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Integration of Ideological and Political Education into Pedagogy Courses: Current Status and Development Pathways

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Abstract: One of the reform features in the new age of higher education reform is the integration of ideological and political education (IPE) into university courses. As a major course in teacher education, pedagogy is an important factor in the development of pedological education. Teachers of Pedagogy are generally aware that it is important and necessary to incorporate IPE in the course of pedagogy, but there are some problems to be solved in practice, such as teacher competence in IPE, low student involvement and evaluation support. In order to solve these problems, universities need to improve teachers' professional knowledge and skills training, plan their professional training, develop their curriculum, and improve teaching methods.

Keywords: Pedagogy Courses; Ideological and Political Education; Integration; Current Status; Problem Analysis; Development Pathways.

1. Introduction

Strengthening the integration of ideological and political education into university curricula is of considerable importance to the education and development of young people in the new era. Ideological and political education in higher education concerns the fundamental questions of what kind of people universities should cultivate, how they should cultivate them, and for whom education should serve.

As an application-oriented course, Pedagogy provides an appropriate context for examining how ideological and political education can be integrated into professional teaching. By analyzing the current state of such integration, this study explores possible approaches and methods for improving its implementation. The study therefore has both theoretical and practical significance and may contribute to the further development of ideological and political education across university curricula.

In teaching practice, educators should respond to contemporary trends and requirements in educational development, take fostering virtue through education as a fundamental objective, identify the ideological and educational elements embedded in disciplinary knowledge, and incorporate them throughout the teaching and learning process. The integration of ideological and political education into Pedagogy courses therefore constitutes an important area of research.

2. Connotations of Integrating Ideological and Political Education into Pedagogy Courses

The integration of ideological and political education into Pedagogy courses can be understood at three levels. The first concerns the ideological and educational dimensions embedded in disciplinary knowledge. The second involves the integration of such education into professional content, including educational theories, educational practice, education policy, educational research methods, and teacher education. The third concerns the incorporation of ideological and political education throughout the teaching process itself.

More specifically, this integration refers to embedding ideological and political education throughout the teaching of Pedagogy, making effective use of high-quality curriculum resources, and combining the guiding role of teachers with the active participation of students. The teaching of professional knowledge should be integrated organically with ideologies and educational elements, which will not only develop students' knowledge of the discipline and professional competence, but also develop their values judgments, values choices, values orientations, thus preparing them to be qualified builders and reliable successors of socialism [1].

Accordingly, the integration of ideological and political education into Pedagogy is not a matter of simply adding ideological content to professional teaching. Rather, ideological and educational objectives should run throughout the process of knowledge transmission. Only through the effective integration of professional knowledge and ideological education can disciplinary teaching acquire a clear educational orientation.

Teachers are therefore required to identify the ideological and educational elements inherent in professional knowledge and to provide appropriate guidance in accordance with students' actual needs and circumstances. This represents both the purpose of integrating ideological and political education into Pedagogy courses and an objective requirement of the "all-staff, whole-process, and all-round education" approach. To a certain extent, such integration also reflects the need for professional courses and ideological and political theory courses to work in the same direction and form educational synergy [2].

3. Current Status of the Integration of Ideological and Political Education into Pedagogy Courses

In recent years, the integration of ideological and political education into Pedagogy courses has received increasing attention in educational research. As an important means of improving students' overall competence and moral

development, both the current state of integration and the problems associated with its implementation have become significant areas of concern.

Ideological and political education within the curriculum refers to an educational approach that integrates Marxist theory with the content of different academic disciplines in order to develop students' moral character, ethical awareness, and core values. Its purpose is to incorporate ideological and political education into different courses and to help young students develop appropriate views of life, values, and the world [3].

However, a number of problems remain. One concerns differences in teachers' professional competence [4]. Effective integration requires teachers with adequate knowledge of ideological and political education as well as strong pedagogical capabilities, yet considerable variation remains among university teachers in both respects.

Also, the teaching materials and teaching methods need to be further improved. The inclusion of ideological and political education in pedagogy courses will require the use of appropriate teaching materials and innovative teaching methods. Such reforms are not enough and there is much more to be done in research and exploration. Another problem is the evaluation of the method. The evaluation system in the present state is not sufficiently developed, the science indicators and evaluation methods are limiting. Therefore, the appropriate standards and evaluation criteria should be formulated [5]. Nevertheless, there are some positive developments.

