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Research on the Construction of "One core, three Common Learning" college Teaching Community from the perspective of curriculum Ideology and politics

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Abstract: At present, there are some problems in the construction of college teaching community, such as one-way cognitive construction based on knowledge imparting, single emotion maintenance based on classroom communication and fragmented belief inculcation based on spontaneous orientation. Under the examination of the new connotation of curriculum ideology and politics, these problems need to be solved urgently. With curriculum ideology and politics as the core, with the goals of "knowledge integration", "emotional resonance" and "faith symbiosis", and with the "teacher community", "teacher community", "teacher community" and "student community" under the ecological system concept of "full learning" as the object, this paper studies the strategy of "one core and three common learning" college teaching community construction, which can not only promote the common development of teachers and students, but also promote the common development of teachers and students. Moreover, it can promote the overall development of colleges and universities, make the teaching community of colleges and universities become an important carrier for the implementation of curriculum ideology and politics, and give full play to the overall effect of "cultivating virtues and cultivating people".

Keywords: Curriculum ideological and political; "All-learning" ecosystem; Teaching community; Construction strategy; Strengthen moral education and Cultivate people.

1. Introduction

The "Quan**" is a series of new ideas introduced from abroad in recent years. For example, "full language", "full intelligence" and so on. This paper "full learning" is from this. “Quan**" is a new form of expression. It not only has a strong tolerance and development ability, but also has a clear meaning, which is easy to be accepted. Therefore, taking "total learning" as a generalization of the concept of learning is a logical expansion, as well as a re-refining and creation of many new concepts of learning. Under the guidance of the concept of "total learning", the rise of diversified learning methods and teaching community has produced a great promotion and positive influence in the field of teaching reform.

To vigorously promote the construction of teaching community of "total learning" ecological system under the curriculum ideological and political perspective in colleges and universities is a concrete expression of humanistic care. Equality, respect, cooperation, communication, responsibility and mutual help emphasized in the community, as well as harmonious interpersonal relationship, which is of great significance to carry out the fundamental task of moral cultivation and promote the sustainable development of talents. The university teaching community in the "total learning" ecological system is composed of three levels, namely "teachers’ community", "teachers’ community" and "students’ community". The three levels are closely related and complement and promote each other.

2. The pain points of college teaching community construction

2.1. One-dimensional cognitive construction based on knowledge imparting

The teaching community in colleges and universities is often misunderstood as a pure "learning community", which refers to the "relationship between teachers and students" formed only by imparting knowledge in a specific field. It is obviously a negative way to build a one-way learning community. The reasons for this situation are as follows: First, teachers focus their attention on the teaching of knowledge. They only pay attention to the logical reasoning of knowledge itself, but do not pay attention to the exploration of moral education resources in the teaching content. Therefore, the community inevitably becomes loose. Second, due to the lack of conscious value guidance, it is difficult for teachers and students to form consistent ideals and beliefs, which cannot solve the problem of "why students should learn and why teachers should teach". It is impossible to become a real teaching community only by the one-sided construction of cognition based on knowledge imparting.

2.2. Single emotion maintenance based on classroom interaction

To build a teaching community requires students to have a certain sense of belonging and identity in their emotions, which has not been achieved yet. The main reasons for this phenomenon are as follows: first, the interaction between teachers and students in most universities is limited to the narrow space of the classroom, and the depth of communication in spare time is insufficient, which will lead to the emotional alienation between teachers and students to

a certain extent. Second, in terms of teaching, most of the teaching is limited to the knowledge of a certain subject, and the lack of "friendly teaching" advocated by John S. Brubeck makes it difficult for students to feel the perplexity, tension, joy, satisfaction and other complex emotions when seeking knowledge, and it is difficult to establish the friendship of "mutual love between teachers and students". Third, there is no systematic and in-depth exploration of the humanistic and scientific spirit behind the knowledge of different disciplines, so it is difficult to generate emotional resonance. In general, it is difficult for students to have a sense of belonging and identity to the teaching community based on the single emotional connection only in the classroom.

2.3. Sporadic belief indoctrination with spontaneous orientation

Faith is the foundation of the construction of college teaching community. Without the casting of common faith, the community is just an organization of form gathering and spirit dispersing. Due to the high attention to morality, many teachers still take moral cultivation as their teaching goal in class and actively provide value orientation to students. However, this spontaneous and unsystematic value orientation is far from the whole process and all-round education goal. Such fragmented learning style makes teachers lack the unified consciousness of "cultivating people" and "cultivating morality", and cannot guide students' values and ideas systematically. At the same time, such scattered and impromptu education mode of morality, values and outlook on life cannot adapt to the new requirements of the current curriculum ideological and political education. In a word, the fragmented belief indoctrination based on spontaneous orientation cannot consolidate the belief foundation of the teaching community in colleges and universities.

