

Exploration and Practice of Curriculum Civics under the Cultivation Mode of "Practical Education in the Curriculum"

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Abstract: "Engineering practice education" is an educational model that promotes the integration of industry and education and enhances the practical ability of students, which focuses on the combination of school education and enterprise practice, and promotes the cultivation and development of students. Under this new education mode, how to carry out the work of course ideology and politics and promote the ideological and political education of students has also become a new topic.

Keywords: engineering practice education, curriculum ideology and politics, ideological and political education

Introduction

In today's time, under the background of globalization, students in colleges and universities are becoming more and more conscious of seeking new ideas, and they are pursuing self-realization, change and innovation, human-orientation, as well as diversification of value judgement and individuality. The future of the country are all in the youth, especially in the university youth, they are the future of the motherland and hope, care for the growth of young college students is to promote the development of the motherland and the great rejuvenation of the Chinese nation.^[1] Nowadays, the international environment is becoming more and more complex, the economic and social environment is facing more and more challenges, the requirements for college students are also more and more high, so the task of carrying out good ideological and political education and helping college students grow up and become successful is more and more arduous compared with the past.

In recent years, Xinjiang colleges and universities have been developing rapidly, not only in education and teaching and scientific research, but also developed some more suitable for the actual talent cultivation mode in Xinjiang, "engineering practice education" cultivation mode is one of them. This new model mainly focuses on the actual development of Xinjiang, and endeavors to promote the integration of industry and education. At the same time, under this new education model, how to better carry out the programme of ideological politics and promote ideological and political education has also become an important task.

1. The current situation of the development of curriculum ideology under the training mode of "engineering practice education"

Through practice, the work of course ideology and politics under the cultivation mode of "engineering practice education" has made certain achievements, closely surrounding the overall situation of Xinjiang's reform, development and

stability, highlighting the characteristics of keeping pace with the times, distinctive orientation, highlighting the typical, and diversified forms, which has created a good atmosphere for the healthy development of the work of course ideology and politics.

First of all, as the universities' awareness of the importance of the ideology and politics of the curriculum continues to improve, many universities are gradually standardizing and improving the implementation methods and approaches of the ideology and politics of the curriculum, and encouraging and supervising their teachers to actively engage in the reform of the teaching of the ideology and politics of the curriculum.^[2] In Xinjiang, the universities that carry out the training mode of "engineering practice education", through the study of conference documents and relevant course training, not only let the teachers understand the difference and connection between the professional courses and course Civic-Constitutionalism, but also let them think about how to integrate Civic-Constitutionalism with different professional courses organically, so as to achieve the goal of improving students' professional knowledge and realizing the goal of "Civic-Constitutionalism". In order to achieve the double teaching effect of enhancing students' professional knowledge and realizing students' ideological and cultural enlightenment.

Secondly, the training of teachers should be strengthened to improve the level and ability of carrying out the Civic Politics of the curriculum, so as to achieve the effect of promoting the implementation of the Civic Politics of the curriculum.^[3] Xinjiang colleges and universities carrying out "engineering practice education" training mode, not only professional teachers should be proficient in theoretical knowledge and professional skills, but also have the ability to silently and skilfully integrate ideological elements into professional courses. For example, some teaching units have begun to think, combined with "craftsmanship", "the spirit of scientists", "the Chinese national community consciousness" and other content, to carry out the work of curriculum ideology. In addition, it can also be extended to and after the students, on the problems encountered by students in their study and life, in the classroom, such as long talks with students.

Finally, in order to continue to effectively promote the development of curriculum ideology, it is also necessary to build relevant learning and training and display platforms, and gradually train teachers to master the combination of curriculum ideology and professional courses. For example, teachers can be organized to participate in the training of curriculum ideology and politics in a planned manner in conjunction with the annual work focus, experts and scholars can be hired to give demonstrations and guidance, and a series of lecture and evaluation competitions can be organized for curriculum ideology and politics. These effective training and activities, using competitions as a substitute for practice and promoting practice, urge and encourage teachers to actively accumulate experience and improve the effectiveness of the implementation of the Civic and Political Affairs of the Curriculum.