First, the awareness of integration is increased. With the progress of education reform, more and more universities and teachers have realized the importance of integrating ideological and political education into pedagogy course and have placed greater emphasis on the educational functions of curriculum teaching [6].

Second, there are some big differences in their implementation. The university and the teacher are different in terms of their approach to the integration of the curriculum. Some schools and teachers have developed a approach to this which is suitable for their circumstances, while others still lack a significant awareness of this concept.

Thirdly, the materials and teaching methods need to be developed. The curriculum is of great importance in a well-rounded education and its content and teaching style are very important. Therefore, more suitable resources, teaching materials, and cases are needed.

Fourth, assessment of educational outcomes remains relatively weak. Although the importance of curriculum-based ideological and political education has been widely recognized, evaluation of its actual outcomes remains inadequate. More comprehensive and scientifically grounded mechanisms and indicators should therefore be developed.

The integration of ideological and political education into Pedagogy courses is a complex and long-term process requiring coordinated efforts from different stakeholders in higher education. Improvements in teacher development, teaching materials, instructional methods, evaluation systems, and opportunities for educational practice can strengthen the effectiveness of such integration and support the cultivation of students with balanced moral, intellectual, physical, aesthetic, and practical development.

4. Problems in the Integration of Ideological and Political Education into Pedagogy Courses

Integrating ideological and political education into Pedagogy courses represents a new requirement for the development of the discipline and an important component of high-quality educational development.

To address existing problems, the objectives of Pedagogy teaching should emphasize the fundamental task of fostering virtue through education. Teaching content should incorporate core socialist values, traditional Chinese culture, and education concerning China's national conditions. Teaching methods should combine online and face-to-face approaches, while assessment should place greater emphasis on formative evaluation and incorporate student feedback as an important source of evidence.

Higher education serves as a major arena for talent cultivation. It should therefore uphold the fundamental task of fostering virtue through education, strengthen education in core socialist values, promote quality-oriented education, and advance educational equity. Ideological and political education should be incorporated throughout the entire process of talent cultivation, and teachers with ideals and convictions, strong moral character, solid professional knowledge, and a commitment to students should provide guidance for students' development [7].

Although progress has been made, four major forms of disconnection remain: between teaching objectives and ideological and political education objectives; between professional content and ideological and political education content; between instructional methods and ideological and political education methods; and between conventional teaching evaluation and the evaluation of ideological and political education [8].

4.1. Disconnection Between Teaching Objectives and Ideological and Political Education Objectives

The current teaching goals of Pedagogy courses are mainly knowledge and competence development, but hardly value formation.

The ideology and political education, from the students' point of view, is mainly represented by the addition of content concerning the values of the socialist party. Such content tends to focus on moral principles, ideals and beliefs, and is less clearly reflected in the aim of value guidance.

Teachers' views on curriculum integration are generally that the curriculum incorporates ideological and political education content into the teaching objectives. In the actual classroom practice, however, this is not the case.

Therefore, the objectives of pedagogy courses should be knowledge, competence and value formation. Professional education and ideological and political education should complement each other so that students can strengthen their ideological awareness and learn about disciplinary knowledge.

4.2. The Content of Professional Content is Not as Separate from The Content of Ideology and Political Content of Education

The issue of how ideological and political education should be included in the teaching of classes is an important one. Two

potential problems are evident.

First, the curriculum design is inadequate. However, some teachers have introduced ideological and educational elements to their course, but the content of their course may not be closely related to the needs, social expectations or developments in education. This mismatch may decrease the students' acceptance and identification with the learning content.

The second problem is the selection of the content. There are some teachers who are not well able to make the correct choice of places to integrate ideologies and political education into their lessons, and they do not know how to incorporate ideology and political knowledge into their teaching. Therefore, some elements of education can be introduced in a way that is automatic or cannot relate to the subject matter.

If teachers do not accurately identify and interpret appropriate ideological and educational elements, the quality of integration may be weakened and students' interest in learning may also be affected [9].

