

Research on the path of collaborative education between curriculum education and civic education in colleges and universities under the perspective of "curriculum civic education"

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Abstract: This paper aims to explore the collaborative path of curriculum education and ideological and political education in colleges and universities from the perspective of "curriculum and ideology". Firstly, the concept and related theories of "curriculum and ideology" are introduced, including the "curriculum and ideology" implemented in practice, establishing an interdisciplinary curriculum design pattern, enhancing teachers' ability in ideological and political education, conducting targeted curriculum education and ideological and political education evaluations, and strengthening student participation and autonomy development. Finally, this paper summarizes the main findings and significance of the research, and proposes directions and considerations for further in-depth research.

Key words: "curriculum civics" perspective; college curriculum education; civics education

1 Introduction

In recent years, with the rapid development of society and the popularization of education, the goals of higher education have gradually shifted from simple knowledge impartation to comprehensive cultivation of individuals. As an important component of university education, ideological and political education plays a crucial role in guiding students to develop a correct worldview, outlook on life, and values. Therefore, this study aims to explore the path of coordinated cultivation between curriculum education and ideological and political education in the context of "ideological and political education in the curriculum". Through theoretical analysis and practical research, specific measures and suggestions will be proposed to promote the comprehensive development of higher education and enhance students' overall quality. This has significant practical significance for higher education reform and the cultivation of socialist builders and successors.

2 The concept and theory of "Civic Politics of Curriculum"

2.1 The definition and connotation of "Civic Politics of Curriculum"

"Civic Politics of Curriculum" refers to the education mode that integrates the concept of ideological and political education into the teaching of various courses in universities, aiming to cultivate students' correct ideological, life, and value concepts. Its core idea is to provide students with systematic and comprehensive ideological and political education

through content selection, teaching method improvement, and ideological guidance during the teaching process of different subjects. The following are the main features of "Civic Politics of Curriculum". Firstly, it emphasizes the organic integration of ideological and political education with subject education, which distinguishes ideological and political education from pure theoretical teaching and makes it more relevant to students' practical needs and subject characteristics. Secondly, "Civic Politics of Curriculum" emphasizes the cultivation of students' comprehensive qualities, guiding them to form a correct academic attitude, moral concept, and behavior norms through course education, and enhancing students' ideological and moral character and sense of social responsibility [1]. Thirdly, "Civic Politics of Curriculum" pursues the organic connection of course content with ideological and political education objectives, enabling students to develop value judgment, divergent thinking, and critical thinking skills during the learning process, and improve their problem-solving ability and ideological awareness.

2.2 Operation mechanism of "Civic Politics of Curriculum" in colleges and universities

In higher education institutions, the implementation of "ideological and political courses" requires the establishment of a scientific and effective operational mechanism. Firstly, specialized institutions or departments responsible for coordinating and managing the implementation of "ideological and political courses" should be set up, such as the establishment of the ideological and political education center or office. These institutions can undertake tasks such as formulating policies and plans for "ideological and political courses", organizing and promoting the design and improvement of course content, training teachers' ideological and political education abilities, and evaluating the effectiveness of "ideological and political courses". Secondly, higher education institutions also need to establish specific management systems and operational norms, clarifying the responsibilities and rights of various levels and links. This includes provisions for course design, the formation of teaching teams, course management and implementation, resource allocation and sharing, student participation and interaction, among others. At the same time, a scientific evaluation system should be established, monitoring and evaluating the effectiveness of the implementation of "ideological and political courses", in order to promote continuous improvement and enhancement of the work [2].

3 Measures and practices

3.1 Establishing an interdisciplinary-oriented curriculum design model

To advance the practice of "integrating ideology with curriculum", we can explore the establishment of an interdisciplinary curriculum design model. Traditional disciplinary courses often place emphasis on the dissemination of specialized knowledge, while neglecting the significance of ideological and political education. Through an interdisciplinary curriculum design, we can organically integrate the knowledge content of various disciplines with the goals of ideological and political education, guiding students towards both professional knowledge and ideological development. This curriculum design model can be implemented through several approaches. Firstly, we can introduce dedicated ideological and political modules or themed courses, such as courses centered around the core socialist values, which effectively integrate ideological and political education with professional knowledge. Secondly, through methods such as thematic discussions and case studies, we can guide students to apply their professional knowledge in making value judgments and ethical considerations. Additionally, we can incorporate ideological and political elements into classroom teaching, such as quoting classic literature and inviting expert scholars to give lectures, thereby stimulating students' interest in and reflection on ideological and political issues. The key to establishing an interdisciplinary curriculum design model lies in strengthening the cooperation and coordination between disciplinary teachers and ideological and political education instructors. Disciplinary teachers should possess a certain understanding of ideological and political education theories and knowledge, while ideological and political education instructors need to comprehend

the content of specialized knowledge [3]. Through collaboration within interdisciplinary teams, we can achieve the seamless integration of professional knowledge and ideological and political education, consequently enhancing the effectiveness of the curriculum's ideological and political education. This design model helps to cultivate students' comprehensive qualities and moral character, aiding them in establishing correct worldviews, life philosophies, and values. Simultaneously, it also benefits the reform and improvement of disciplinary teaching, promoting students' in-depth understanding and application of professional knowledge [4].

3.2 Cultivating teachers and improving their ability in civic and political education

We must strengthen the construction of the university faculty and enhance the political and ideological education capabilities of teachers. From an individual teacher's perspective, they are required to possess an advanced level of theoretical knowledge and practical experience in political and ideological education, not only being familiar with their professional knowledge but also emphasizing the realization of ideological and political education goals. In terms of cultivating the faculty, several approaches could be taken. Firstly, universities can organize all teachers to participate in related theoretical and practical training on ideology and politics. These trainings could be in the form of online or offline, including training on cadre management, political and ideological theory courses, and moral ethics. Secondly, universities should strengthen ideological and political education and professional ethics construction, establish a sound evaluation and incentive mechanism, and promote the development of ideological and political education and teaching abilities. Thirdly, universities can explore the incorporation of ideological and political education capability and professional level into the evaluation and assessment of teachers during recruitment and assessment, which helps attract more outstanding teachers. Through these measures, universities can vigorously develop ideological and political education work, improve the ideological and political education capabilities and levels of teachers. This will be conducive to helping teachers better realize the goals of curriculum ideology and promote scientific thinking and humanistic qualities among students, making a positive contribution to the construction of spiritual civilization and talent cultivation [5].

4 Conclusion

In the realm of "curriculum and ideological education", we delve into the collaborative path between higher education curriculum and ideological education, with the aim of realizing the goal of comprehensive quality education. By closely integrating specialized knowledge with ideological and political education, we can cultivate students' disciplinary abilities and moral character. In this research, it is crucial to emphasize innovative curriculum design, prioritize the development of teachers' ideological and political education abilities, and establish effective evaluation mechanisms. Only through the exploration and practice of collaborative education can the mutual promotion of higher education courses and ideological education be realized, offering students an educational environment and opportunities for comprehensive development.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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