3. Connotation of "One core and three Common Learning" college teaching Community Construction

3.1. A core - curriculum ideological and political as the core

Colleges and universities play a leading role in the goal of cultivating people by virtue, and their task is to provide students with high quality education. Its students should not only have a skill, but also have a good ideological and moral character and a patriotic enthusiasm, so as to play a positive role in the development of the motherland. Therefore, as a new form of ideological and political education in colleges and universities, the concept of "curriculum ideological and political education" plays an important role in the ideological and political education in colleges and universities, which is the inevitable requirement of educational reform and innovation. Therefore, the construction of college teaching community should take "curriculum ideology and politics" as the core, actively strengthen the sense of identity of curriculum ideology and politics, build an interactive communication mechanism between professional teachers and students, and guarantee the effectiveness of college teaching community construction in multiple aspects.

3.2. The three Communities-knowledge integration, emotional resonance, faith symbiosis

3.2.1. Knowledge integration: Cognitive Basis of college Teaching Community Construction

Generally speaking, the construction of teaching community is based on the imparting of professional knowledge, and with its bond, the teachers and students are connected. The idea of "curriculum thinking and politics" emphasizes the unity of "knowledge", "human" and "morality", which requires a new cognitive system linking teachers and students. In other words, knowledge cannot be limited to a certain subject. It should be effectively integrated with morality, core socialist values, fine traditional culture, and ideals and beliefs for realizing the great rejuvenation of the Chinese nation.

3.2.2. Emotional resonance: Connecting link of university teaching Community Construction

The idea of "curriculum thought and politics" requires that in the teaching community, not only the elements of ideological and political education should be incorporated into the knowledge of the subject, but also "into the mind and heart". To achieve this, there must be a kind of "emotional resonance". On the one hand, students should "believe in the Tao". The teaching of "Tao" is based on the mutual trust and spiritual understanding of the two kinds of human subjects. On the other hand, in order to cultivate students' values and moral qualities, and to inspire their feelings of home and country, ideals and beliefs, it depends on the education and instruction of teachers, and also on the emotional resonance between teachers and students, which is a key link to maintain the teaching community.

3.2.3. Faith symbiosis: Achieving the goal of college Teaching Community Construction

For a long time, because colleges and universities attach great importance to the scientific knowledge and its acquisition process, the classroom teaching has laid emphasis on the design of the links of inquiry, inspiration and construction. From the perspective of curriculum ideology and politics, the construction of college teaching community requires teachers to solve the problem of "what kind of person to train, how to train people and for whom to train people". Students have to solve the problem of "how to learn and why to learn". Teachers and students must have a common belief in these two aspects, so as to enhance the cohesion of the teaching community, effectively improve the results of education and learning, to achieve the purpose of "moral cultivation".

3.3. The whole learning ecosystem -- teachers community, teachers' community, student's community

The whole learning ecosystem means that all time periods, all space environments and all participants can learn and communicate with each other. All actions are based on learning objectives, and learning is conducted in an orderly manner without boundaries, forming an organic environment of interactive learning with all time periods, all directions and all members. In the whole learning ecological system, it advocates "strengthening the communication and learning between teachers in inquiry", "strengthening the communication and learning between teachers and students in

situations", "strengthening the mutual learning between students in life", so as to improve the knowledge-based education system, build a three-dimensional teaching community of "teachers, teachers and students", and develop the core quality of the new generation of teachers and students.

3.3.1. The "Teachers' Community" of Wisdom Collision

In the Conference on Ideological and Political Education, the General Secretary clearly proposed that "exchanges and cooperation between teachers of ideological and political courses in universities and primary schools should be strengthened", which requires us to take the initiative to expand the scope of participation of teachers' groups, break the communication barriers between teachers in primary schools, middle schools and universities, and build a cooperation platform between teachers of ideological and political courses in universities and primary schools that can span different levels and grades. By constructing the "teacher community" under the concept of "full learning" and strengthening the communication and learning among teachers in the exploration, the education level and classroom teaching quality of colleges and universities can be improved as a whole, laying a foundation for the rapid development of colleges and universities.

3.3.2. A "community of teachers and students" in which teaching and learning are mutually beneficial

In order to make the integrated ideological and political education really play its due role, we should establish a "teacher and student community" in which "teachers and students grow together and everyone develops together". In the whole learning ecosystem, teachers and students should share the same development goals, enhance communication and make progress together in the learning context. The teaching mode of "teacher and student community" is very different from the traditional teaching methods. It allows them to blend emotions and collide thoughts in a harmonious and relaxed classroom situation.

