

Thoughts on Integrating Ideological and Political Education into the Construction of University Teaching Teams

-- Taking the course of "Internal Control and Risk Management" as an Example

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Abstract: In the context of the new era, the importance of ideological and political education in universities is increasingly prominent, and integrating ideological and political education into professional course teaching has become a key focus of educational reform. This article takes the course of "Internal Control and Risk Management" as an example to analyze the current teaching situation, focusing on how to effectively integrate ideological and political education into the course through teaching team building, thereby improving teaching quality and educational effectiveness, and systematically implementing the fundamental task of cultivating morality and talents. At the same time, it provides reference for the integration of ideological and political education into other professional courses in universities, and promotes the innovation and development of university education models.

Keywords: Ideological and Political Education; Teaching Team Building; Internal Control and Risk Management.

1. Introduction

Under the guidance of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, higher education shoulders the important mission of cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills. As the soul of higher education, ideological and political education plays an irreplaceable role in guiding students to establish correct worldviews, outlooks on life, and values. However, for a long time, there has been a phenomenon of "two skins" in the practical operation of ideological and political education and professional course teaching. Ideological and political education is often limited to ideological and political theory courses and has not been fully integrated into the teaching process of professional courses.

Currently, an important trend in the reform of higher education is the deep integration of professional education and ideological and political education, namely the construction of "curriculum ideological and political education". In recent years, the Chinese government and education departments have successively proposed guiding principles such as "combining ideological and political education with professional teaching work", "adhering to the combination of teaching and nurturing", "infiltrating moral education into all aspects of education and teaching", and "ten major education systems", to strengthen the integration and interaction between ideological and political education and professional education. In terms of the elements of the course "Internal Control and Risk Management", in January 2019, General Secretary Xi Jinping proposed at the opening ceremony of the special seminar on "Adhering to Bottom Line Thinking, Focusing on Preventing and Resolving Major Risks" to strengthen risk awareness, improve risk resolution capabilities, improve risk prevention and control mechanisms,

and pay attention to the importance of "internal control systems" in "preventing and resolving important risks". The construction of teaching teams, as a key link in curriculum development, plays an important role in promoting the integration of ideological and political education into professional courses. An excellent teaching team not only needs to have solid professional knowledge, but also high ideological and political literacy and educational ability.

This article aims to explore the effective ways of integrating ideological and political education into the construction of university teaching teams through theoretical exploration and practical analysis, promote the deep integration of professional education and ideological and political education, and advance the reform of university education and teaching. By optimizing team structure and enhancing the ideological and political literacy of team members, enhancing the educational ability of the teaching team, practicing the integration of ideological and political education in the course of "Internal Control and Risk Management", and improving students' professional competence and ideological and moral level.

2. Theoretical Analysis of Ideological and Political Education in Universities and the Construction of Teaching Teams

2.1. The Connotation and Importance of Ideological and Political Education

Ideological and political education, also known as ideological and political education, mainly refers to the education of students in political theory, moral concepts, legal awareness, historical perspectives, and other aspects through teaching and various educational activities, shaping socialist builders and successors with comprehensive development in

morality, intelligence, physical fitness, aesthetics, and labor. College ideological and political education not only includes specialized courses in ideological and political theory, but should also be integrated into the entire process of college education and teaching, achieving a comprehensive and all-round education pattern for all staff.

Universities are a crucial stage for the formation of ideological forms and values among young students. In his speech at the National Conference on Ideological and Political Work in Higher Education Institutions, General Secretary Xi Jinping pointed out that "our universities are under the leadership of the Party and are socialist universities with Chinese characteristics." "To run China's higher education well, we must adhere to the Party's leadership, firmly grasp the Party's leadership over university work, and make universities a strong battlefield for adhering to the Party's leadership." Through ideological and political education, students can be guided to form correct historical, ethnic, national, and cultural views, and cultivate a sense of responsibility and mission towards the country and society. Integrating ideological and political education into professional courses helps students not only master professional knowledge, but also gain a deeper understanding of the country's basic policies and socialist core values, thus forming a more comprehensive knowledge structure.

2.2. Concept and Significance of Teaching Team Building

The course teaching team is a grassroots teaching organization formed based on the course as a unit. With the joint efforts of all team members, it continuously deepens teaching reform and improves teaching quality through carrying out teaching content, teaching methods, teaching tools, teaching activities, etc.

The construction of course teaching teams in universities refers to the creation of a teaching team with high-level teaching ability, innovation ability, and team collaboration spirit through measures such as optimizing the structure of teaching teams, enhancing teachers' teaching abilities, and improving teaching management mechanisms, in order to improve the quality and effectiveness of course teaching and cultivate more outstanding talents. In team teaching, teachers can transform research results into teaching content, and at the same time, problems and challenges encountered in teaching can be transformed into research topics. This interaction improves the level and quality of teaching and research. Team building encourages communication and cooperation among teachers, encourages them to constantly try new methods and technologies in teaching practice, and promotes educational and teaching innovation. At the same time, through teamwork, multiple expertise and resources can be gathered to achieve depth and breadth of teaching content, and improve teaching efficiency. Mutual support and cooperation among team members can effectively improve teaching quality and achieve teaching goals.

