

# Research on the Cultivation of Innovation Ability in the Ideological and Political Education of Postgraduate Courses

-- Taking the Ideological and Political Course of Economics in a University as an Example

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**Abstract:** The ideological and political education has created conditions, pointed out the direction, and created an atmosphere for the cultivation of postgraduates' innovation ability, which plays a positive role in the cultivation of postgraduates' innovation ability. At present, the cultivation of graduate students' innovation ability in colleges and universities still has the problems of weak innovation consciousness and insufficient innovation spirit. The fundamental reason is the lack of ideological and political construction of the curriculum. The ideological and political curriculum has the unique advantages of "being a method rather than an addition and subtraction method" and "running through the whole process of education and teaching" in the cultivation of graduate students' innovation ability. "Family and country feelings" can stimulate graduate students' innovation consciousness, and "model power" can cultivate graduate students' innovation spirit. The ideological and political curriculum should be closely integrated into the cultivation of postgraduate innovation ability in the three links of postgraduate enrollment, training and assessment. The theoretical economics major of an Anhui university has carried out the ideological and political construction of the curriculum in these three links, and achieved satisfactory and significant results.

**Keywords:** Ideological and political education; Innovation ability; Economics.

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## 1. Introduction

The cultivation and promotion of innovation ability is not only an important mission of university graduate education, but also an urgent need to build an innovative country. From the practice of postgraduate education in China, at present, all colleges and universities attach more importance to the education of postgraduate innovation ability, and have taken some measures accordingly, and also made some achievements. However, for a long time, because most colleges and universities have continued the traditional undergraduate education model, they have ignored the cultivation of graduate students' innovation needs, innovation spirit and innovation consciousness. Especially in the process of graduate students' cultivation, they have neglected the important role of ideological and political education in graduate students' cultivation, and have split the integration and penetration relationship between curriculum ideological and political education and graduate students' innovation ability cultivation. In fact, ideological and political education plays an irreplaceable and unique role in the cultivation of postgraduates' innovation ability. For example, Feng Rong and Liu Xiudong (2014) believed that the ideological and political education created conditions, pointed out the direction, and created an atmosphere for the cultivation of postgraduates' innovation ability, and played a positive role in the cultivation of postgraduates' innovation ability. In recent years, in the training of graduate students majoring in theoretical economics in an Anhui university, we have actively explored how to effectively use the economics course "Ideological and Political Education" to cultivate graduate students' innovation ability. We have widely adopted a new educational model that integrates the course "Ideological and

Political Education" into the training of graduate students' innovation ability, and fully played the unique role of the economics course "Ideological and Political Education" in the training of graduate students' innovation ability from the aspects of enrollment, training and assessment. From the perspective of implementation effect, in recent years, the school's postgraduate innovation education has achieved remarkable results, and the postgraduate innovation ability has been generally improved. It has gained some good experience and practices, which has strong promotion and reference value.

## 2. Common Problems Existing in the Cultivation of Innovation Ability of Graduate Students in Colleges and Universities

The development level of higher education is an important symbol of a country's development level and development potential. In such an era of improving competitiveness through innovation, the country's desire for scientific knowledge and outstanding talents is stronger than ever before. To run our colleges and universities well and become world-class universities, we must firmly grasp the core point of comprehensively improving talent training ability. The innovation potential of graduate students in colleges and universities is huge, but the colleges and universities have not fully exploited this potential in cultivating the innovation ability of graduate students. The innovation ability of postgraduates mainly refers to the creative potential of postgraduates in the research field, specifically including the "three basics" (basic knowledge, basic theory and basic ability), creative thinking and research ability, and creative

cognitive strategies and styles. At present, compared with postgraduates from other countries in the world, China's university postgraduates generally lack the sense of independent innovation and the corresponding spirit of innovation, which leads to the situation of insufficient innovation ability and lack of innovative achievements. This comparative result exposes the problems in the cultivation of graduate students' innovation ability.

### **2.1. Lack of innovation awareness**

At present, the number of postgraduate candidates is increasing year by year. However, the purpose of the postgraduate entrance examination is not just to improve academic attainments in the fields of natural science and social science. A considerable part of it is due to the consideration that it may be relatively easy to find a job with a postgraduate degree. Therefore, it is difficult to have innovative contributions and achievements because it only pursues graduation at the postgraduate stage, and does not exercise its academic ability. In addition, there are graduate students who continue the learning habits of undergraduate students, and everything is subject to the teacher. They rarely have their own thinking, and it is difficult to find problems, so there is no process of solving problems to stimulate their innovative thinking.

