

Integration of “Learning to Strengthen the Country” and “Offline Teaching” Concepts in the “Curriculum Ideology and Politics” Education among Graduate Students

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Abstract: Since the socialism with Chinese characteristics has entered this new era, the “curriculum ideology and politics” concept has become one of the innovative achievements in the reformation of ideological and political education courses in colleges as well as universities. Based on the emphasis of “curriculum ideology and politics” among graduate students and the influence of the “learning to strengthen the country” concept, this article analyzes universities in regard to the curriculum settings, faculties, and their graduate students. It also explores the “curriculum ideology and politics” concept in consideration of the ontology of teaching, school education, social influence, etc., and propose practical and extendable countermeasures.

Keywords: Learning to strengthen the country; Offline teaching; Curriculum ideology and politics

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1 Research Background

Since the Ministry of Education of China issued the “Ideological and Political Work Quality Improvement Project Implementation Outline” and introduced the concept of “Curriculum Ideology and Politics,” major universities have actively responded and encouraged the practice of this concept. Thus, this concept has become one of the university’s innovative achievements in the ideological and political education curriculum reform. To establish the ideological and political education among this group of people, it is necessary to understand the importance of “cultivating people by virtue.” This is to train the majority of postgraduates to become qualified innovators and reliable successors in the cause of socialism with Chinese characteristics.^[3] Major colleges and universities will steadily promote the

practice of “curriculum ideology and politics” based on the notion of building up morality through the integration of “learning to strengthen the country” and “offline teaching” concepts in line with Chinese characteristics.

2 Literature Review

As far as the “education subject” is concerned, tutors are the first person that are responsible for the progress of graduate students and bears the primary responsibility for ideological and political education (Liu Shichen et al., 2020; Wang Wenwen, 2019). Improving the ideological and political quality among graduate students is the basis of the tutor’s responsibility. (Hou Bingbing et al., 2020; Hou Chao et al., 2019). In terms of platform selection, ideological and political education must emphasize on a combination of “in-class and extra-curricular,” as well as an “online and offline”

system. After the emergence of worldwide multifunctional interactive digitalized media platforms such as Weibo, WeChat, and live broadcasts, it is possible for active development of online ideological and political education for postgraduates.^[3] However, there are suggestions that reflect problems in this type of education, for example, the lack of its applicability (Chen Baosheng, 2017), a shortage of teaching staffs, an incompetent and uncertainty of the teaching team's function (Zhang Dapan, 2019; Tian Hongyu, 2019, Liu Xiaoqian, 2019; Qui Lijun et al., 2018). In addition to that, the use of online teaching methods is relatively little (Zhang Bin, 2019; Tang Jiaying, 2018) and basic theoretical research is rather inadequate, hence, requiring attention for improvement via the collaboration with graduate management departments (Zheng Meihong, 2020; Liu Zhi, etc., 2019). The importance of "learning to strengthen the country" concept in the postgraduate ideological and political education has been proven. It can be used as an essential notion for current ideological and political education in colleges and universities.^[7] Integrating time management and information has become a graduate student's goal in ideological and political education. This is the theoretical "treasure house and spiritual home" of education.^[8] In the new era of socialism with Chinese characteristics, postgraduate's ideological and political education should also follow the trend. The integration of "learning to strengthen the country" concept and postgraduate ideological and political offline teaching courses has significant intrinsic value.

At present, research focuses more on the importance, practicality, and optimization measures on the subject of "learning power." It is specifically carried out based on the development of postgraduates' ideological and political education. The research on ideology and political education that focuses more on general investigations, such as "importance," "influencing factors," "platform selection," etc., has less contributions particularly on postgraduate ideological and political education, as well as the selection of education and teaching platforms.

Hence, this article emphasizes on the graduate students' "curriculum ideology and politics" and the integration of "learning to strengthen the country" as well as "offline teaching" concepts. In addition to that, analyzing the advancement of universities in the view of curriculum settings, faculty, and graduate students are addressed. It also explores the "Curriculum ideology and politics" in regard to teacher's ontology, school education, social influence, etc., with proposed targeted countermeasures.

3 Existing Problems and Analysis

3.1 Educational institutions

Existing research shows that in the implementation of "curriculum ideology and politics" in most graduate schools, problems such as unsuitable education environment and inadequate policies are noticeable. The underlying reason is that school administrators have yet to understand the educational philosophy. An independent "curriculum ideology and politics" education department can ensure that students of various majors in universities will be able to attend ideological and political courses. This department will be an important division that promotes the rationality and governs the technical aspects of "curriculum ideology and politics." Most of the teachers in colleges and universities emphasize on students' majors and neglect general knowledge. If the improvement and reform of the "curriculum ideology and politics" education system is neglected, it will also affect the development of graduates' education.

