

A Study on Ways to Improve the Ideological and Political Teaching Ability of Teachers of Engineering Economics -- A Case Study of Local Undergraduate Colleges

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Abstract: In the background of ideological and political education, through the study of the current situation of “Engineering Economics” professional course teachers’ ideological and political teaching in local undergraduate colleges, the connotation of curriculum ideological and political teaching is clarified, and the ways to improve it are put forward, which will help “Engineering Economics” professional course play a positive role in ideological and political education and talent training in the new era.

Keywords: engineering economics, curriculum thinking and politics, promotion

Introduction

In June 2020, the Ministry of Education issued the Guiding Outline for Curriculum Ideological and Political Construction in Colleges and Universities, which clearly put forward the key content of curriculum ideological and political construction, requiring the classification of curriculum ideological and political construction in combination with professional characteristics^[1]. The outline also pointed out that teachers are the key to comprehensively promote the ideological and political construction of the curriculum, and it is necessary to promote the majority of teachers to further strengthen the awareness of education, identify the Angle of education, improve the ability of education, and ensure the implementation of the ideological and political construction of the curriculum^[1].

Under the background of the new era, all colleges and universities will actively promote the teaching reform from the main channel of “ideological and political curriculum” to the three-dimensional education of “curriculum ideological and political curriculum”^[2].

1. Research status

In order to respond to the call of the state, many colleges and universities in China continue to explore the course ideology and politics and improve the teaching level of professional course teachers.

Shanghai University thoroughly implements the Opinions of the Central Committee of the Communist Party of China and The State Council on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation, and establishes a “trinity” ideological and political teaching system of courses, majors and disciplines^[3]. Professor Gu Jun and Professor Gu Xiaoying led the “Creation and practice of the Strategy of the Great Country series of courses” won the second prize of national teaching achievements and the special prize of Shanghai Teaching

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achievements^[4]. Tan Xiaoshuang of Wuhan University of Technology integrates the content and methods of ideological and political work into the teaching of various subjects; Xu Hua of Guangxi Medical University proposed to establish a practical training system for teachers' ideological and political education according to local conditions, based on the School of Marxism and the Center for education evaluation and teacher development^[5]. Li Feng et al. proposed in the strategy of improving the teaching ability of professional course teachers based on curriculum ideological and political reform that ideological and political teachers should strengthen the study of ideological and political theories, help professional course teachers to review the teaching syllabus, teaching plan and teaching content, and help professional course teachers to clarify their teaching ideas through exchanges and discussions^[6]. In their research on the integration of curriculum ideological and political construction and the improvement of teachers' teaching ability, Guo Hongxia et al. proposed to integrate curriculum ideological and political construction with teachers' teaching ability with the requirement that "new content is the demand of education in the new era, new methods are the means of the reform of new curriculum standards, new achievements are the pace pursued by new vocational education, and new insights are the voice called for by new curriculum"^[7].

2. Existing problems

2.1 The ability to grasp the philosophy of ideological and political teaching is insufficient

In some local universities, the teachers of specialized courses separate the specialized courses from the ideological and political courses, and lack a deep understanding of the connotation and complexity of the ideological and political courses. They think that the formation of college students' values is a matter of ideological and political teachers and student workers, and has nothing to do with themselves. Lack of sense of responsibility and the spirit of study, did not do teaching and educating the combination.

2.2 The ideological and political resources of specialized courses are not deeply explored

There exist some phenomena in local undergraduate colleges, such as insufficient breadth of curriculum ideological and political resources, insufficient depth of curriculum ideological and political content selection, and insufficient temperature of curriculum ideological and political elements. Even individual teachers can't teach by words and deeds because of the problems of teacher ethics and style, which becomes a stumbling block in the course of ideological and political implementation^[8]. The lack of ideological and political literacy affects the implementation effect of professional teachers using ideological and political resources to educate people^[9].

The ideological and political accomplishment of professional course teachers directly affects the effectiveness of professional course ideological and political accomplishment. Due to their own limitations in knowledge and ability, they do not know how to apply ideological and political resources to teaching, lack a keen perception of ideological and political resources, do not know what resources to focus on mining, and do not know how to integrate these resources to educate ideals and beliefs and guide scientific values.

3. Curriculum ideological and political connotation

"Curriculum thinking and politics" is a systematic project, in which teachers are the decisive elements of the construction of "curriculum thinking and politics"^[10]. The construction of "curriculum thinking and politics" needs teachers' deep participation, and teachers' "moral awareness" and "moral education ability" are the key to the effect of "curriculum thinking and politics"^[11]. Curriculum thought and politics refers to a comprehensive educational idea which combines all kinds of courses and ideological and political theory courses in the same direction to form a synergistic effect in the form of building a whole-person, whole-course and whole-course education pattern, and takes "cultivating morality and educating people" as the fundamental task of education. It is to deeply explore the ideological and political theory education resources of various courses, and promote the professional education and teaching to be good at using Marxist positions, viewpoints and methods. "Curriculum thinking and politics" is a comprehensive educational concept that penetrates Marxist positions, viewpoints and methods through the whole process of curriculum teaching and research,

excavates ideological and political theory education resources of various courses, explores and practices various courses and ideological and political theory courses in the same direction, and forms a synergistic effect^[12].