2. Shortcomings in the development of the current "engineering practice education" training model of programme ideology

2.1 The constraints of traditional teaching philosophies

Currently, college students are growing up in the era of information explosion, access to information through a variety of channels, so their thinking is very active and very different from previous students in terms of concepts. Therefore, if the current college teachers still use the traditional teaching methods and instruct the students according to the book, it is impossible to arouse the students' interest in learning. In addition, the traditional teaching mode often focuses on the teaching of theoretical knowledge, which also makes the students' learning process lack of practical connection.

2.2 Misconceptions

Unlike traditional education and teaching, although relevant factual approaches have been formulated regarding the development of the Civic and Political Development of the curriculum, to a certain extent there is the problem of insufficient understanding of the work of the Civic and Political Development of the curriculum and the problem of not being able to effectively integrate the elements of the Civic and Political Development of the curriculum, because most of the teachers focus more on the teaching of their own speciality. At present, although there is a certain degree of integration

between the Civics programme and curriculum Civics, it has not yet achieved the effect of synergistic nurturing of people.^[4] Therefore, it is still necessary to achieve the desired effect through continuous condensation and training.

2.3 Teaching methods are rather homogenous

However, with the development of the Internet, the use of multimedia teaching has been popularized in the teaching work of colleges and universities. However, the simple is to use multimedia technology, such as just use PPT instead of the blackboard and other ways, which does not give full play to the advantages of multimedia technology, such a way is only the upgrade of the traditional teaching mode, the classroom teaching mode is too single problem still exists. In this case, it is difficult for teachers to mobilize students' motivation to learn, plus some teachers' lack of connection with reality when explaining, which also makes students unable to learn with interest.^[5]

In view of this, we need to strengthen the research on the work of course ideology under the cultivation mode of "engineering practice education", explore and expand the ways to enrich the content of course ideology and arouse students' interest, extend and expand the course ideology from the first classroom to the second and third classrooms, so as to achieve the purpose of improving the effect of course ideology, and then promote the development of course ideology and ideology of students. This will promote the organic combination of the Civic Politics of Courses and the work of Civic Politics, and promote the effect of educating people in the whole process.

3. Exploring the extension of "Engineering Practical Education" cultivation mode curriculum civics to the second and third classrooms

From the above research, we can find that the previous research on the ideology and politics of the curriculum under the cultivation mode of "engineering practice education" mainly focuses on the classroom and simple after-school practice, and has not yet systematically combined the content of ideology and politics organically with the professional teaching. However, it cannot be ignored that college students' study in school is an all-round process of educating people, which means that the first classroom's work on the ideology and politics of the curriculum needs to be effectively linked with the second and third classrooms, so that when students are educated on ideological and political education, they can be transformed from passive acceptance to active learning and active identification.

3.1 Strengthening the system and developing a moral education assessment system

In February 2022, the author's team began to implement the moral education assessment system in student management. The moral education assessment system is an assessment system that meets the requirements of students' ideological and political education work based on the Student Handbook and other school rules and regulations, combined with the actual student management work of the college. This system can give full play to the role of each student's tiny cell, establish a system of student self-management, self-service, self-restraint, self-evaluation, and achieve a fair, just and reasonable evaluation of the institutional mechanism of students, and take the moral education assessment as a hand to gradually achieve the goal of ideological and political education throughout the first two or three classes.

Through the moral education assessment, the author and team members have changed the previous student management and education work from simple and rough macro-management to fine and clear quantitative management. This management mode not only allows students to clearly understand their own situation and shortcomings, but also helps teachers to clarify the focus of near-term management and education and long-term management planning, and more importantly, through the quantitative data, to provide a reference basis for the development of the college's ideological and political education work, and to enhance the effectiveness of the college's work of ideological and political education and durability.

