

The Impact of Curriculum Ideology and Politics on Student Engagement in Financial and Legal Studies in Higher Education Institutions

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Abstract: In recent years, various institutions of higher education have explored the road of curriculum construction after a long period of research for the sake of synergistic development of the curriculum, combining the respective characteristics of Civics and Professional Studies. Each higher vocational institution has successively built a set of three-in-one curriculum system, which brings together the respective advantages of civics, professional courses, and comprehensive literacy courses. At present, according to the development trend of higher vocational institutions, the Ministry of Education encourages higher vocational institutions to offer Curriculum Ideology and Politics, which not only makes up for the limitations of legal knowledge in the ideological and political education of higher vocational institutions, but also enriches its content, making it more in-depth, comprehensive and quite distinctive. Also, it further promotes to a great extent the shaping of college students' values and the shaping of moral education. The impact of the implementation of Curriculum Ideology and Politics in finance and law in higher education institutions on students' participation behavior is related to the future development system of Curriculum Ideology and politics. Therefore, this study takes Curriculum ideology and Politics in higher education institutions as the main subject to analyses its impact on students' engagement.

Keywords: Curriculum Ideology and Politics; Financial Law; Student Engagement.

1. Introduction

Legal education is an important part of the ideological and political education of students in higher education institutions. General education courses, such as "Thought and Moral Cultivation and Legal Foundations", provide students in higher education institutions with rule-of-law education with "thinking and politics" as the core. On the basis of legal knowledge, the combination of financial and legal expertise with the legal system and ideology and politics has invariably influenced and cultivated high-quality university students. Legal education is a method of education that instils legal knowledge and concepts in students in various forms, with the aim of making students understand whether their actions are in accordance with the law and to educate them to use self-discipline in their own lives and to use their knowledge to protect their legal rights and interests when acts against their rights and interests occur. In this context, the aim of the financial law course is to regulate the future behavior of students in the workplace and to educate them in the construction of professional ethics. Undergraduate courses in finance and economics offer courses related to law such as Economic Law, Law Relating to Tax-Related Services, International Economic Law, and so on, which have their unique advantages as they learn law-related knowledge on the basis of their own professional knowledge. However, due to the fact that the financial and legal courses in higher education institutions need to meet students' needs for certification, most of the courses only focus on professionalism and relevance, resulting in "learning, understanding, abiding by and using the law" being superficial and not internalized, which in turn affects ideological awareness. This phenomenon is manifested in the financial courses, which are based on Western economics and have built up a system of professionalism and knowledge structure for the training of

talents, instilling in students a sense of "economic man" and forming their high sensitivity to wealth, costs, and benefits. Financial law, on the other hand, is mainly concerned with guiding students in their subsequent professional conduct and career planning, and providing professional ethics education. At the root of this, the lack of student participation in the learning process, particularly emotional and cognitive participation, is a major reason for the limited value of the course for students.

2. Theoretical Analysis of the Impact of Curriculum Ideology and Politics in Finance and Law on Student Engagement in Higher Education Institutions

2.1. Ways of Engaging Students in Financial and Legal Courses in Higher Education Institutions

By comparing the results of domestic and international researchers, Professor Kong suggests that student engagement is a combination of behavioural engagement, cognitive engagement, and affective engagement. The scope of Professor Kong's research is the mathematics classroom, but it is reasonable and scientific to put this dimension into the context of "Curriculum Ideology and Politics" in higher education institutions. However, students in higher education institutions have their own characteristics. Therefore, based on the participation model proposed by Professor Kong Qiping, this article takes into account the characteristics of students in higher education institutions and classifies the participation methods of Curriculum Ideology and Politics into behavioural participation, cognitive participation, and emotional participation.

