

# Research on Curriculum Ideology and Politics of College Based on School-Running Characteristics

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**Abstract:** Comprehensively promoting curriculum ideological and political construction is a strategic measure to carry out the fundamental task of moral education. All colleges and universities should be based on the school situation and explore a characteristic course ideological and political road suitable for their own development. This paper studies how to integrate the school-running characteristics into the curriculum ideological and political education, mainly analyzes the value implications of integrating school-running characteristics into the curriculum ideological and political education, and the difficulties encountered in the integration process. Finally, it puts forward countermeasures from the aspects of expanding campus cultural content, carrying out peer education, improving teachers' teaching accomplishment and improving curriculum design, and establishing ideological and political case courses.

**Key words:** curriculum thought and politics; School-running characteristics

## 1. Research background

Curriculum ideological and political construction is a strategic measure to carry out the fundamental task of education, and it is also a proper meaning to carry out the responsibility of personnel training and education. On the way to further promote curriculum ideology and politics in practice, higher vocational colleges also need to coordinate and deal with the differences between the universality of national policies and the actual conditions of colleges<sup>[1]</sup>. The Ministry of Education mentioned in the Guidelines for the Construction of Curriculum Ideology and politics in Colleges and Universities that "it is necessary to closely focus on the needs of national and regional development, combine the development orientation of schools and talent training goals, and build a curriculum ideology and politics system with comprehensive coverage, rich types, progressive levels and mutual support." Therefore, in the process of building curriculum ideology and politics, on the one hand, it is necessary to deeply study the content of policy documents and fully understand the spirit of the documents. On the other hand, it is necessary to combine the characteristics of the school and professional Settings, and create a road of curriculum ideology and politics that conforms to the characteristics of the school. On this issue, many colleges and universities have made beneficial attempts. Jiaying University<sup>[2]</sup> is guided by the spirit of the South Lake Red Boat, combined with the educational philosophy and local industrial characteristics, and explores the ideological and political elements of the curriculum with local characteristics. Sun Yahong<sup>[3]</sup> used local cultural resources to improve the level of curriculum ideological and political

reform. Zhang Weijuan <sup>[4]</sup> proposed the implementation path of curriculum ideological and political construction based on professional characteristics. Tu Yanqun <sup>[5]</sup> integrated Jiangsu characteristic regional culture into curriculum ideological and political construction. Xie Xiaolin <sup>[6]</sup> integrated aviation professional characteristics and aviation spirit into curriculum ideological and political reform and construction for professional courses.

Starting from the characteristics of colleges and universities, this paper analyzes the significance of school-running characteristics in improving the quality and efficiency of curriculum ideology and politics, analyzes the difficulties in the integration process, and puts forward corresponding improvement strategies, hoping to provide certain reference significance for the development of curriculum ideology and politics.

## **2. The value implication of integrating school-running characteristics into curriculum ideology and politics**

Unique school-running characteristics <sup>[7, 8]</sup> belong to the inherent attributes and foundation of a school, and the shaping process of school-running characteristics is the process of cultivating students to grow into talents, and the two are harmonious and unified. Integrating school-running characteristics into curriculum thinking and politics is the process of organically combining its spiritual culture and distinctive characteristics with teaching and educating people. The characteristic culture of the school can not only arouse the resonance of students, promote students to have a clearer personal career orientation and development plan, guide students to settle down in practice, and guide students to become talented and employment. In turn, the growth and progress of students will continue to improve and consolidate the characteristics of the school, and implement the fundamental task of building moral and cultivating people.

### **2.1 Optimize curriculum ideological and political content supply**

In the course of curriculum ideological and political implementation, there are some practical problems, such as poor timeliness and poor effectiveness of content supply. Most of the content of ideological and political education belongs to the lofty and lofty intention, starting from the value pursuit of the country, society and citizens, and can improve the ideological consciousness, political belief and moral character of students. But to integrate it into the curriculum teaching, it needs to rely on practice as the carrier, in order to be more easily accepted by students. Practice examples in the traditional sense usually involve artisans from big countries, great historical figures, national heroes, etc. These people and things involved are far from the actual life of students, and it is difficult to really resonate. The school is a place for students to study and live together for a long time, and it is also an important gathering place for spiritual culture. The origin, reform and development of the school, professional construction, alumni stories and other aspects are closely related to every student. Taking these contents as the starting point and organically combining with the main points of professional courses can narrow the distance between students and ideological and political education content and enhance students' emotional identification. For example, ethnic minority colleges and universities carry out curriculum ideological and political construction in combination with the characteristics of their own ethnic minorities' humanistic history, folk

culture, customs and habits, and have unique advantages in cultivating national self-confidence, promoting ethnic integration and development, and inheriting the excellent traditional Chinese culture. Agricultural colleges and universities should guide students to establish the consciousness and belief of writing papers on the land of the motherland, and cultivate innovative talents who know agriculture and love agriculture.