3.2 Building a platform to strengthen the connection between the teaching and research departments and the Academic Affairs Office

3.2.1 Strengthening the links between the student management and teaching departments

within the college

Ideological and political education work should not only be carried out in the classroom, but also extended from the classroom to the after-school. The ideological and political work of the courses in the first classroom mainly relies on each teaching and research department and full-time teachers, while the ideological and political education work after classroom needs to rely on the Academic Engineering Office and the ideological and political counsellor. Therefore, the author and the team members strengthen the connection between the Academic Labour Office and the teaching and research departments from the following two points.

Firstly, to strengthen the communication of the contents of course ideology and politics. Through communication and coordination, the Academic Engineering Office and the counsellor can clearly understand the practical needs of the teaching and research departments in carrying out the work of course ideology and politics. According to the professional characteristics of the teaching and research departments, combined with the actual situation of the second classroom practical activities, a set of tailor-made for the teaching and research departments to match the teaching content, and with the practical activities linked to the course of the Civics mode, so that the course of the Civics from the classroom to the classroom to carry on after the extension.

Secondly, we enrich the practical form of course politics. Through the use of class meetings, thematic group classes, group activities and social practice and other various ways that students enjoy, such as encouraging students to actively participate in the second classroom practical activities corresponding to the content of the first classroom course of political thinking, so that students in the practical activities in the classroom to learn the content of the course of political thinking to have a deeper personal experience.

3.2.2 Strengthening the links between the college and enterprises, so that the work of course ideology can be expanded from on-campus to off-campus

The author's school is vigorously promoting the integration of industry and education and the education training mode of "engineering practice education", and the second-level colleges are promoting the relevant work according to the requirements of the school, and the students go to enterprises for internships in their junior and senior years in batches. The management of enterprises focuses on production and efficiency, but neglects the ideological education. In response to this problem, the college sends teachers and counsellor to follow the internship team, on the one hand, to assist the enterprises to do a good job in the management of internship students, on the other hand, combined with the enterprise culture and the content of the previous course of ideology and politics, in the process of internship, to do a good job in guiding the ideological guidance of students and enlightenment, and extend the course of ideology and politics to the third classroom, so as to realize the effect of the linkage between the enterprises and the school in the ideological and political education.

3.3.3 Strengthening school-enterprise co-operation and promoting the effect of school-enterprise collaborative parenting

School-enterprise co-operation in educating people has always been a weak link in ideological and political education, and the effect of collaborative education has been poor considering the difficulties in communication and implementation. Notes and team members, starting from 2022, in response to the above problems, relying on the platform of second-level colleges, have gradually strengthened the school-enterprise connection. On the one hand, the teachers or counsellor leading the internship assist in the management of enterprises and strengthen the connection with enterprises, so as to partially solve the problem of the break point between the practical activities of the third classroom and the first and second classrooms; on the other hand, through the third classroom's production training, we have gradually guided students to link the theory of the first classroom and the practice of the second classroom, and correctly orientate themselves to their own future development, especially in guiding students to think about On the other hand, through the third classroom

production training, students are gradually guided to link the theory of the first classroom and the practice of the second classroom, to correctly position themselves for future development, especially in guiding students to think about "how to combine their own development with the needs of the country and the development and construction of Xinjiang", and to guide and educate students to put their learning into practice, to unite their knowledge with their behaviour and pursue excellence.

3.3 Current research and practice yield results

Through nearly two years' efforts, the author's team has achieved certain results in both practice and theory.

3.3.1 Theoretical aspects

Through research, the "Dream Building" model has been constructed. The model is a basic model for carrying out the whole process of ideological and political education in the curriculum. The model takes the moral education assessment as the key to realize the linkage mode of ideological and political education in the first, second and third classrooms. In addition, through the moral education assessment, the author and his team were able to quantitatively analyse the situation of students, classes and the college as a whole, laying a solid foundation for the whole process of ideological and political education.