2.3. The Relationship between Ideological and Political Education and Teaching Team Building

There is a close and complementary relationship between ideological and political education and the construction of teaching teams in universities. In the field of higher education, ideological and political education is an important component of ensuring educational quality and cultivating talents, and the

construction of teaching teams is an important support for achieving high-quality ideological and political education. The effective construction of teaching teams can not only improve the quality of education and stimulate educational innovation, but also greatly enhance the effectiveness and influence of ideological and political education, jointly promoting the comprehensive development and success of students.

The construction of teaching teams integrates teacher resources from different disciplines to form an interdisciplinary and multifunctional teaching collective, which provides a good platform for the in-depth and extensive implementation of ideological and political education. Under this team building model, ideological and political education can expand from a single political theory course to various majors and courses, achieving a deep integration of ideological and political education with professional education. This integration helps students form a more comprehensive and balanced knowledge structure, while also enhancing the pertinence and effectiveness of ideological and political education.

3. Analysis of the Teaching Status of the Course "Internal Control and Risk Management"

3.1. Course Content and Characteristics

Internal Control and Risk Management "is an important course in the management and accounting majors of financial and economic universities, aimed at cultivating students' understanding and application ability of internal control mechanisms and risk management strategies in enterprises. This course covers a wide range of theoretical and practical content, while also highlighting some unique teaching characteristics.

In terms of course content, 'Internal Control and Risk Management' mainly focuses on how to identify, evaluate, monitor, and control potential business risks through systematic methods. This includes discussions on key issues such as the design and implementation of internal control systems, risk identification techniques, risk quantification methods, and risk response strategies. In addition, the course will also cover relevant regulations and standards, such as International Financial Reporting Standards (IFRS), the US Sarbanes Oxley Act (SOX), etc., to help students understand internal control requirements under different legal frameworks.

In terms of characteristics, the course "Internal Control and Risk Management" emphasizes the combination of theory and practice. Through teaching methods such as case studies, simulation exercises, and project assignments, students can apply theoretical knowledge to solve practical problems. For example, the Enterprise Risk Management (ERM) framework that may be used in teaching not only helps students understand the theoretical basis of risk management, but also enables them to master how to construct and execute risk management plans in practical work by analyzing specific cases

In addition, this course also emphasizes the cultivation of interdisciplinary abilities. Internal control and risk management are not only in the fields of finance or accounting, but also involve multiple areas such as law, information technology, and strategic management. This requires the teaching team to have cross disciplinary teaching

abilities and be able to guide students to understand and analyze problems from multiple dimensions.

3.2. Composition and Structure of Existing Teaching Teams

Taking the teaching team of the "Internal Control and Risk Management" course at Anhui University of Finance and Economics as an example, based on the comprehensive reform achievements of the auditing major, and in accordance with the requirements of the national first-class undergraduate major construction point of auditing and the "New Management" construction project of Anhui University of Finance and Economics, this course has condensed the teaching and research team, improved the teaching and research level, and ensured high-level teaching quality with an excellent teacher team. It has become a teaching team with reasonable knowledge, education, age, and academic background structure. Our teaching team currently has 14 full-time teachers on campus, including 3 professors, 3 associate professors, and 8 lecturers; 4 people with doctoral degrees, 4 people currently pursuing doctoral degrees, and 9 people with master's degrees; The team has 3 backbone teachers from Anhui University of Finance and Economics, as well as 4 dual qualified teachers including certified public accountants, certified asset appraisers, and financial planners.

3.3. Existing Problems

Knowledge education cannot be without value orientation as a support. In a certain sense, knowledge orientation is value orientation. University courses are not only a study of explaining the scope of knowledge, but also a study of regulating human values. It can be said that without value orientation, one loses the direction of talent cultivation. However, in educational practice, there is often a certain contradiction between knowledge education and value education. How to achieve the organic integration and deep fit of the two is undoubtedly an important challenge and difficulty faced by curriculum ideological and political education. The main problems faced by the "Internal Control and Risk Management" course in current teaching practice are the singularity of teaching methods, incomplete construction of teaching teams, and insufficient integration of ideological and political education.

In terms of teaching methods, this course may sometimes adopt more traditional teaching methods, lacking innovation and interactivity. This may lead to low student participation and interest in the learning process, which in turn affects the effective transmission of ideological and political education content and the formation of students' values. In many universities' "Internal Control and Risk Management" courses, traditional teaching methods still dominate, such as classroom lectures and exam based teaching models, which limit the cultivation of students' critical thinking and problem-solving abilities.