2.1.1. Behavioural Involvement

Behavioural engagement, as the most basic form of engagement, refers to the learning behavior of students when teachers conduct lectures, and can generally be considered from two perspectives: professionalism and drilling. [1] The behavioural engagement of students in curriculum ideology and politics in higher education institutions is demonstrated by whether students listen attentively to teachers' lectures and take notes in time. With the introduction of the new curriculum in 2017, Curriculum Ideology and Politics in higher education institutions is positioned as an activity-based and participation-based course, and higher education institutions focus on the cultivation of students' practical skills, so the questioning and practical activities in Curriculum Ideology and Politics classes of finance and law in higher education institutions. Therefore, students' behavioural participation in Curriculum Ideology and politics in higher education institutions is mainly focused on whether students listen carefully to the lectures, take notes carefully, think and speak actively, and participate in practical activities and discussions actively.

The question items are therefore set as follows.

1. I will listen closely to the teacher.
2. I will take notes while listening to the lesson.
3. I will think carefully and speak up when asked questions by the teacher.
4. I will actively participate in practical classroom activities and discussions.

2.1.2. Cognitive Involvement

The cognitive involvement of the students focuses on the outcomes of their learning, either quantitative or qualitative, which are related to their own perceptions and experiences. [2] It is also clear from the interpretation of 'engagement' that student' behavioral engagement is a habitual activity rather than a thinking activity. Curriculum Ideology and politics in higher education is often misunderstood as a subject that only needs to be learned by rote, but this is not the case, especially with the introduction of the new core literacy-based curriculum (2017), which puts a lot of university content in higher education institutions. At the same time, students in higher education institutions are more capable of practical involvement. In the financial and legal Curriculum Ideology and Politics classroom, a further level of engagement is required relative to behavioural engagement, i.e., cognitive engagement, where students in higher education institutions are able to flexibly use learning strategies in the learning process, and these different strategies will elicit different levels of thinking activities from students in higher education institutions. The learning strategies used by HE students in the learning process can be divided into: superficial learning strategies and deep learning strategies. Superficial learning strategies are rote memorisation, mechanical training, and so on, while deep learning strategies are comprehension, association, flexible use, and so on. The cognitive engagement of students in this study focuses on whether students in higher education institutions make use of superficial or deep learning engagement, as they have strong practical skills.

The question items are therefore set as follows.

5. When I don't understand a question, I choose to memorise the answer.
6. I think memorising knowledge through repeated recitation is the best way to learn.
7. When I study, I think about how what I have learned will

be useful in real life.

8. When I learn something new, I associate it with what I have learned and gain new insights into it.

2.1.3. Emotional Engagement

Emotional involvement is an emotional experience that teachers engage in in the classroom. Positive emotional involvement improves student motivation to learn and promotes better translation of learning outcomes. [3] If students are engaged in a course with a sense of fun and achievement, they are relatively more motivated to learn the course, whereas the opposite is true for negative emotions. The subject of Curriculum Ideology and Politics in Law and Finance in Higher Education Institutions is no exception. However, what is special about Curriculum Ideology and Politics is that it is a course that develops students' emotions, attitudes, and values, and students' involvement in the course is accompanied by the development of their emotions. Students in higher education institutions focus on the practical aspects of learning knowledge and are more likely to have emotional resonance with that knowledge and are more willing to think about how to translate what they have learned into practical outcomes,

9. In class, I think knowledge is interesting, so I think learning is fun.

10. I am interested in thinking about how to apply what I have learned to reality.

11. In class, when I encounter knowledge that I do not understand, I get nervous and think about how I should apply it in reality.

12. When it is impossible to think about combining what I have learned with practice, when it is impossible to think about combining what I have learned with practice, I would worry about the teacher calling on me to answer questions in class.

13. Although the class was very theoretical, I found it enjoyable to combine theoretical knowledge with practice.

14. Although studying is hard, it always gives me the satisfaction of success when there is a reward.

15. When the teacher first explained the new learning material, I felt fatigued and did not know how to integrate it with reality.

