

# Exploring the Ideological and Political Teaching Model in the Course of “Reading Concrete Construction Drawings with Plane Method”

Jingjing Yan\*

Chongqing Energy College, Chongqing 402260, China

\*Corresponding author: Jingjing Yan, 185562032@qq.com

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**Abstract:** The construction of the ideological and political teaching model is an essential component of higher education in the new era. Through this model, ideological and political education can be effectively integrated into professional courses, forming a collaborative education model that strengthens students’ professional skills and enhances their ideological and political literacy, thus high-quality talent training tasks can be achieved. Therefore, to further improve the educational quality of the “Reading Concrete Construction Drawings with Plane Method” course, it is necessary to vigorously promote the construction of the ideological and political teaching model, effectively realizing the deep collaboration between professional courses and ideological and political education. This allows students to substantially encounter rich ideological and political knowledge while strengthening their professional abilities, thereby improving their overall quality. In this paper, we analyze the current problems in the ideological and political teaching of the “Reading Concrete Construction Drawings with Plane Method” course and propose corresponding countermeasures for discussion and exchange.

**Keywords:** “Reading Concrete Construction Drawings with Plane Method”; Ideological and political teaching in courses; Model

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## 1. Preface

In the new era, the value of talent cultivation in higher education has become increasingly prominent. It is necessary to focus on cultivating excellent talents with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor during the higher education stage, thus providing more outstanding socialist successors and builders for the construction and development of our society. Therefore, as an important starting point for achieving this educational goal, the importance of ideological and political courses has become increasingly prominent and has become a hot spot for universities in advancing education reform. Hence, vigorously constructing the ideological and political model of the “Reading Concrete Construction Drawings

with Plane Method” course has become a top priority during the education stage. The construction of this model helps to achieve synergy between professional knowledge and ideological and political education, thereby effectively cultivating students’ comprehensive quality, improving their professional abilities and ideological and political qualities, and enabling them to grow into compound talents needed for the development of the engineering construction field.

## **2. Overview of the ideological and political teaching model in courses**

The ideological and political teaching model in courses refers to a comprehensive educational concept that promotes the integration of various courses with ideological and political education, forms synergies between courses, and effectively takes moral education as the fundamental task of education by constructing a full-scale, full-course, and full-process education pattern. This model emphasizes the cultivation of students’ ideological and political qualities, moral character, and social responsibility while imparting professional knowledge. Through this educational model, the organic unity between knowledge imparting and value guidance can be effectively achieved, improving the level and effectiveness of talent cultivation.

Essentially, the ideological and political teaching model in courses effectively breaks the limitations of traditional educational models. It can effectively integrate professional course education with ideological and political education, and integrate ideological and political elements into the entire professional course teaching, forming synergies between courses. This achieves the educational effect of cultivating students’ social responsibility and strengthening their ideological and moral qualities, thereby promoting students’ comprehensive development.

## **3. The Significance of constructing the ideological and political teaching model in the “Reading Concrete Construction Drawings with Plane Method” Course**

### **3.1. Enhancing students’ comprehensive quality and professional ethics**

In the education of the “Reading Concrete Construction Drawings with Plane Method” course, the integration of ideological and political elements is of crucial significance and value. It is also a key link in improving the level and quality of talent cultivation.

Therefore, the importance of promoting the construction of the ideological and political model for this course is increasingly prominent, and it is also the top priority for strengthening students’ comprehensive quality and professional ethics. In practice, as one of the core courses for civil engineering majors, the “Reading Concrete Construction Drawings with Plane Method” course not only requires students to have a solid foundation of professional knowledge but also demands good practical abilities and professional literacy.

Thus, integrating ideological and political education into this course has important value and significance. Through the integration of ideological and political knowledge, students’ outlook on life, values, and worldview can be cultivated, gradually promoting the formation of a good sense of social responsibility and professional ethics, and thus achieving the goal of enhancing the level and quality of talent cultivation.

### **3.2. Promoting the deep integration of professional knowledge and ideological and political education**

The most significant advantage of constructing the ideological and political education model in courses lies

in integrating professional course knowledge and ideological and political knowledge. The integration of professional courses and ideological and political knowledge has formed a more complete education model, breaking the limitations of traditional professional course education. In the traditional education model of the “Reading Concrete Construction Drawings with Plane Method” course, teachers often focus on imparting professional knowledge and do not pay attention to cultivating students’ professional ethics. This leads to poor educational effectiveness and relatively low quality.

However, by constructing the ideological and political model for this course, the professional knowledge of the “Reading Concrete Construction Drawings with Plane Method” course and ideological and political knowledge can be deeply integrated, achieving a deep fusion of the two. This allows for the exploration of ideological and political elements in the course of education, such as cultivating a sense of responsibility and craftsmanship in engineering case studies. As a result, students can develop a sense of professional ethics in their professional course studies, enhancing their professional literacy under the influence of ideological and political knowledge and completing the educational tasks of the “Reading Concrete Construction Drawings with Plane Method” course with high quality.

