

Status of Finance and Economics Students' Identity with the Civics of their Major Courses and the Path to Enhance the Teaching Effect

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Abstract: Under the requirements of curriculum education in the new era, the need to integrate professional courses in the Civic Education has become more urgent. In this paper, Attention, Relevance, Confidence, and Satisfaction (ARCS) motivation model from the perspective of students is used to explore the problems in the implementation of Civic Education in accounting courses from the perspective of students' learning needs and motivation as well as the essential needs of Civic Education in the curriculum. We also propose countermeasures and suggestions to meet the requirements of teachers and colleges and universities, to help in building a "student-centered" teaching mode of curriculum thinking and government.

Keywords: Curriculum thinking politics; Teaching improvement; Finance and economics majors; ARCS motivation model

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1. Introduction

Following eight years of development since its first proposal in 2014, the construction of curriculum thinking and politics has begun to take effect. The Ministry of Education pointed out that the construction of curriculum thinking and politics should be highly integrated with professional courses to form a professional educational pattern. In 2021, although the reform of curriculum thinking and politics construction in Guangdong colleges and universities has achieved certain results, most of the projects are for science and technology majors, and there is a lack in liberal arts majors. The 20th National Congress of the Communist Party of China is about to be held, thereby the education and thinking, and politics education has become the focus of the education system in colleges and universities ^[1]. Therefore, it is important to study the recognition status and teaching effect improvement paths of finance and economics students in colleges and universities for the reform of civics and Politics course.

2. Current situation and dilemma of teaching civics in finance and economics courses in colleges and universities

2.1. Some teachers of professional courses have the consciousness of thinking politics

Wang L, and Li X, 2021 analyzed the consciousness and ability of course civics in college teachers from the teacher's perspective ^[2]. In terms of finance and economics majors, curriculum thinking politics are currently following the teaching content of professional courses as an organic integration of thinking politics education. Meanwhile, professional course teachers are relatively weak in curriculum thinking

politics awareness and ability, poor sense of motivation, and face dilemmas such as utilitarian manifestation in curriculum thinking politics teaching. In reality, most of the teachers of professional courses only care about professional knowledge, but not about the ideas. The teachers only care about classroom education, and not about extra-curricular ^[3].

2.2. Teaching materials of finance and economics in colleges and universities generally lack in the element of thinking and politics

When Zhang H, 2021 studied the problems of college finance and economics textbooks under the perspective of curriculum thinking politics, he pointed out that the finance and economics textbooks, which are one of the most used textbook types in colleges and universities, generally have some problems such as the objectives of thinking politics are not established, the localization of finance and economics theories is insufficient, the thinking political elements of professional textbooks are not fully explored, and the internalization effect of curriculum thinking politics is not high ^[4].

2.3. The current collaborative participation of Civic Theory course teachers in the construction of professional courses is superficial

Chen L, 2020 and others argue that the current ideological and political theory teachers' theoretical research on curriculum thinking and politics are more important than practical exploration, and the teaching and research activities of the curriculum team lack in the figure of pairing the teachers of thinking and politics with professional courses, which could not realize the two-way interaction between thinking and politics and professional courses ^[5]. Tian H, and Fu H, 2018 proposed that the course civics is still in a non-central position, and the disadvantageous situation of teaching professional courses and ideological and political education is still to be solved ^[6].

2.4. The last kilometer of “curriculum thinking politics” still needs to be opened

Han X, 2021 suggested that there is some hidden danger in the process of curriculum thinking politics implementation, and many teachers may ignore the relationship between curriculum and major, curriculum thinking politics, and professional thinking politics, which may restrict the high-quality development of curriculum thinking politics construction ^[7]. Some teachers of professional courses failed to teach according to the material, and the content of thinking politics is disconnected from professional courses, which not only makes students to resent the thinking politics course, but also makes the knowledge of professional courses are not systematized and logicalized, and the inner logical connection is majorly missing ^[8].