16. I really dislike writing homework; I prefer to do practical activities.

2.2. The Relationship between Curriculum Ideology and Politics and Student Engagement in Curriculum in Higher Education Institutions

"The construction of Curriculum Ideology and Politics is an initiative based on the fundamental principle of building moral values. As an important part of the construction of "Curriculum Ideology and Politics", the quality of teaching and learning activities directly determines the effectiveness of "Curriculum Ideology and Politics". "The quality of the teaching and learning activities directly determines the effectiveness of curriculum ideology and Politics. The evaluation of the quality of the practical activities of curriculum ideology and politics is mainly focused on the students, as Astin points out: "The participation of students in learning is an important criterion for the quality of education. " Therefore, in the Curriculum Ideology and Politics classroom in higher education institutions, learning engagement becomes an important factor in the evaluation of

the effectiveness of Curriculum Ideology and Politics. Only when students have the initiative to learn can their desire to learn be transformed into practical behaviour, and only then can they ensure that the Curriculum Ideology and Politics is effective. It is only when students in higher education institutions have the initiative to learn that their desire to learn can be transformed into practical behaviour, and only then can the effectiveness of Curriculum Ideology and Politics be ensured and the quality of human resources truly improved.

Student engagement is particularly important in the teaching of Curriculum Ideology and Politics in finance and economics in higher education institutions. The development of Curriculum Ideology and Politics in finance and economics law has its own special characteristics. Compared to other courses, the teaching of curriculum ideology and politics in higher education institutions is based on the law as a vehicle. At the same time, curriculum ideology and politics relies on the language context and is a process of teaching language knowledge and skills. In general, therefore, the "ideology and politics" element are the result of a combination of educational processes and language teaching. In the case of students of financial law, they are studying a curriculum that, for nonmajors, apart from a few students who are skilled in the use of legal knowledge, most students expect to improve their financial law skills in the course of their studies. Therefore, the teaching practice of "Curriculum Ideology and Politics" in higher education institutions is conducive to students having a strong willingness to engage in "Curriculum Ideology and Politics". "The students have a strong willingness to engage in the teaching activities of Curriculum Ideology and Politics and show a more positive emotional response to the teaching, while being able to cooperate with the teacher and actively participate in completing the relevant teaching tasks. The "Curriculum Ideology and Politics" element in teaching is valued by students in higher education institutions, which can prevent the "Curriculum Ideology and Politics" teaching from being a mere formality. The teaching of "Curriculum Ideology and Politics" is only a formality, and it can truly bring into play the function of "Civic and Political" education of finance and economics in higher education institutions. This shows that "Curriculum Ideology and Politics" in higher education institutions is conducive to students' high level of participation in learning.

In view of this, this study is based on questionnaires and data to analyses the engagement of students in the teaching process of curriculum ideology and politics of financial law in higher education institutions, as an entry point to propose feasible initiatives from the perspective of teachers' teaching to motivate students and enhance the effectiveness of teaching.

3. An Empirical Study of the Impact of Curriculum Ideology and Politics on Student Engagement in Finance and Law in Higher Education Institutions

3.1. Variable Selection

In order to study the influence of curriculum ideology and politics on students' engagement in higher education institutions, this study conducted a questionnaire survey for students of finance and law majors in higher education institutions, which was answered online, and 200 questionnaires were collected. Based on the theoretical

analysis of the impact of Curriculum Ideology and politics on students' engagement in higher education institutions, the questionnaire was set up to focus on students' engagement behaviours, including behavioural engagement (questions 1-4), cognitive engagement (questions 5-8) and emotional engagement (questions 9-16). In order to further analyses and study the impact of Curriculum Ideology and politics on students' engagement in higher education institutions, the research subjects of this study were divided into two parts: one part of the students were taught Curriculum Ideology and Politics; the other part of the students were taught traditional finance and law curriculum. The data collected were collated and statistically analyzed using SPSS software.