4.3. Disconnection Between Teaching Methods and Ideological and Political Education Methods

Ideological and political education should be incorporated throughout classroom teaching. Classroom instruction should function not only as a means of transmitting knowledge but also as an important channel for cultivating students' moral character and guiding their personal development.

Teachers should provide appropriate ideological guidance and help students develop sound principles concerning personal conduct, social interaction, and academic study. In practice, however, some teachers place excessive emphasis on knowledge transmission and skills training while paying insufficient attention to students' moral and personal development.

4.4. Disconnection Between Teaching Evaluation and Ideological and Political Education Evaluation

Teaching evaluation is an important mechanism through which universities assess teaching quality and provide incentives and constraints for faculty members. For a long period, evaluation in Pedagogy courses has relied heavily on final examination results, while student evaluation of teaching and the educational outcomes of ideological and political education have received insufficient attention.

An effective evaluation mechanism for curriculum integration should therefore be established.

First, the teaching evaluation system should be improved. Student evaluation of teaching can serve as one component of a broader framework combining teacher self-evaluation, peer review, student assessment, and institutional evaluation of teaching quality.

Second, both evaluation content and assessment methods should be diversified. In addition to final examination results, students' regular performance, classroom participation, and interaction can be incorporated into assessment.

Third, data technologies can be used more effectively. Ideological and educational elements may be incorporated into formative assessment of students' daily performance and classroom interaction, thereby supporting a more multidimensional approach to evaluation.

5. Pathways for Integrating Ideological and Political Education into Pedagogy Courses

5.1. Strengthening Teachers' Professional Knowledge and Skills

Teachers are the most important players in the implementation of ideologic and political education in the school curriculum. Therefore, universities should improve the training and learning of teachers and provide them with appropriate training and opportunities.

Teachers need to be aware of the importance and the necessity of curriculum based ideological and political education. They also need to be aware that integration is not the same as adding ideologies to a course. Instead, disciplinary education should be closely connected with ideology and political education, in order to develop the appropriate values and perspectives and to obtain professional knowledge.

5.2. Strengthening Institution-Level Planning

The integration of ideological and political education in the pedagogy course should be a project that is taken as a whole and not just as an initiative of one class.

On the one hand, universities should attach greater importance to curriculum integration and clearly define its objectives, tasks, and priorities. Relevant training should be provided to help teachers improve their understanding of the approach and strengthen their willingness and confidence to participate.

On the other hand, universities should establish long-term institutional mechanisms through coordinated planning. Relevant policies and evaluation standards should be developed and continuously improved in order to enhance teachers' educational competence [10].

The implementation of ideological and political education within Pedagogy courses should also be incorporated into faculty professional development and evaluation systems, making it an important dimension of teaching quality assessment.

5.3. Developing Coherent and Effective Instructional Designs

Instructional design is a key component of effective teaching. When integrating ideological and political education into Pedagogy courses, teachers should make full use of instructional design to ensure that relevant educational elements are incorporated naturally and effectively.

First, the objectives and content of ideological and political education should be clearly defined in accordance with the characteristics of the Pedagogy course, and teaching content should be planned accordingly.

Second, classroom teaching methods should be designed in relation to students' existing disciplinary knowledge and learning characteristics.

Third, educational practice activities should be designed in accordance with students' professional development needs.

Fourthly, the use of technology and Internet information should be appropriate to enrich the teaching and develop the teaching methods.

5.4. Improving Teaching Methods

It is educational for integrating ideological and political

education into the curriculum. It is thus a matter of importance in the organization and implementation of teaching.

In developing Pedagogy courses, teachers need to move beyond the conventional teaching concepts, improve their own ability in ideological and political education and constantly improve teaching methods. In addition, by doing so, the quality and effectiveness of curriculum integration can be improved.

6. Conclusion

Integration of ideology and political education into the teaching of university students is an important part of the reform of higher education in the new era and is one of the effective ways to develop high-quality teachers.

As a core course in university teacher education, Pedagogy should make use of teachers' guidance and students' active participation. The cooperation of these two dimensions will improve the effectiveness of ideological and political education in the course.

The ideological and political education in the curriculum will become more important in the preparation of teachers, and in the reform of education.

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