Research on the Integration Path of Postgraduate Professional Courses into the Construction of Curriculum Ideology and Politics

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Abstract: The curriculum ideology and politics play an important role in cultivating students' correct worldview, outlook on life, and values. In recent years, universities and colleges have begun to pay attention to the cultivation of postgraduates' moral education and the construction of postgraduates' curriculum ideology and politics. This paper takes the course "Theory of Software Engineering" of Anqing Normal University as an example, discusses the paths of integrating postgraduate professional courses into the construction of curriculum ideology and politics, and puts forward the paths of feeding back from scientific research, connecting with practice and summarizing and condensing, which are aimed at improving postgraduates' comprehensive quality and innovation ability, and have positive significance for cultivating high-level applied scientific and technological talents who are both moral and talented.

Keywords: Curriculum ideology and politics; Postgraduate professional courses; Theory of Software Engineering

1. Introduction

As an important part of China's higher education, the curriculum ideology and politics play an irreplaceable role in the process of implementing the educational concept of "making people moral" [1]. As an important part of China's higher education, curriculum ideology and politics plays an irreplaceable role in the process of realizing the educational concept of "cultivating moral integrity." Curriculum ideology and politics is not an independent discipline, but a kind of educational ideology and method throughout the teaching of the curriculum. Specifically, it refers to the incorporation of elements of ideological and political education into the teaching of all kinds of courses, guiding the students to establish a correct worldview, outlook on life, and values, and cultivating the students' ideology of patriotism, collectivism, socialism, and moral qualities, so as to promote the students' all-around development and growth [2]. It can be seen that adhering to the organic integration of course ideology and politics in the teaching of professional courses, closely integrating talent training, scientific research, and social practice, and striving to achieve the teaching goal of the trinity of knowledge transfer,

ability cultivation, and value shaping can help to cultivate high-level applied scientific and technological talents with both moral and aptitude for the development of our country's society and economy.

Graduate students are an important source of high-level applied scientific and technological talents, as well as the future backbone of all walks of life, who not only need to progress academically and ideologically but also need to have high ideological character and social responsibility. In 2020, Premier Keqiang Li pointed out at the National Conference on Graduate Education that it is necessary to focus on cultivating high-level talents of both virtue and talent, push the deep and structural changes in graduate education, and accelerate the development of graduate education with more opportunities, better quality and experience, and stronger power [3]. Under the guidance of the national policy, domestic universities have generally begun to pay attention to the cultivation of moral education of postgraduates and strengthen the construction of postgraduates' courses on ideology and politics, and in recent years, a number of excellent postgraduates' courses on ideology and politics demonstration courses and teaching teams have been formed, and postgraduates' courses on ideology and politics system that are comprehensive in coverage, rich in type, progressive in level, and mutually supportive have been constructed [4]. In recent years, several excellent model courses and teaching teams have been formed. Therefore, it has become a key link in the construction of disciplines and majors and the development of postgraduate education in colleges and universities to implement the Ideological and Political Construction of Postgraduate Courses [5]. Therefore, the implementation of the construction of postgraduate courses has become a key link in the construction of academic specialties and the development of postgraduate education in universities.

In order to comply with the requirements of the "four new," Anqing Normal University attaches great importance to the construction of course ideology and politics. At the same time, by increasing the efforts of special work, the university adheres to the orientation of moral education, improves the four new construction initiatives, aligns with the positioning of the school, continuously updates the goals of education and teaching, deepens the construction of key links in education and teaching, promotes the reform of the talent cultivation mode, and builds a high-quality talent cultivation system. The continuous development of the construction of curriculum ideology and politics in our university will make the educational concept of "taking academic learning as the core, developing talents as the goal, training socialist builders and successors as the mission, and strengthening ideological and political education as the guarantee" become a broad consensus, and the construction of the education quality guarantee system will be strengthened, and the core competitiveness and social contribution of the majors will be further enhanced. Based on this background, actively exploring the path of integrating postgraduate professional courses into the construction of ideological and political education will have a positive effect on the university to create a professional development ecology of "synergy between the university and the researchers" and create a new situation of postgraduate education.