3.2. The Process of Empirical Analysis

3.2.1. Reliability and Validity Analysis

Table 1. Confidence analysis

Cronbach's Alpha	N of Items
0.912	17

According to Table 1, it can be found that the reliability of the questionnaire is 0.912, which indicates that the questionnaire is credible.

Table 2. Validity analysis

KMO.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	2144.679
	df	136
	Sig.	.000

According to Table 2, it can be found that the KMO validity of the questionnaire is 0.920, indicating that the questionnaire results are valid.

3.2.2. Descriptive Statistical Analysis

Table 3. Descriptive statistical analysis of behavioural engagement

	Y	N	Mean	Std. Deviation	Std. Error Mean
1. I will listen attentively to the teacher.	I	38	3.47	.951	.154
	II	162	4.17	.674	.053
2. I will take notes while listening to the lesson.	I	38	3.421	.948	.153
	II	162	4.111	.739	.058
3. When the teacher asks a question, I will think carefully and speak actively.	I	38	3.39	.946	.153
	II	162	3.90	.828	.065
4. I will actively participate in practical activities and discussions in class.	I	38	3.32	.933	.151
	II	162	3.92	.819	.064

The behaviour engagement mainly consisted of questions 1-4, and the results are shown in Table 3.

As shown in Table 3, Group I represent students who received traditional financial and legal courses, while Group II represents students who received curriculum ideology and politics in financial and legal courses. For each of the behavioural engagement questions, the mean value of the behavioural engagement of the students in Group II was higher than that of Group I, indicating that the students who received curriculum ideology and politics in finance and law were more engaged in their behavior.

As shown in Table 4, where the mean cognitive engagement for each question item was higher for Group II students than for Group I, indicating that the students who had received Curriculum Ideology and Politics in Finance and

Law were more cognitively engaged.

Table 4. Descriptive statistical analysis of cognitive participation

	Y	N	Mean	Std. Deviation	Std. Error Mean
5. When I encounter a problem I don't understand, I choose to memorise the answer	I	38	3.47	1.033	.168
	II	162	3.86	.916	.072
6. I think memorising knowledge through repeated recitation is the best way to learn.	I	38	3.39	1.104	.179
	II	162	3.90	.882	.069
7. When I study, I think about the usefulness of what I have learned in real life.	I	38	3.21	.935	.152
	II	162	4.06	.786	.062
8. When I learn something new, I associate it with what I have learned and I gain new insights into it.	I	38	3.39	.974	.158
	II	162	4.14	.718	.056

Table 5. Descriptive statistical analysis of emotional involvement

	Y	N	Mean	Std. Deviation	Std. Error Mean
9. In class, I think knowledge is interesting, so I think learning is fun.	I	38	3.42	.976	.158
	II	162	4.07	.732	.058
10. I am interested in thinking about how to apply what I have learned to reality.	I	38	3.18	.865	.140
	II	162	3.90	.790	.062
11. In class, when I encounter knowledge that I do not understand, I will be nervous and think about how I should apply it in reality.	I	38	3.50	.980	.159
	II	162	3.94	.957	.075
12. When I cannot think about combining what I have learned with practice, I worry that the teacher will call on me to answer questions in class.	I	38	3.68	1.042	.169
	II	162	4.07	.927	.073
13. Although the class was very theoretical, I felt that it was fun to combine theoretical knowledge with practice.	I	38	3.37	.970	.157
	II	162	4.09	.708	.056
14. Although studying is hard, it always gives me the satisfaction of success when there is a reward.	I	38	3.58	1.081	.175
	II	162	4.36	.674	.053
15. When the teacher first explained the new learning material, I felt fatigued and didn't know how to integrate it with reality.	I	38	3.08	.818	.133
	II	162	3.37	1.015	.080
16. I really dislike writing homework; I prefer to do practical activities	I	38	3.24	.883	.143
	II	162	3.40	1.045	.082

As shown in Table 5, where the means of emotional engagement for each of the emotional engagement questions were higher for the students of Group II than for Group I, indicating that students who had received Curriculum Ideology and Politics in Finance and Law were more emotionally engaged.