## **2.2 Guide students' career development planning**

Ideological and political education usually has a certain theoretical depth, it is a high generalization and abstract summary of practical experience, through a certain degree of systematic generalization, is a correct reflection of the nature, society and human thinking development nature and law. Higher vocational colleges have distinct application and practicability, professionalism and practicability, and market orientation <sup>[7]</sup>. Such characteristics require students to master the practical skills of corresponding positions on the basis of learning theoretical knowledge. Therefore, in the process of integrating into professional classroom teaching, theory should be advocated from practice to practice, accept the test of practice and guide practice. Most of the majors in colleges and universities have gone through decades of construction and development, which contains rich ideological and political education resources. Alumni are distributed in all walks of life, making their own efforts and contributions in the professional direction. Their growth experience, career development, changes in The Times, etc., are more or less related to the future career development of students. In the course of ideological and political construction, the school characteristics and ideological and political elements are integrated to highlight the characteristics of the school's ideological and political construction. It not only makes students more clear about their professional advantages and career development, but also inspires students to guide their career planning, and encourages students to learn professional theoretical knowledge, work hard and make unremitting efforts, and bring their own advantages into play to build a great power of the country.

## **3. The problems existing in the process of integrating school-running characteristics into curriculum ideology and politics**

The ideological and political curriculum that integrates the characteristics of the school is different, and the practice of other schools cannot be blindly copied. At the practical level, there are still some difficulties to be overcome.

### **3.1 Lack of attention and unified cognition**

In recent years, many schools have built school history halls and cultural corridors to record the school's historical evolution, school-running philosophy, school-running characteristics, spiritual culture and other contents <sup>[9]</sup>. These contents are sorted and summarized by special personnel, so that the scattered and fragmented school culture and history can be presented and formed official documents. However, this content usually only remains on the surface. The huge database contains a wealth of educational materials, due to the lack of research and interpretation of its connotation, everyone's understanding of the depth, breadth, dimension are

different. After most schools have invested heavily in the establishment of school history and culture centers, they only organize teachers and students to visit and study in a cursory way at special nodes such as students' enrollment and off-campus team visits. Therefore, in the process of applying the school-running characteristics to the curriculum ideology and politics, teachers lack a deep understanding of the school, and the relevant concepts and connotations are vague, which cannot effectively play the leading role of the school spirit and culture.

### **3.2 Frequent updates of campus hot spots**

The characteristic of running a school should be the development and innovation along with the development of teaching reform, keep pace with The Times and have vigorous vitality. It is not only extracted from the long history of the school, but also based on the present, and closely related to social hot events, recording the process of history at every moment. On the one hand, the current affairs hotspot refers to the focus of the general social groups, media and other aspects related to the school, on the other hand, it also refers to the people and things that are highly concerned within the school. This kind of current affairs hot topics can arouse students' high attention and positive thinking, but usually lack the ability of theoretical exploration and theoretical analysis. Therefore, college teachers need to keep pace with The Times, pay attention to current events, and have a high theoretical level, able to analyze the nature of things, and teach students how to dialectically look at problems. Further, it is also necessary to skillfully integrate with the curriculum to find a path of ideological and political education that is "adapted to school conditions", "adapted to the time" and "adapted to the situation".

### **3.3 It is difficult to integrate professional education with ideological and political education**

Ideological and political course is the main channel of ideological and political education in colleges and universities. It is a planned, organized and purposeful educational activity and an explicit education. Comparatively speaking, curriculum ideology and politics is recessive education. It refers to the timely integration of ideological and political elements into professional courses, so that students can establish a correct world outlook, outlook on life and values while acquiring professional skills. At present, the division of knowledge system in colleges and universities is becoming more and more detailed, and the difficulty of knowledge in each subdivision field is becoming higher and higher. When teaching the course content of each major, teachers need to spend a lot of time and energy to fully prepare lessons, so that the esoteric knowledge points can be absorbed and understood by students, and also need to improve their own level in ideological politics, psychology and other aspects, so as to improve the effect of moral education in a silent way<sup>[10]</sup>.