"Curriculum thinking and politics" is different from "curriculum thinking and politics". It is not simply to add ideological and political content in the teaching process of professional courses, but to fully explore the ideological and political elements related to professional courses, and run ideological and political education through the whole classroom teaching in a gentle and silent way in the teaching process, so as to better combine knowledge imparts with value guidance and ability training^[13].

In the course of undergraduate teaching, professional course education accounts for a large proportion and plays the role of "hidden ideology and politics". Only by comprehensively carrying out ideological and political education in professional courses can we better realize the whole-course education and all-round education^[14].

4. The way to improve the ideological and political teaching ability of teachers of Engineering

Economics

4.1 To promote the construction of the key content of "curriculum ideology and politics" and strengthen the top-level design

Local colleges and universities need to strengthen top-level design according to their own advantages and characteristics, and rely on characteristic majors to build ideological and political education system in teaching. Promote related professional system to build ideological and political courses, and encourage ideological and political teachers to join the ideological and political construction of professional courses; regularly organize and carry out exchanges and seminars between teachers or experts of ideological and political courses and teachers of Engineering Economics professional courses or select excellent cases of ideological and political courses, actively organize teachers of professional courses to participate in teaching activities or scientific research activities related to ideological and political courses, and provide suitable learning, communication and training platforms for teachers of Engineering Economics professional courses.

Establish a long-term management mechanism, strengthen the academic research and effect evaluation of "curriculum ideology and politics", can incorporate curriculum ideology and politics into the assessment and incentive mechanism of teachers, through the establishment of curriculum ideology and politics teaching competition, carry out curriculum ideology and politics teacher classroom evaluation activities and other measures to promote teaching with competition, and encourage teachers to actively participate in curriculum ideology and politics teaching reform^[15].

4.2 To improve teachers' consciousness and ability of "curriculum thinking and politics"

Building a team of teachers with conscious "moral education consciousness" and strong "moral education ability" is the guarantee of human resources to ensure that all courses "walk in the same direction and educate people cooperatively". The teachers of Engineering Economics should not only delve into the professional theoretical knowledge, but also pass on the scientific spirit to the students and conduct value guidance. The teachers of "Engineering Economics" should realize that curriculum thinking and politics is implicit thinking and politics and precise thinking and politics. The teachers of Engineering Economics should be good at exploring the ideological and political value in the knowledge of engineering Economics and learning the humanistic spirit and scientific idea contained in modern science and technology with The Times^[16].

Schools and secondary colleges can encourage teaching and research departments to carry out curriculum ideological and political teaching and research activities independently or jointly with several relevant teaching and research departments, and collectively discuss how to explore curriculum ideological and political elements in teaching content, teaching organization, teaching methods, teaching implementation and teaching practice, so as to improve the learning effect of professional teachers through teamwork and communication. Build a curriculum ideological and political teaching

team, carry out thematic research on curriculum ideological and political teaching, deepen the reform of curriculum ideological and political teaching, promote the construction of high-quality courses and key courses related to curriculum ideological and political teaching, and improve the moral education ability of professional teachers through team building. At the same time, activities such as public demonstration classes can be held regularly to accelerate the improvement of professional teachers' ability to educate talents.

4.3 To improve the teaching evaluation system

In the process of promoting the ideological and political teaching reform of Engineering Economics course, local undergraduate colleges should innovate the teaching evaluation system and strengthen the teaching reflection ability of ideological and political teaching. By perfecting the contents and methods of ideological and political teaching evaluation, and refining the evaluation indexes, the corresponding teaching evaluation is carried out according to the particularity of the professional teachers' ideological and political teaching ability.

The teachers of Engineering Economics should reflect on the value of their own teaching design. They should reflect on the cultivation of knowledge and skills of teaching design and whether it is organically combined with the value of educating students. Reflect on whether the design of teaching objectives is reasonable and whether it achieves the organic unity of students' subject core accomplishment; Whether the choice of teachers' teaching methods, teaching means and teaching contents not only follows the scientific logic of professional teaching, but also conforms to the cognitive logic of students; Reflect on whether their teaching style and characteristics fit in with the physical and mental characteristics of college students and the law of mastering professional knowledge^[17].

5. Conclusion

To sum up, cultivating and improving the ideological and political teaching ability of teachers of specialized courses is of great significance to the construction and development of local colleges and universities, which can accelerate the organic integration of teaching and ideological and political education in specialized courses, give full play to the functions of education, talent and morality of teachers of specialized courses, build a suitable comprehensive personnel training system, and cultivate compound talents with both morality and talent for the prosperity of the country.

Conflicts of interest

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

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