3.3. Independent Sample T-test

According to the independent sample t test for behavioural engagement in Table 6, the p values for the behavioural engagement of students in Groups I and II are less than 0.01 for questions 1-4, indicating that there is a significant difference between the behavioural engagement of students in

Groups I and II, indicating that students who have received Curriculum Ideology and Politics in Finance and Law have. This indicates that students who have received Curriculum Ideology and Politics in Finance and Law have stronger behavioural engagement.

Table 6. Independent sample t test for behavioural involvement

	F	Sig.	t	P	Mean Difference	Std. Error Difference
1	9.696	.002	-5.286	.000	-.699	.132
2	6.911	.009	-4.892	.000	-.6901	.1411
3	2.299	.131	-3.301	.001	-.506	.153
4	1.183	.278	-3.982	.000	-.604	.152

Table 7. Independent cognitive sample t test

	F	Sig.	t	P	Mean Difference	Std. Error Difference
5	1.581	.210	-2.308	.022	-.391	.169
6	3.906	.050	-2.993	.003	-.500	.167
7	1.192	.276	-5.790	.000	-.851	.147
8	6.449	.012	-5.324	.000	-.741	.139

According to the independent sample t test for cognitive engagement in Table 7, the p-values for behavioural engagement of both Group I and Group II students were less than 0.01 for questions 5-8, indicating that the cognitive engagement of Group I and Group II students was significantly different, indicating that students who received Curriculum Ideology and Politics in Finance and Law had This indicates that students who have received Curriculum Ideology and Politics in Finance and Law have strong cognitive engagement.

Table 8. Independent sample t test for affective involvement

	F	Sig.	t	P	Mean Difference	Std. Error Difference
9	6.378	.012	-4.581	.000	-.647	.141
10	.284	.594	-4.945	.000	-.717	.145
11	.519	.472	-2.530	.012	-.438	.173
12	1.814	.180	-2.242	.026	-.384	.171
13	8.003	.005	-5.213	.000	-.718	.138
14	14.518	.000	-5.635	.000	-.779	.138
15	9.388	.002	-1.648	.101	-.291	.177
16	3.298	.071	.215	.830	.039	.183

According to the independent sample t test for emotional involvement in Table 8, the p-values for emotional involvement of students in Group I and Group II are less than 0.05 for questions 9-14, indicating that there is a significant difference between the emotional involvement of students in Group I and Group II, indicating that students who have received Curriculum Ideology and Politics in Finance and Law have the difference between question 15 and question 16 is significant. The p-values for question 15 and question 16 were greater than 0.1, so there was no significant difference between the emotional involvement of the Group I and Group II students for question 15 and question 16.

4. Conclusion

4.1. Discussion of the Results

According to the above findings, when students were educated in curriculum ideology and politics of finance and law, there was a significant increase in students' behavioral engagement as well as cognitive engagement, while for affective engagement, question item 15 and question item 16

belonged to students' boredom of affective engagement, and there was no significant difference between the two groups of students, which overall indicates that students' There was no significant difference between the two groups. Overall, this indicates that students' emotional engagement also increased after receiving Curriculum Ideology and Politics in Finance and Law.

4.2. Strategies for Improving Student Behaviour in Finance and Law Curriculum Ideology and Politics in Higher Education Institutions