## **4. Educational characteristics into the curriculum ideological and political promotion strategy**

### **4.1 Explore the content of campus culture and education**

The birth, change, reorganization and development of most colleges and universities share the same fate with the magnificent history of the establishment, reform and construction of the

motherland. In this long history of development and change, each university has emerged a large number of patriotic love the party love socialism advanced deeds and heroes, they use their professional skills to serve the motherland, for the country, the nation, the progress of society to contribute to the force. Exploring the advanced deeds in the history of the school can make the teachers and students of the school become the main body, participate in it and play the role of the protagonist. Organize teachers and students to collect and sort out precious historical materials such as school historical photos, books, excellent teachers' teaching plans and students' notes; Understand the relevant background of the collection of school spirit and school motto, the story in the selection process, the deep meaning of school spirit and school motto, etc. The project of "oral history interview" was carried out to interview retired comrades and constantly enrich and enrich the history of the school. Encouraging teachers and students to dig out the ideological and political education materials contained in it, organizing the compilation of the school history and cultural knowledge manual, and organizing special exhibitions on a regular basis, not only enriched the school history construction, but also greatly expanded the cultural sources of ideological and political curriculum.

#### **4.2 Refining the power of peer example**

Many excellent students have a good role model in ideological guidance, study and research, social practice and other aspects. For example, young cadres who voluntarily take root in grass-roots front-line work, young talents who have made breakthroughs in academic research, and excellent examples of college students' innovation and entrepreneurship. Using the power of examples around students to tell ideological and political stories, with more sense of substitution, closeness, identity. The majority of teachers want to make good use of these high-quality ideological and political education resources, first, always pay attention to the school's official website, public number, video number and other channels of information released, to maintain a keen sense of school characters, stories. Second, dig deep into the details of your peers' stories, often the nuances of things are more touching, more real, and more touching.

#### **4.3 Seamless connection of theoretical knowledge, far-reaching finishing touch**

Curriculum ideology and politics is not a simple content splicing, should be based on the professional curriculum content as the carrier, the key part of the curriculum and ideology and politics elements organic integration<sup>[1]</sup>. In the course of ideological and political research, teachers should first grasp the professional content involved in the course according to the characteristics of different disciplines, majors and courses. Secondly, strengthen the ideological and political theory literacy of teachers, regularly participate in ideological and political theory training, participate in special lectures, visit the old site of the Red Revolution and so on. In addition, strengthen teachers' learning and understanding of school running philosophy, school running characteristics, spiritual culture, school history changes and so on. On this basis, the overall planning of the content and form of curriculum ideology and politics is carried out, including improving the design of teaching objectives, perfecting the curriculum teaching plan, innovating the teaching mode and other aspects, and finally implemented into the writing of teaching plans for each lesson.

#### **4.4 Establish a database of characteristic ideological and political cases**

The corresponding ideological and political case base should be established for the curriculum ideological and political construction based on school-running characteristics. Adhere to the guiding principle of coming from the curriculum to the curriculum, according to the steps of exploring the campus characteristics of ideological and political elements, combing the key points of ideological and political combination, and reasonably integrating into teaching design, to achieve the unity of professional education and ideological and political education. When designing characteristic ideological and political case base, we should start from the following perspectives. First, highlight the industry characteristics. Each school has its unique disciplinary focus, which is also an important direction for students to find employment after graduation. By introducing a practical employment case into the classroom, the socialist core values contained in it are closely combined with the course content to achieve a silent effect. Second, demonstrate the power of example. Whether it is the founding fathers of big countries, industry pioneers, or peer models, advanced pacesetters, different people's different deeds reflect different spiritual values, and the combination of teaching content and knowledge points can penetrate different elements of ideological and political education. Third, the collective sense of honor. The special feature of the school is that it is closely related to every student, and the development of the school is inseparable from the progress of the individual, which is why the school feature can play a unique ideological and political leading role. The characteristic culture of the school can guide students to produce a sense of collective honor in the classroom, and at a higher level, enhance students' self-confidence and cohesion.

## **5. Conclusion**

In the course of ideological and political construction, different colleges and universities have unique school conditions, so they have different ideological and political education systems. All colleges and universities should attach great importance to excavating the characteristic resource culture of the school, guiding teachers to find the right entry point for educating people by combining curriculum resources, improving the effect of ideological and political education, and constantly promoting the high-quality reform and development of ideological and political education in colleges and universities.

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