## **4. Current issues in the ideological and political teaching of the “Reading Concrete Construction Drawings with Plane Method” course**

### **4.1. Disconnect between ideological and political goals and professional goals**

In the current construction of the ideological and political teaching model for the “Reading Concrete Construction Drawings with Plane Method” course, a significant issue is the disconnect between ideological and political teaching goals and professional teaching goals. This problem impacts the efficiency of the ideological and political model construction and makes it difficult to enhance students’ professional abilities and vocational literacy.

In practice, the teaching of the “Reading Concrete Construction Drawings with Plane Method” course often does not focus on ideological and political knowledge but rather treats it as an additional component to the professional knowledge learned in the course, rather than an integral part closely linked to professional knowledge. Therefore, during the professional knowledge explanation stage, teachers do not timely explore ideological and political elements related to professional ethics, safety awareness, social responsibility, and professional literacy. This leads students to focus solely on mastering professional knowledge and skills, lacking a deep understanding and appreciation of the value of ideological and political knowledge, which weakens the quality and effectiveness of teaching.

### **4.2. Lack of systematic planning for the integration of ideological and political content**

During the construction phase of promoting the ideological and political model for the “Reading Concrete Construction Drawings with Plane Method” course, a significant issue is the lack of systematic planning for the integration of ideological and political content, which undermines the effectiveness of talent cultivation. In practice, although some teachers attempt to integrate ideological and political knowledge into the course, due to the absence of comprehensive planning and systematic teaching design, the integration of ideological and political knowledge often appears fragmented and fails to form a complete educational system. Consequently, students’ learning and exploration of ideological and political knowledge often lack continuity and deep logical coherence, making it difficult to help students build a comprehensive knowledge chain and affecting

the formation of their professional literacy and social responsibility. Therefore, how to systematically integrate ideological and political content into the “Reading Concrete Construction Drawings with Plane Method” course has become an important educational task.

### **4.3. Insufficient motivation for students to learn ideological and political knowledge**

A significant challenge faced during the construction phase of the ideological and political teaching model for the “Reading Concrete Construction Drawings with Plane Method” course is the relatively insufficient motivation for students to learn ideological and political knowledge.

How to effectively stimulate students’ interest and subjective initiative has become the key to constructing this teaching model. In practice, this is mainly manifested in students’ inadequate understanding and misinterpretation of ideological and political knowledge. For example, some students believe that ideological and political knowledge is not closely related to the learning of the “Reading Concrete Construction Drawings with Plane Method” course content, and thus they often have little interest in deep interpretation and analysis of this knowledge, making it difficult to form a deep understanding.

Furthermore, in the current ideological and political education model of the course, teachers’ interpretation of ideological and political knowledge is often relatively dull, relying solely on didactic classroom teaching methods. This leads to poor learning outcomes for students and may even cause resistance. Therefore, enhancing the interest of the ideological and political teaching model and stimulating students’ learning motivation have become critical steps.

### **4.4. Lack of evaluation mechanism for ideological and political teaching effectiveness**

The relatively absent evaluation mechanism for teaching effectiveness is an important issue in the construction of the ideological and political teaching model for the “Reading Concrete Construction Drawings with Plane Method” course, affecting the effectiveness of the course education and the quality of talent cultivation<sup>[1]</sup>. In practice, the current evaluation index system for the ideological and political teaching model of the course is not comprehensive, and the scientific rigor of evaluation methods is relatively insufficient. Although teachers attempt to integrate ideological and political elements into the course, the assessment methods adopted are still traditional and solely rely on students’ final grades as a basis for reflecting their learning achievements. However, this simplistic evaluation cannot reflect the effectiveness of the integration of ideological and political knowledge. Therefore, it is necessary to effectively improve and refine the current teaching effectiveness evaluation mechanism to ensure that the ideological and political teaching model of the “Reading Concrete Construction Drawings with Plane Method” course can achieve good results.

## **5. Countermeasures for the construction of the ideological and political teaching model in the “Reading Concrete Construction Drawings with Plane Method” course**

### **5.1. Clarifying the path of integration between ideological and political education and professional knowledge**

During the construction phase of the ideological and political teaching model for the “Reading Concrete Construction Drawings with Plane Method” course, the primary task is to clarify the integration path between ideological and political education and professional knowledge teaching. This enables teachers to



deeply integrate professional teaching with ideological and political teaching, enhancing the effectiveness of ideological and political construction in the course. Therefore, when designing the course, teachers need to focus on incorporating ideological and political elements and include them in the overall planning of the course, thus achieving a tight integration between ideological and political education and professional knowledge teaching<sup>[2]</sup>.