3.3.3. "Community of Living Students" through cooperation

Scientific research has found that school students have different characteristics of brain activity than social adults, especially when they get along with children of the same age, they will be influenced by the opinions and evaluations of their peers. The "community of students" under the total learning ecological system means that independent students can tolerate and cooperate closely with each other under the same system to participate in study and life together, so as to enhance students' mutual learning ability and make progress and growth together. In this diversified "community of students", students respect each other, help each other, give in to each other, and cooperate with each other to form a harmonious relationship, so as to promote the development of students' physical and mental health.

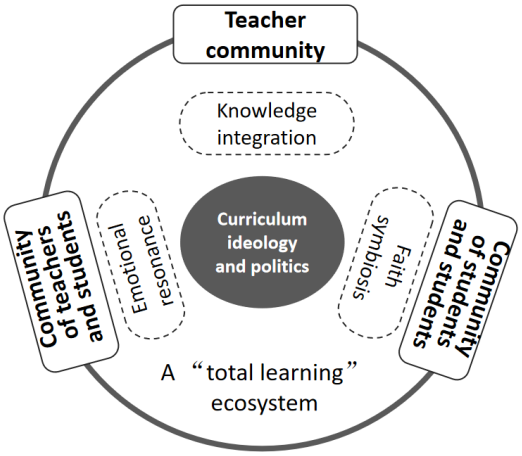


Figure 1. University teaching Community of "One core and three Common learning" from the perspective of curriculum ideology and politics

4. The strategy of "One core, three Common Learning" college teaching Community construction from the perspective of curriculum ideology and politics

4.1. Build "curriculum +" compound knowledge integration

4.1.1. "Curriculum plus" faculty

Although curriculum ideological and political education is based on curriculum, it is not a battle carried out independently by teachers of specialized courses. It is a systematic project combining ideological and political education based on specialized courses. Therefore, a comprehensive team of teachers must be formed. To achieve this goal, the construction of "teacher" teaching community requires teachers of various professional disciplines to join forces with ideological and political teachers, moral education experts, psychological counselors, counselors and class teachers to form a "curriculum +" teaching team and play its role together. This team of teachers should not only explore the moral education resources of various disciplines, but also conduct in-depth research on the psychological characteristics, ideological dynamics, spiritual needs, interests and hobbies of current students, and carry out ideological and political education according to the actual needs of students, combined with the subject content, so as to better play the role of ideological and political courses in cultivating morality and cultivating people. To provide more intellectual support for the construction of "teachers" teaching community.

4.1.2. "Curriculum +" knowledge system

To build a teaching community from the perspective of curriculum ideology and politics, we should not only rely on textbooks, but must expand the compound knowledge system of "curriculum +", build a compound knowledge system that matches the content of textbooks with political identity and feelings of home and country as the core, and apply the system to classroom teaching, teaching discussion, experimental training, homework papers and other aspects. Only by expanding the knowledge system of "curriculum +" in a targeted, planned, organized and systematic way, integrating the subject content with ideological and political elements, and enabling students to be influenced by the

excellent traditional Chinese culture, social ethics and professional ethics in the process of seeking true knowledge and improving their abilities. So that the curriculum ideological and political has the role of "moral cultivation" better play.

4.2. Create multi-dimensional interwoven emotional resonance across time and space

4.2.1. Attach importance to the principal position of students and strengthen classroom interaction between teachers and students

4.2.2. Establish a platform for the integration of teachers and students

Without a certain frequency of communication, it is impossible for teachers and students to produce mutual dependence and mutual integration of emotions. Therefore, in addition to taking the classroom as the main battlefield, we should also actively build a platform for teacher-student interaction, such as setting up various student innovation and entrepreneurship teams, so that teachers can participate in the whole process and give guidance, and achieve emotional resonance in the process of communication. On this basis, strengthen the use of all kinds of new media, such as WeChat group, QQ group, public account, Learning Link, etc., set up various interest groups, academic research groups, volunteer groups, etc., break through the limitations of time and space, carry out various forms of educational activities in a planned, organized and flexible way, and expand the communication space and field between teachers and students. Improve the interaction frequency between teachers and students, and create a good emotional atmosphere for the construction of "teachers and students" teaching community.

4.3. Build a symbiosis of faith that resonates with the same frequency, integrates with each other and advances together

4.3.1. Carry out training and study

At present, many students are limited by their own major or do not pay enough attention to their own ideology, leading to their lack of understanding of the theoretical system of Marxism, the theoretical connotation of socialism with Chinese characteristics and the excellent traditional culture of China. Therefore, it is necessary to conduct comprehensive training for students in a planned and organized way, and use academic lecture halls, academic salons, revolutionary tradition education, field visits to Red revolution bases and other forms to comprehensively improve students' comprehensive humanistic quality and ideological and political quality, enhance their academic responsibility and sense of mission, so as to cultivate students with both ideological and political quality and professional knowledge.