3.2 Curriculum setting

The ideology of a "curriculum" still focuses on traditional classroom teachings. Standardized guidelines are used for teachings, and the methods used are relatively simple, which cannot fully motivate the students' interests. Although the audio-visual teaching method is relatively new and most teachers use it, the teaching process is still one-way. There is a lack of classroom interaction opportunities, whereby students are passively learning. In terms of the teaching quality, the

“Curriculum Ideology and Politics” assessment system is lacking, and its’ curriculum needs to be further improved.

3.3 Faculty

The functions of professors in colleges and universities are to impart knowledge and guide students’ values. However, in some practices, the lack of role awareness leads to the absence of ideology and politics education. There should be a set of requirements for teachers’ educational quality, ideology, morals, and personality style. These features are reflected during the process of teaching, which have subtle impacts on students. However, in demand of socioeconomic growth and influences of negative values, there are possibilities that teachers are incompetent and lack responsibility, which results in an unmotivating learning environment. At the same time, schools do not arrange for teachers to further their education, hence, there are also problems in cultural literacy of professional teachers.

3.4 The professional quality and moral education of graduate students

Under the test-oriented education model in the past, most graduate students have developed a learning ideology of “emphasizing professionalism but not quality,” which makes graduate students focus only on their studies, skills, knowledge, and methods, thereby neglecting self-development. At present, many students believe that academic qualifications, certificates, and achievements will help create an exceptional profile, hence, solving employment problems. However, this thinking will result in an unbalanced personal growth. This is because students will tend to neglect the cultivation and practice of political literacy, morality, social responsibility, improving innovation abilities, and maintaining their mental health.

4 Policy Recommendations

4.1 School leaderships and professional coordination

The “curriculum ideology and politics” integration should create a working environment whereby

leaderships are unified with active and good teamwork between members, continuous education, and exemplary coordination of educational affairs. The involved parties should focus on morality, strict political control, perfecting top-level designs, actively organizing, promoting, and coordinating the cooperation, as well as providing excellent services. Education administration departments are required to maintain a standard in establishing rules and regulations, embedding ideological and political education in administrative management, and leading the management to implement theoretical understanding into teaching practices. Schools and departments should closely integrate this concept into majors and disciplines, expanding ideological and political resources, and lead teachers to innovate as well as to optimize their teaching concepts or contents.

4.2 Improving literacy

The ideology, political consciousness as well as the morality of professional course teachers directly affects the success of “curriculum ideology and politics” education. College teachers should take the initiative to study certain theories to form a solid Marxist literacy theory and lay an academic prerequisite for effective development of this education. College teachers should go into more detail about the ideologies and political elements of their professional knowledge. By learning ideological and political stories, they can integrate the essence of this education into their teachings of various courses and strive to become the propagators of progressive ideology and culture in addition to showing their firm support of certain governance. While learning and mastering Marxist theories, teachers should understand and practice them by maintaining a high sense of responsibility and achieve solid political qualities while having consistency in their knowledge and teachings.

4.3 Dynamic evaluation and linkage

A dynamic and scientific evaluation system should be constructed. Having an evaluation score can be used as an essential basis for annual assessments, job appointments, promotions, and awards. Only

by evaluating the effects of ideological and political education in professional courses can we further determine the shortcomings. The principles of clear-cut direction, teachers' self-education, ideological and political education, and professional learning should be integrated for optimizing and transforming teaching methods. We need to be attentive to the evaluation process and the results in order to improve.

4.3 Self-education and creation

The concept of "learning to strengthen the country" as the teaching carrier of ideology and political education can be used for all graduate students in universities. First, we must empower students for self-education by, cultivating their self-esteem, self-love, self-reliance, and self-improvement, in order to continuously improve their ideology and moral quality. Secondly, recognize and respect students' differences in personalities and ideology practices as they come from different backgrounds. Finally, it is necessary to create a democratic and positive environment while carrying out activities in order for students to feel relax. These activities or other opportunities are used as platforms for students to express their opinions or ideas freely while empowering each one of them to be involved to cultivate their enthusiasm and creativity.

Disclosure statement

No conflicts of interest.

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