### **2.2. Inadequate innovation spirit**

Of course, there are also graduate students who have tried to innovate, but most of them are just a few. First of all, after the emergence of some new ideas, I have no confidence to verify them, and I am afraid of facing mistakes and failures; Secondly, I encountered difficulties in the process of verification, such as the lack of corresponding theoretical knowledge or technical methods due to limited personal ability, and then gave up; Finally, some graduate students have formed their conclusions and achievements. It is true that the number of papers published by graduate students each year is not small, but few of them can be employed by international authoritative journals. Many studies are simple imitation and transfer of the achievements of the predecessors, not real innovation. For example, taking a university in Anhui as an example, the annual report on the employment quality of graduates in recent five years shows that the training of graduates' abilities by the university basically meets the requirements of employers, but in terms of satisfaction, the proportion of employers who are "very satisfied" with graduates' innovation ability ranks lower among many abilities.

What causes the general lack of innovative consciousness and spirit of graduate students? Although there are many reasons, in the final analysis, the most important reason is that there is a problem of insufficient ideological and political construction of the curriculum in the process of cultivating graduate students' innovation ability. For example, from the perspective of postgraduate courses in a university, public basic courses, professional education courses and practical courses do not involve ideological and political elements, but only focus on teaching knowledge, methods and technology. Students can obtain high scores, but not necessarily high energy. The "excellent" college students trained through the examination papers attach importance to knowledge memory and lack innovative practice.

Due to the lack of inspiration of ideological and political education in the aspect of innovation consciousness,

postgraduates show a one-way acceptance state in the classroom. They just accept the content of the teacher's lectures, do not think much about how to turn what they have learned into what they can use, and do not feedback their own thoughts or questions to the teacher; When following my tutor to do scientific research outside class, I always lack my own independent thinking and can't put forward my own unique opinions, so my tutor can only determine the research theme and ideas. Therefore, even if there are research results, they are not strictly the results of the graduate students themselves, but the results of the tutors. Secondly, the scientific research process was not smooth. After the research theme was determined, there would be many unexpected difficulties to face. The lack of ideological and political cultivation in the spirit of innovation made it easy for graduate students to suspect their wrong direction when facing difficulties. It is because they chose the wrong direction at the beginning that the process is so difficult. Even if there is no mistake in determining the direction, in the face of challenges, I will feel inadequate and unable to overcome.

## **3. The Unique Advantages of Ideological and Political Courses in the Cultivation of Postgraduate Innovation Ability**

Why is it that if the ideological and political construction of the curriculum is not good, the cultivation of graduate students' innovation ability in colleges and universities is missing? In fact, we have to say from the role of curriculum ideological and political education in the cultivation of graduate students' innovation ability, what are the unique advantages of curriculum ideological and political education in the cultivation of graduate students' innovation ability?

### **3.1. Ideological and political education is a method, not an addition and subtraction method**

The ideological and political content of the curriculum is not to reduce the content of professional courses in the existing curriculum and then add the ideological and political content stiffly, not to increase or decrease the teaching content or adjust the curriculum system, but to integrate the ideological and political elements according to the characteristics of each course. It can be said that the ideological and political curriculum is not an addition and subtraction method, but a method to reflect the guiding position of Marxism and practice the core socialist values in the process of implementing the fundamental task of establishing morality and cultivating people in colleges and universities; Ideological and political education of the curriculum is a way to adhere to the spirit casting and education of socialism with Chinese characteristics in the new era, and to achieve the integration of socialism with Chinese characteristics in textbooks, classrooms and minds in the new era. The method of a specific course is only applicable to the subject and cannot be applied to all subjects. The ideological and political aspects of the course are different. It does not give a specific solution to a problem, but its methodology can give students unlimited inspiration, which is equivalent to mastering a key key.

### **3.2. Ideological and political education throughout the whole process of education and teaching**

The fundamental task of colleges and universities is to establish morality and cultivate people. What kind of morality should be established, what kind of people should be established, and how should be established and how should be established depend on ideological and political work. The ideological and political work should not only be done in the ideological and political course, but also run through the whole process of education and teaching to achieve the goal of educating people in the whole process and in all directions, that is, "educating people in three aspects". It can be said that no other curriculum elements can involve all aspects of postgraduate education like ideological and political elements. If the ideological and political elements of the curriculum are lacking, it shows that the training of graduate students is insufficient, and the task of establishing morality and cultivating people in colleges and universities has not been completely completed. Therefore, the ideological and political curriculum has unique advantages that cannot be replaced in the cultivation of the innovative ability of graduate students in colleges and universities. First of all, in the main channel of classroom teaching, other courses are all about keeping a section of canal and planting responsibility fields. Ideological and political education is a pool of living water that flows through all canals to irrigate fields and deliver nutrients for graduate students. In the previous school education work, the cultivation of morality and ability was often isolated. The ideological and political course was responsible for moral education, and the professional course improved ability. Therefore, it has led to a phenomenon that the ideological and political course is full of ideological and political content, and students feel bored and unable to feel its application; In professional courses, students are completely out of touch with the ideological and political elements, resulting in a situation of talents without morality, high scores but low abilities. Secondly, in 2020, the Ministry of Education issued the Guidelines for Ideological and Political Construction of Courses in Colleges and Universities, proposing that the ideological and political construction of courses should focus on the core point of comprehensively improving talent training ability, and solve the "two skin" problem of professional education and ideological and political education. The ideological and political curriculum will play a synergistic role with all kinds of courses to jointly promote the cultivation of innovation ability of university graduate students to a higher level.