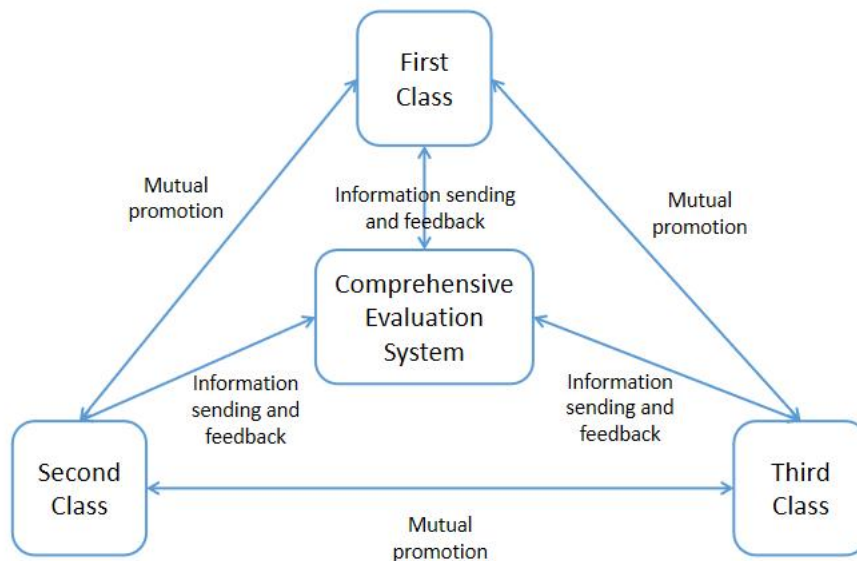


Figure 1 "Building Dreams" model

3.3.2 Practical aspects

The linkage between the first classroom and the second classroom strengthens the effect of the first classroom programme on ideology and politics.

Students' energy is mainly concentrated on the professional knowledge taught by the teacher, and they do not pay enough attention to the stories interspersed in the classroom lectures, such as "national unity" and "the spirit of scientists", etc. At the same time, the main task of the professional teacher is to complete the teaching plan. At the same time, professional teachers in the process of lecturing, the main task is to complete the teaching programme, to tell similar scientists, craftsmen spirit of the ideological content of less time, which leads to the course of the ideological effect is poor, the students will leave the classroom will forget.

To address this problem, the author and his team give full play to the advantages of the "dream" model of guidance, "moral education assessment system" as a baton, with the second classroom activities as a carrier, combined with the contents of the college course Civic and Political Science, in accordance with the learning cycle of the learning process of the learning law. In accordance with the rules of learning process cycle, the first classroom is strengthened with the mode of linkage between classroom and post-classroom. By giving full play to the flexible and diversified advantages of the

second classroom, starting from volunteer activities, practice visits, various competitions, cultural and sports activities, etc., and taking the content of the curriculum Civic and Political Science as the starting point, we enrich the form of ideological and political education by taking one example and letting students accept, strengthen and expand the content of the curriculum Civic and Political Science in a pleasant way, so as to enhance the effect of ideological and political education.

4. Concluding remarks

Although the current research on the ideology and politics of the curriculum under the cultivation mode of "engineering practice education" has achieved certain results, the research on the developmental changes of students is still insufficient. Therefore, in the future research, the author will continue to explore ways to improve the effect of course ideology and politics under the cultivation mode of "engineering practice education", as well as models that can more effectively promote the linkage of the first, second and third classrooms.

Conflicts of interest

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

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Project

1. THE Build Dream Studio in Xinjiang Institute of Engineering
2. Research on curriculum ideology and politics under the training mode of "engineering practice education"--Take the School of Mechanical and Electrical Engineering as an example (2022gcxyjg36)

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