In terms of teaching team building, the main problems are concentrated in the lack of professional backgrounds among team members and insufficient interdisciplinary collaboration. Due to the fact that internal control and risk management is a field involving multiple disciplines such as law, economics, and management, a teaching team with a single disciplinary background may not be able to comprehensively cover all the content of the course, especially when it comes to ideological and political education content such as ethics and social responsibility, which may lack sufficient depth and breadth.

In addition, if the cooperation mechanism within the team is not smooth enough, it will also affect the quality and efficiency of teaching, indirectly affecting the integration and implementation of ideological and political education.

The professional development and training of teachers is also a major challenge. Effective integration of ideological and political education requires teachers not only to possess profound knowledge in their professional fields, but also to understand and master the concepts and methods of ideological and political education. Regarding how to integrate ideological and political education into the course of "Internal Control and Risk Management", many universities still lack training and support for course teachers in this regard.

4. Strategies for Integrating Ideological and Political Education into Curriculum Teaching Team Building

4.1. Establish Team Consensus and Strengthen Ideological and Political Education Concepts

In the teaching team, it is necessary to establish a "holistic awareness" of ideological and political education in the curriculum. The implementation path should have a comprehensive design that runs through all aspects of the curriculum, integrates into the entire process, and is implemented through the main channel of the classroom. The curriculum should have a "clearly defined" ideological and political education theme and a "focused" ideological and political teaching design. Team members should jointly participate in discussions on ideological and political education concepts and goals to ensure that each teacher understands the importance of ideological and political education in cultivating students' comprehensive qualities. Encourage teachers to share their successful cases and experiences of integrating ideological and political elements into teaching, creating an atmosphere that encourages exploration and innovation, thereby achieving consensus among all staff.

4.2. Optimize Team Structure and Enhance Ideological and Political Education Capabilities

Optimizing the structure of the teaching team and developing towards multidisciplinary and diversified directions can effectively enhance the ability of ideological and political education. Team members should include not only accounting and management professors, but also experts in fields such as law, ethics, and sociology. This not only helps to explore internal control and risk management issues from different perspectives, but also provides richer background and resources for the comprehensive integration of ideological and political education. Through the professional knowledge and thinking of each member, promote students' comprehensive understanding of professional knowledge and social responsibility.

4.3. Carry out Collaborative Teaching and Integrate Ideological and Political Elements

In teaching practice, actively carry out collaborative

teaching to integrate ideological and political elements. For example, teams can design interdisciplinary projects that incorporate ethical analysis and social responsibility discussions in risk management. In class, students are asked to analyze how companies consider social impact and comply with laws and regulations in their decision-making through case studies. Course group teachers can jointly develop teaching syllabi and resources, collaborate with each other to design projects and activities with ideological and political education significance. This not only helps students learn professional content, but also enhances their comprehensive thinking ability and sense of social responsibility.

4.4. Strengthen Team Training and Enhance Overall Quality

Organize training courses and workshops related to ideological and political education to help teachers master the latest educational concepts and teaching methods. By inviting experts in the industry to give lectures and demonstration classes, we aim to enhance teachers' understanding and application of ideological and political education. At the same time, encourage teachers to participate in academic exchanges and collaborative research, enhance knowledge sharing and experience accumulation within the team, thereby further improving teaching quality and overall team quality.

5. Conclusion and Suggestions

The organic combination of ideological and political education with professional courses is not only crucial for enhancing students' professional competence, but also has a significant effect on cultivating their sense of social responsibility and ethical concepts. In the course of "Internal Control and Risk Management", the integration of ideological and political education can help students understand the ethics and social responsibility of enterprises when facing risks, combine theoretical knowledge with practical problems in the real world, help students form a more comprehensive and balanced knowledge structure, and enhance their critical thinking and decision-making abilities.

The construction of teaching teams is an important foundation for implementing ideological and political education. By optimizing the structure of the teaching team, establishing team consensus, and conducting collaborative teaching, favorable conditions can be created for the in-depth development of ideological and political education. Team teachers can enhance their ability to effectively integrate ideological and political elements into the classroom through continuous learning and training. This can not only enhance the comprehensive quality of teachers, but also stimulate the vitality of teaching, thereby promoting students to better grasp the course content and the thinking perspective brought by ideological and political education.

The successful implementation of the strategy of

integrating ideological and political education into curriculum teaching team building requires universities to give full attention and support in policy support, resource allocation, and teaching philosophy. Only by forming a joint force at the school level can the goal of ideological and political education be truly achieved in the teaching process, thereby cultivating high-quality talents with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills. Therefore, incorporating ideological and political education into the teaching team building of the "Internal Control and Risk Management" course can form a good educational ecology and provide guarantees for the comprehensive development of students.

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