given, and the scoring standard has not been significantly reformed. It is rare to give points to students' attitudes, recognition and grasp of ideological and political elements, and team spirit. In the final examination, in terms of the content of the test paper, the combination of ideology and politics is also far from enough, mainly from the perspective of professional knowledge.

Assessment is a baton. If there is no ideological and political assessment point in the assessment link, how to determine the realization of the ideological and political objectives of the course? Therefore, in all aspects of the ideological and political teaching reform of the curriculum, not only in the process evaluation, including the final assessment, the integration of the ideological and political elements of the curriculum needs to be improved. How to more effectively reflect the ideological and political objectives in the evaluation is the direction of future efforts.

3. Thoughts and Suggestions on the Reform of Ideological and Political Teaching System in Economics Courses

3.1. Define the core objectives and tasks of ideological and political education in economics courses

Compared with the ideological and political objectives of other professional courses, the ideological and political objectives of economics courses have their specific ideological and political objectives in addition to the ideological and political integration points such as socialist core values. The focus of ideological and political courses in economics must be to cultivate socialist builders and successors who have deep patriotism, strong responsibility, high political literacy, and can apply economic theory to China's economic development. In the teaching of economics courses, the most important thing is to let students learn to sum up theories in combination with China's economic practice, and then apply and verify them in China's economic practice.

We should strengthen students' sense of identity with the goal of building an academic system and discourse system of economics with Chinese characteristics. Colleges and ethnic universities bear the important responsibility of cultivating builders and successors of the socialist cause, as well as the task of building the theoretical system of Chinese economics. They also need to train continuous researchers and propagandists of Chinese economic theory. In the process of continuous promotion and development of China's economic

construction practice, Chinese economic theory must also be constantly enriched and improved. This requires us to teach students to undertake this mission, establish a firm socialist belief, recognize the socialist political economy with Chinese characteristics with a firm Marxist view, and jointly promote teachers and students, so as to accelerate the systematic establishment of the theoretical system of Chinese economics, move towards maturity and promote it to the world.

3.2. Fully excavate and skillfully integrate ideological and political elements with Chinese characteristics

In teaching, we should guide students to go deep into social practice, care about social development, and pay attention to practical problems, and cultivate students' qualities of integrity and ability as well as their feelings of family and country.

3.3. Continuously carry out the construction of curriculum ideological and political resources

In order to ensure the smooth development of ideological and political education in economics courses, it is necessary to build a complete curriculum ideological and political education resources. Through the efforts of the research team in recent years, the research team has built a very perfect curriculum ideological and political teaching resources, including curriculum ideological and political teaching syllabus, curriculum ideological and political teaching handouts and PPT, curriculum ideological and political classroom teaching implementation plan and curriculum design, practical teaching curriculum ideological and political design plan, ideological and political case library, ideological and political teaching video, etc.

At the same time, we should also pay attention to the construction of the open curriculum platform, because under the Internet technology, the advantages of the online platform are obvious, which can enlarge the utilization effect of curriculum resources. With the help of the provincial online first-class course "Microeconomics in Life", the school-level high-quality online course "Microeconomics" and the school-level network qualified course "Macroeconomics" and other course platforms, the research team has realized that all course resources can be shared in the cyberspace at any time, and can be updated at any time, so that students can access them at any time. The online and offline mixed teaching and flipped teaching can be better carried out through online autonomous learning and pre-learning tasks. Therefore, the construction of curriculum ideological and political resources, including the construction of curriculum network platform, can effectively promote the multi-dimensional nature of curriculum ideological and political teaching and improve the teaching effect.