### **4. Integration Mechanism of the Ideological and Political Education of the Curriculum into the Cultivation of Postgraduate Innovation Ability**

How does the ideological and political curriculum give play to its unique advantages and integrate it into the cultivation of postgraduate innovation ability? In the previous analysis, we mentioned that the lack of cultivation of graduate students' innovation ability is reflected in the two aspects of innovation consciousness and innovation spirit. Therefore, we can completely make up for the lack of cultivation of innovation ability through "family and country feelings" and "example

power" in the ideological and political education of graduate courses. The specific integration mechanism of the two is shown in Figure 1.

#### **4.1. Curriculum Ideology and Politics Stimulate Postgraduates' Innovation Consciousness through "Family and Country Feelings"**

The Ideological and Political Council of the curriculum guides graduate students to understand the laws of human society development, pay attention to the future and destiny of the nation, clarify their personal social responsibilities, stimulate students' feelings of responsibility, strong patriotic enthusiasm and sense of responsibility, consciously combine personal innovation with the development of the country and the nation, and strive to become innovative talents required by the country. The ideological and political curriculum adds a research perspective to the daily research of graduate students, provides a bright direction, and cultivates graduate students' mind to the country. From "reading only the books of sages and sages with one mind", they become promising young people in the new era who "care about family, state, and world affairs".

#### **4.2. Curriculum Ideological and Political Education Cultivates the innovation spirit of graduate students through "model power"**

There are many example deeds in the ideological and political education of the curriculum, which will imperceptibly influence the students to carry out the education of the national spirit with patriotism as the core, the exploration spirit of daring to be the first in the world, the enterprising spirit of hard struggle, and the spirit of cooperation to help them establish the courage and confidence of daring to try and constantly surpass. China's development path itself is an innovation and the best example for postgraduate innovation. We have taken a road that no country or region has ever taken before, and have proven that this road is not wrong with remarkable achievements. The course Ideological and Political Education strengthens the self-confidence of the socialist road with Chinese characteristics, theory, system and culture by strengthening the postgraduate's political, ideological and emotional recognition of the party's innovation theory, and cultivates the postgraduate's innovation spirit. With enough identification and confidence, graduate students will learn more in their studies. They will learn more deeply in their sense of identification and further in their self-confidence. That is, better absorb and master the classroom content, and dare to put forward their own unique opinions and fully demonstrate. In this way, the innovative spirit of graduate students is cultivated in the "model power".

#### **5. The Realization Path of Integrating the Ideological and Political Education into the Cultivation of Graduate Students' Innovation Ability**

How to realize the integration of curriculum ideology and politics into the cultivation of postgraduate innovation ability? We think this is a problem of integration in the whole process.

That is to say, the integration of curriculum, ideology and politics into the cultivation of graduate students' innovation ability is a "silent" process. It should start from the recruitment of graduate students, and then run through the whole process of graduate students' cultivation, until the final and graduation assessment of graduate students. To solve the three problems of when, how and how to integrate the ideological and political education of the curriculum, is to plan the path to achieve the integration of the ideological and political education of the curriculum into the cultivation of graduate students' innovation ability.

### **5.1. The ideological and political education starts from the entrance examination**

The initial examination of the postgraduate entrance examination includes the ideological and political theory and business courses. The ideological and political theory is unified throughout the country, and the business courses involving majors are independently set by the enrollment school. In the second examination stage, not all schools will assess the ideological and political level of students again, and most of them focus on professional courses. Therefore, most graduate students have only experienced one ideological and political examination before entering the university, and most of them have theoretical knowledge, without the characteristic ideological and political elements of the enrollment unit. In the future, in the entrance examination for graduate students, other subjects can also be properly integrated into the ideological and political elements of the examination, as a preliminary screening of the source of graduate students, some originally planned graduate stage is only for graduation and do not want other students, either give up the examination for graduate students, or change their minds and become real graduate students doing research.