4.2.1. Giving Full Play to Students' Inner Potential and Developing Independent Learning Skills

According to the previous study, it was found that under the influence of Curriculum Ideology and Politics of Finance and Law, students in higher education institutions were willing to think seriously about issues and can actively participate in practical activities, indicating that Curriculum Ideology and Politics of Finance and Law had a positive influence on the behavioural participation of students in higher education institutions. Therefore, the positive influence of curriculum ideologies and politics should be expanded on the existing basis. In view of successive reforms of the teaching system in higher education institutions, the original traditional teaching mode needs to be reformed, and the Civics and Politics curriculum in higher education institutions has been reformed as a result. In terms of teaching methods, the learning requirement of "learning without thinking is reckless, thinking without thinking is dangerous" requires the student body to exercise subjective initiative and think actively. When theoretical and ethical considerations are required, professional knowledge and self-life are combined in an effort to shape values that are consistent with the core values of socialism. When teachers conduct the course, they can use a research-based teaching model to enhance student-student interaction, use questioning, combine current news and typical cases, actively guide students in course activities, stimulate their thinking, and dig behind the legal texts and professional feasibility of their ideological and political criteria. The cases chosen are relevant, and the legal relationships are relatively simple but also controversial. For example, in tax law, how is the personal income tax set up to balance efficiency and fairness? In the construction of China's distribution system, the relationship between efficiency and fairness is always being explored. Over-emphasis on efficiency can cause the gap between the rich and the poor to widen, thus affecting social harmony and stability. Excessive emphasis on fairness can easily lead to the phenomenon of "free-riding", which can play a role in promoting social production to a certain extent. In view of this, and in order to reconcile the contradictions, the rules of our taxation system are to focus on efficiency in the first distribution and fairness in the second, in an effort to pursue fairness. The current seven-tier progressive taxation system uses "income" as a benchmark, with those who earn more paying more, and those who earn less paying less or not paying at all.

4.2.2. Increase Teaching Research and Integrate "Curriculum Ideology and Politics" with Professional Training Objectives

In view of the previous study, the willingness of students in higher education institutions to combine the theoretical knowledge they have learnt with practical work under the

influence of Curriculum Ideology and Politics in Finance and Law suggests that Curriculum Ideology and Politics in Finance and Law has a positive impact on the cognitive engagement of students in higher education institutions. The knowledge structure and characteristics of students in different disciplines are different, and teaching methods should be changed accordingly. The reform of curriculum ideology and politics for finance and economics law majors must take into account the disciplinary characteristics and training objectives of the majors, especially in the overall design of the curriculum, which must focus on the degree of professional integration and the degree of recognition and acceptance of professional knowledge by the student body. For example, Finance and Taxation aims to train a group of people who specialize in fiscal management, tax administration and enforcement, and corporate finance management. This group has a dual identity as a manager and a menagerie. Therefore, when teaching financial law courses, the whole picture should be considered, with legislation and enforcement as the entry point, for example, tax evasion and criminal misconduct can be studied and educated. In view of this, financial law courses should take into account the nature of the course, and when constructing Curriculum Ideology and Politics, consider the training objectives and acceptability of professional talents, and then construct and export knowledge, only in this way will students consider it relevant to reality.

4.2.3. Strengthen the Construction of Practical Teaching and Pay Attention to the Design of the Curriculum Ideology and Politics Course

Under the influence of Curriculum Ideology and Politics, students in higher education institutions are more likely to have positive emotional resonance, indicating that Curriculum Ideology and Politics has a positive impact on the emotional engagement of students in higher education institutions. The incorporation of professional courses into curriculum ideology and politics should not only conform to the rules of curriculum construction, but also meet the ideological concepts, receptiveness, and group characteristics of contemporary university students, and focus on national and social issues of concern to university students, and refine new course contents. "Curriculum Ideology and Politics" is not simply an act of labeling, but a way of adding some points of reflection to the teaching. Therefore, the curriculum should be designed with the curriculum as the carrier, with moral education as the core, fully exploiting the moral education elements contained in professional knowledge; fully integrating elements of teaching Civics, combining subject knowledge and ideology and politics to form a core curriculum with Civics characteristics. The construction of "Curriculum Ideology and Politics" is not important in terms of quantity, but rather in terms of excellence, and can be organically combined with the construction of "Golden Course" to create the best financial and legal courses of Ma Engineering. The number of courses is not important, but the number of courses is not important.

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