3. Suggestions on the path of teaching civics in finance and economics courses in colleges and universities

The core of reform and construction of Civic Science and Politics course lies on how to integrate its intrinsic value with the components of the professional courses to achieve the effect of three-wide education with the same direction of the profession ^[9]. Now, we suggest the path of teaching Civic Science in finance and economics courses in colleges and universities through the student, teacher, and school level, respectively as described below.

3.1. Student level: Be the active participant of thinking politics inside and outside of classroom courses

In the class, students should improve their concentration in the Civic Science class and cultivate the interest in Civic Science. Additionally, students should interact more with the teacher and increase the frequency of teacher-student interaction. Meanwhile, outside the classroom, students should take the initiative to share

the civics cases or methods learned in the classroom with others or apply the knowledge in the daily activity. Students are active participants in knowledge acquisition; therefore, they should take the initiative to connect professional knowledge with the elements of civics, and ask questions and make assumptions about the learning content from the civics perspective^[10].

3.2. Teacher level: Strengthening mutual companionship between teachers and students, and improving teaching modes

Improving civics literacy and developing civics teaching skills. Professional teachers are the first responsible person for the classroom civics course, and their civics language and teaching ability are crucial for the construction and reform of civics course^[11].

Lu D, 2018 mentioned that it is necessary for teacher to teach thinking to the students, at the same time teach with fun^[12]. Teachers of professional courses need to clarify the role of curriculum thinking and politics for professional courses to enhance the effectiveness, strengthening the understanding of the requirements of curriculum education, and clarify the importance of shaping students' scientific thinking, humanistic literacy, and values through various ways.

Teachers also should strengthen the use of classic cases in their teaching. Students can acquire professional knowledge on their own through unique case studies. High school teachers need to be able to use appropriate teaching methods as well as civics cases to increase students' curiosity, which can stimulate students' learning motivation, improve students' attention when learning curriculum civics, thus improving students' recognition status of curriculum civics, subsequently improve the teaching effect accordingly^[13].

Liu J, Fan G, et al., 2019^[14] proposed to strengthen the mutual companionship between teachers and students, by enhance the interactive perception between teachers and students in a three-dimensional way, build a harmonious teacher-student relationship, and improve the student growth environment, thereby the students' sense of acquisition can be enhanced.

3.3. School level: Enhance the strength of teachers, and implement the propaganda and supervision of ideological education

The responsible person should strengthen teacher training, and improve the comprehensive quality of teachers. Cultivate curriculum civics' ability in students are an important influencing factor on the effectiveness of curriculum civics teaching, therefore, schools should improve the comprehensive quality of teachers to achieve a higher purpose of education^[15]. Combining with the development goals of schools, and the characteristics of disciplines and specialties, teachers of professional courses and civics should be organized to jointly revise the professional talent training program and compile to the course syllabus^[16].

Some of the changes that can be implemented at school levels are: Improve the teaching materials of finance and economics; Reform the system of teaching materials in colleges and universities; Fully exploit the elements of thinking and politics; Implement the access system of teaching materials editors and set up a team of high-quality editors; Establish a complete evaluation system for the review and selection of teaching materials; Create a teaching resource support system in all directions that aims at students' success, and realize the fast iteration of teaching materials of finance and economics to meet the needs^[17].

Improve the evaluation system of curriculum of thinking politics. From the problems in the construction of curriculum thinking politics in colleges and universities, it is proposed that the outline of the course should be closely followed, the curriculum construction should be tightly grasped, classroom teaching methods should be used, and a scientific and reasonable assessment and evaluation system should be built^[18].

Vigorous multi-channel propagation of civic Education. The strength of the propagation of curriculum civics in colleges and universities shows a positive correlation with the degree of students' recognition of

the teaching of curriculum civics ^[19]. In the era of rapid development of information and technology, ordinary teaching methods have failed to increase students' interest. Schools should make good use of the Internet as an important channel to increase the publicity of civics course, in a way that is popular among the younger generation, to improve students' acceptance of civics in their professional courses and make them fundamentally willing to accept civics views and improve their civics literacy ^[20].

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Disclosure statement

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