### **5.2. Implementation of ideological and political education in the talent training program**

The talent training program determines the training objectives and training methods of graduate students. Different majors in the school have different training programs. According to the training program, it can be integrated according to the time and situation, which can give full play to the advantages of ideological and political education of the curriculum to keep pace with the times. Each major of each school selects the person in charge of the major, sets up a special teaching group, selects the knowledge points that can be integrated into the ideological and political elements, timely updates the classroom teaching content, textbooks and courseware, and selects the professional knowledge supported by the ideological and political cases. We can also organize teachers and teaching groups of the Marxist Institute to discuss and promote the integration of ideological and political courses in public basic courses, professional education courses and practical courses.

### **5.3. Incorporate ideological and political education into the assessment mechanism**

Assessment is not the ultimate goal, but to improve the innovation ability of graduate students. Since the ideological and political education of the curriculum has participated in the process of postgraduate training in colleges and universities, how has it been done? It is necessary to assess its achievements. The assessment can be divided into

short-term and long-term. The short-term is the end of each academic year, and the long-term is graduate graduation. From the perspective of teachers, the workload of ideological and political education should be reflected in the teaching of courses and guiding students; From the perspective of students, the assessment at the end of the course should increase the assessment of ideological and political content in the class, and the evaluation at the end of the semester should increase the performance of the ideological and political part of the course.

## **6. The Implementation Strategy of Integrating the Ideological and Political Education into the Cultivation of Graduate Students' Innovation Ability**

Along the path of integrating the ideological and political education of the curriculum into the cultivation of graduate students' innovation ability, and in combination with the specific practice of a theoretical economics major in an Anhui university, the implementation strategy of integrating the ideological and political education of the curriculum into the cultivation of graduate students' innovation ability mainly includes the following aspects.

### **6.1. The first integration of postgraduate entrance examination**

In the business course proposition of the initial postgraduate entrance examination, we began to integrate the ideological and political issues into the curriculum. The topic is no longer simply a question and answer about knowledge points, but rather a question and answer about the current economic situation in China, to put forward practical problems, guide students to think, encourage students to use what they have learned to try to solve practical problems, and examine students' flexibility. In the interview part of the second interview, the examination should also know the recent hot economic issues in advance. Once again, the examination and interview questions are not set for scores, but to cultivate students' habit of paying attention to ideology and politics.

### **6.2. Fundamental intervention of postgraduate training program**

In 2021, the theoretical economics major will comprehensively revise the talent training program, continue to optimize the discipline structure, create a distinctive discipline, and improve the quality of teaching and education. At the same time of improving the high-quality construction of the curriculum, we should integrate the ideological and political education of the school curriculum into it, do a good job in guiding the value and improving the connotation of the curriculum. Comprehensively plan the educational resources and forces in all fields, links and aspects, promote the organic combination of knowledge teaching, ability training and education of ideals, beliefs, values and moral concepts, and carry out the construction of the "four in one" financial high-level applied talents training system.

### **6.3. The specific depth of ideological and political education in postgraduate courses**

In the discipline of theoretical economics, traditional theories and modern ideological and political theories easily

collide with each other. Because the learning content is mainly based on western economic theories, and the western economic development path is very different from China's economic development path. If the eastern ideological and political elements are not added in the process of learning western economics, students will easily feel that the theory is disconnected from the reality. When learning western theories, they are in China's environment, and the theory is not compatible with the reality. Through the efforts of teachers, let students compare the situation between the West and China in theoretical study, and students' understanding of theory and grasp of reality will enter a deeper level. Taking the first-class course management economics in Anhui Province as an example, several teachers of the college updated the teaching courseware in time after the second edition of the textbook was launched, and added ideological and political elements in the courseware, which injected new vitality into the construction of the theoretical economics discipline. At the same time, the class also added the position of ideological and political commissar to participate in the teaching management of curriculum ideological and political education and assist teachers to organize and carry out ideological and political education activities related to the curriculum.

#### **6.4. Specific reform of postgraduate performance assessment**

In the evaluation after the end of each academic year, the ideological and moral character of graduate students always accounts for 20% of the evaluation content.

In the selection of excellent graduates of graduate students, there is a direct recommendation condition. Graduates who have outstanding performance or made outstanding contributions in ideological and moral conduct, have won provincial and ministerial level or above awards, and have been recognized and praised by the society can be directly recommended for selection. All the above evaluations and evaluations reflect the school's pursuit of the goal of cultivating students by virtue and paying attention to students' virtue.

#### **6.5. The role of tutor in the ideological and political education of postgraduates**

The ideological and political construction of theoretical economics in the course teaching contributes to the construction of the discipline system, academic system and discourse system of social sciences with Chinese characteristics, unifies explicit education and implicit education, helps students understand the national strategy, laws and regulations and relevant policies in the field of economics and industry, guides students to go deep into social practice, pays attention to practical problems, and cultivates their professional quality of managing the world and helping the people. In addition, the postgraduate tutors have made

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