4.3.2. Promote in-depth communication

To establish a "study-born" teaching community, it is not enough to rely only on the teacher's faith, understanding, preaching, but also to let the students have a common belief in values, outlook on life, world outlook and other aspects. To achieve this, it is necessary to have a deep dialogue between the student community that touches the soul and cleanses the heart.

The first is the teaching method of "heart for heart". In the teaching process, teachers should be good at giving effective guidance to students, so that they can actively share their growth experience, life experience, life perception and practical wisdom. Such communication can not only allow students to learn from others, but also let them get the inspiration of life. The second is the teaching method of "sent mentalization". To achieve this goal, as a role model, students should use their unique personality charm, profound feelings of home and country and a strong sense of social responsibility, to infect the students around, stimulate their patriotic enthusiasm and patriotism, so that they set up a correct outlook on life, values and world. Third, we should pay attention to the teaching method of "making things clear". When students share their experiences, they should avoid empty discussions and simple indoctrination. Instead, they should use the specific historical facts they have learned, the real life they have experienced and the real society they have experienced to reveal the law of historical development, so as to spread it widely among their peers and arouse their sense of responsibility and mission for the country. Only in this way can the coexistence of faith be realized in the communication between the students and the formation of a "student-born" teaching community.

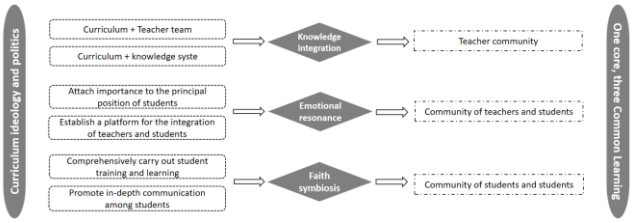


Figure 2. Construction path of "One core and three Common learning" college teaching community from the perspective of curriculum ideology and politics

5. Safeguard measures for the construction of "One core, three Common Learning" teaching Community in colleges and universities

5.1. Improve teaching team building

At present, most professional courses are undertaken by teachers alone, which is weak and not conducive to curriculum ideological and political construction and reform. Schools and departments can build and cultivate teaching teams for basic ideological and political courses, that is, to classify subject-related courses, set up teaching teams with teachers with the same disciplinary background and similar research direction, invite teachers majoring in ideological and political science to join the team, and take advantage of the "community of teachers" under the whole learning ecological system to better refine the course. Ideological and political elements will be better integrated with professional knowledge, and curriculum construction, reform and discussion will be carried out regularly.

5.2. Establish appraisal incentive policy

Ideological and political assessment should be carried out on the existing professional courses. The evaluation link of ideological and political teaching should cover all students, leaving no dead space, strengthening the principal position of students in the evaluation system of ideological and political teaching, so that the "community of teachers and students" can play a better role, so that every student can realize their own sustainable development through ideological and political education in the course. In order to maximize the role

of ideological and political education in the curriculum, the students' learning and participation in the evaluation system of ideological and political teaching should be brought into play. To rectify and supervise some courses with low evaluation of students, supervision and teaching effect; We will give key support to courses with high evaluation and good results, build model courses, and gradually transform them into hybrid courses and online courses. We will give incentives to teachers and their teams.

5.3. Strengthen curriculum operation management

All kinds of specialized courses are under the dual management of the teaching administration department of the school and the department where the teachers are located. During the teaching process, supervision and management of students' learning process are strengthened, learning support and services are strengthened, and problems and difficulties in the teaching process are guided and helped. Regular student symposia are held to strengthen exchanges between students. Through the feedback of the "student community", teaching reform is promoted, and the effect of ideological and political teaching in the curriculum is continuously improved. Meanwhile, questionnaires are issued to collect students' opinions and suggestions, helping to build a teaching community.

6. Conclusions

Under the new vision of "curriculum ideology and politics", how to construct the teaching community in colleges and universities has become an important subject of the current education reform in colleges and universities. In the "whole learning" ecological system, through the construction of "teachers", "teachers" and "students" communities, the teaching community becomes an organic whole of knowledge integration, emotional resonance and belief symbiosis, mutual promotion and complement. Only by centering on curriculum ideology and politics, taking students as the foundation and paying attention to the integration of teachers and students, can we truly shoulder the sacred task and historical responsibility of higher education, truly realize the goal of "cultivating virtues and cultivating people", and train a new generation of socialist builders and successors.

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