3.4. Ideological and political design of innovative practical teaching course

College curriculum ideological and political education should not only be integrated into traditional classroom teaching, but also into practical teaching and practical training, so as to truly integrate curriculum ideological and political education into the whole process of teaching construction. For example, in the design of the second class activities, we can focus on the theme of ideological and political education,

organically integrate ideological and political education with professional ability training, and carry out a series of activities such as the speech contest of "I comment on the economic hot spots", and the PPT contest of "my favorite economist" character display; For students majoring in economic management, social practice is very important. When designing social practice tasks, we should also consider the embedding of ideological and political content. For example, carry out the rural revitalization volunteer service of "youth's red dream building trip", social surveys designed for economic and social hot issues, such as "the survey of farmers' willingness to become citizens under the new urbanization" and "the survey of farmers' income increase", and write the survey report; In the practical training and practice, we can go deep into the enterprise, let students perceive the enterprise culture and the party building of the enterprise, and conduct the investigation of the low carbon behavior of the enterprise, the investigation of corporate social responsibility, the investigation of corporate financing issues, etc., so that on the basis of the improvement of practical ability and comprehensive quality, the role of ideological and political education has also been well played.

The ideological and political curriculum of practical teaching should also have an open mind. In the context of industry-education integration and school-enterprise cooperation, we should try to build school-enterprise collaborative curriculum ideological and political, introduce local grassroots personnel, enterprises and other stakeholders into the talent training community, and play a certain role in ideological and political education, such as inviting outstanding talents, labor models, excellent entrepreneurs, etc. in the industry to speak at the university, In the course of enterprise practice, we should carry out labor education and professional ethics training for students, so as to realize the true all-round education.

3.5. Constructing the curriculum evaluation system including ideological and political evaluation

How to evaluate the teaching effect of curriculum ideological and political education has been a hot issue discussed by teachers in teaching and research. Because ideological and political education is a comprehensive education, involving many basic concepts such as thoughts, cognition and feelings. Therefore, the evaluation of students' learning effect should reflect the degree of achievement of ideological and political goals, including not only professional knowledge indicators, but also humanistic quality, social responsibility, team spirit and other evaluation indicators. Among them, the process evaluation should include not only the traditional classroom, but also the practical teaching links such as the second course. Effective assessment and motivation can stimulate students' enthusiasm for learning and participation. The speech performance of various teaching activities that students participate in in the class, the stage tasks completed, and the quality of the research report completed can all reflect the students' understanding of the relevant content of ideological and political education. Therefore, ideological and political scores and quality scores must be included in the score.

In the summary evaluation, because most of the economics courses belong to the basic courses of professional disciplines, the final examination is mainly based on closed-book examination. However, while focusing on the evaluation of

students' ability to master and apply the basic knowledge of economic principles, we should pay more attention to the use of open-ended questions, such as case analysis of economic current events, economic hot spot design, scenario design, and other questions, to assess students' ability to apply economic principles to solve China's real social and economic problems.

3.6. Construction of curriculum ideological and political operation guarantee mechanism

The continuous in-depth promotion and comprehensive implementation of ideological and political teaching in economics courses requires not only the continuous practice and exploration of front-line teachers, but also the efforts of improving the system and mechanism design of operation guarantee from a strategic perspective, and the overall layout of the article from the establishment of an effective teacher training mechanism, quality supervision mechanism, assessment and incentive mechanism, exchange and discussion mechanism, feedback and optimization mechanism and other aspects, To ensure that the ideological and political education of economics courses is constantly innovative and pragmatic, and then lead the overall ideological and political situation of the courses. In terms of teacher training, efforts should be made to improve teachers' political literacy. We should let teachers form a consensus of ideological and political education, recognize the great responsibility and mission of curriculum ideological and political education, so as to ensure that the ideological and political construction of curriculum is effective. Establish a regular discussion and exchange platform and mechanism, and carry out activities such as experience sharing, on-site teaching and observation, research and study of economic theory with Chinese characteristics, and foreign exchange visits. In terms of incentive mechanism, we can encourage the application of curriculum ideological and political teaching reform projects by carrying out the curriculum ideological and political teaching skills competition, highlight the requirements of curriculum ideological and political education in the recognition and award of various achievements such as teaching achievement awards and teaching material awards, and increase the support for the excellent achievements of curriculum ideological and political education, such as the construction of the case database of ideological and political education, the construction of excellent self-compiled teaching materials of curriculum ideological and political education, so as to create a good atmosphere of curriculum ideological and political education.

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