In practice, teachers are required to explore the ideological and political elements present in the current “Reading Concrete Construction Drawings with Plane Method” course, such as engineering ethics, safety knowledge, and craftsmanship spirit. Exploring these elements helps to improve students’ comprehensive qualities and cultivate their professional ethics. For example, when explaining knowledge related to the interpretation of concrete construction drawings using the plane method, teachers can consider combining actual engineering cases to guide students in thinking and exploring how to ensure engineering quality while adhering to national standards. This gradually leads students to develop a sense of social responsibility and professional ethics, achieving deep integration of ideological and political elements in the course.

## **5.2. Constructing a hierarchical system of ideological and political content**

During the construction phase of the ideological and political teaching model for the “Reading Concrete Construction Drawings with Plane Method” course, teachers should fully focus on extracting and condensing ideological and political elements. They should also ensure that these elements are hierarchically integrated into the course, forming a clear and structured system of ideological and political education content. To achieve this, teachers can divide the ideological and political elements into different levels and dimensions, creating coherent and logically rigorous ideological and political education content<sup>[3]</sup>. For instance, teachers can categorize the ideological and political content into different levels such as basic, expansion, and deepening layers based on the educational objectives of the course and the student’s professional ability foundations.

The basic layer can include the integration of socialist core values and professional ethics, while the expansion layer can enhance the fusion of professional knowledge with ideological and political elements like engineering ethics and safety awareness. The deepening layer should focus on cultivating students’ ideological and political literacy and comprehensive abilities, such as strengthening their critical thinking and innovative thinking skills. By implementing a hierarchical system of ideological and political content, the quality of ideological and political education in the “Reading Concrete Construction Drawings with Plane Method” course can be effectively improved, thereby enhancing the quality and effectiveness of talent cultivation.

## **5.3. Stimulate students’ initiative and enthusiasm in ideological and political learning**

Students’ initiative and enthusiasm for learning play a decisive role in the implementation of the ideological and political education model in the course “Interpretation of Concrete Structural Drawings Using the Plane Method.” Therefore, in teaching practice, it is necessary to focus on stimulating students’ initiative in ideological and political learning, making them more actively engaged in exploring and researching knowledge, and ultimately achieving higher-quality education in the course.

To this end, teachers’ primary task is to innovate teaching methods, comprehensively utilizing diversified approaches to advance the ideological and political education model in the course, such as case-based teaching, discussion-based teaching, flipped classroom teaching, and many more. Through various new teaching models, students’ subject status in the course can be highlighted, thereby stimulating their interest and subjective

initiative in learning. For example, when explaining the interpretation of concrete structural drawings using the plane method, teachers can guide students to conduct group discussions through practical engineering cases, allowing them to analyze the ideological and political elements and professional knowledge in the discussions, thus deepening their understanding and identification. Furthermore, teachers should also emphasize strengthening practical aspects in the ideological and political construction of the course, exploring the ideological and political elements in practical settings.

For example, simulating construction sites in training bases allows students to experience the practical application of professional knowledge and appreciate ideological and political elements such as engineering ethics and safety awareness, thereby enhancing the effectiveness of ideological and political education in the course and improving the level of talent cultivation.

#### **5.4. Establish and improve the evaluation and feedback mechanism for ideological and political teaching effects**

Vigorously building an evaluation and feedback mechanism for the effectiveness of ideological and political education in courses is an important measure, and it is also a key link in promoting the dynamic improvement and refinement of the ideological and political education model in the course “Interpretation of Concrete Structural Drawings Using the Plane Method.” Therefore, teachers are required to construct a diversified educational evaluation system, comprehensively utilizing student self-evaluation, peer evaluation, and teacher evaluation to conduct a comprehensive assessment of students’ ideological and political learning effects. This reflects students’ actual situations in various aspects and dimensions of ideological and political learning, such as knowledge mastery, ability improvement, and emotional attitudes.

Afterward, teachers should comprehensively use questionnaires, symposiums, and other methods to fully understand and collect students’ feedback and learning achievements, reflecting their specific opinions and suggestions on the ideological and political model construction of the course. This will provide corresponding data references for the improvement and refinement of subsequent course teaching models, ensuring that the ideological and political model of the course can be dynamically innovated and improved, and enhancing the quality and effectiveness of education.

### **6. Conclusion**

In summary, the construction of the ideological and political education model in the course “Reading Concrete Construction Drawings with Plane Method” is of utmost importance. Through this model, professional knowledge teaching and ideological and political teaching can be deeply integrated, achieving the effect of improving students’ professional abilities and ideological and political literacy. Therefore, this paper analyzes the challenges faced in the current construction of the ideological and political education model in the course and proposes corresponding improvement measures based on these challenges. These measures are aimed at promoting comprehensive student development and enhancing the quality of talent cultivation.

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## Disclosure statement

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