2. Background and current situation analysis

In recent years, the state has vigorously advocated the construction of new engineering and postgraduate ideology and politics courses, and teachers in major universities have carried out some exploratory research on the integration of ideology and politics courses into the construction of postgraduate professional courses [6-8], but it is still in the beginning stage. At present, the construction of curriculum ideology and politics of graduate professional courses in our university is relatively lagging, the reasons are as follows.

(1) Insufficient attention to graduate students' ideology and politics courses: Compared with the moral education training, the lecturers pay more attention to the cultivation of graduate students' scientific research skills. Teachers have not yet realized that there is not a gap between the construction of the ideology and politics of graduate courses and that of undergraduate courses, but a progressive

hierarchical relationship. Therefore, lecturers should combine their own experience in scientific research to give full play to the role of scientific research in supporting and feeding the ideology and politics of the curriculum.

(2) Insufficient teaching of ideology and politics in graduate programs: Teachers generally still use similar teaching methods as undergraduate teaching in graduate programs, failing to teach according to the characteristics of postgraduate education, which separates the education of specialized courses from the cultivation of scientific research skills, and makes it difficult for postgraduates to ignite their enthusiasm for learning. Therefore, teachers should respect the main position of postgraduates in teaching and realize the need to innovate the teaching mode according to the characteristics and values of postgraduates.

(3) Abstract teaching cases of ideology and politics in graduate programs: Graduate professional courses generally contain rich elements of ideology and politics, but they are fragmented, and the theories corresponding to the elements are abstract, which is inconducive to the independent learning of graduate students. Therefore, teachers should organize the elements of ideology and politics in the form of teaching cases, and organically integrate them into the classroom theoretical lectures, which will enable postgraduates to establish a concrete understanding of the theoretical knowledge of the course and the elements of ideology and politics.

To summarize, the teaching team of the "Theory of Software Engineering" course at Anqing Normal University takes the background of the construction of course ideology and politics as an opportunity and takes the barrier between undergraduate teaching and postgraduate teaching as a driving force, integrates the teaching theory and research, the teaching practice achievements, the advantages of the scientific research team, and other resources by taking into account the actual situation of the university and the status quo of postgraduates teaching. By taking the actual situation of our university and the current situation of graduate teaching into consideration, we integrate the teaching theory research, teaching practice achievements, and the advantages of our scientific research team to carry out the research and practice on the example of "Theory of Software Engineering." In this paper, we will elaborate on the feasible paths of integrating postgraduate professional courses into the construction of ideology and politics, which are summarized by the teaching team in teaching practice, and discuss how to cultivate innovative, applied, and compound high-level talents who are adapted to the direction of the development of disciplines in the context of the new engineering disciplines.

3. Integration pathways and pedagogical innovations

The "Theory of Software Engineering" is a professional foundation course of our software engineering (master's degree) program, as an extension of the undergraduate course "Software Engineering." Its main contents include software engineering and software process, software requirement analysis and modeling, software design and modeling, software programming and software testing, and other related contents of software engineering. At present, the course team has utilized the Super Star Learning platform to implement teaching, attendance, post-class homework, question and answer, post-class discussion, etc. In class, students actively demonstrate their pre-course learning results, actively participate in classroom discussions and interactions, and after class, they complete the online exercises in accordance with the quality and quantity, reinforce what they have learned, and prepare for the new chapters. The course team has uploaded chapter videos, courseware, and post-course assignments onto the Super Star Learning platform, which provides a full range of services for students' independent learning, cooperative learning, and project practice, and realizes the initial exploration of the new teaching mode. In addition, the course team insists on the integration of the course's ideology and politics and

takes into account the professional knowledge education and ideology and politics education in the course of the "Theory of Software Engineering" through various teaching activities such as classroom cases, classroom independent presentations, and post-course discussions.

This paper will summarize the teaching and practice of the course and put forward the following path for the integration of graduate professional courses into the construction of course ideology and politics.

3.1. Feedback from scientific research to create an attractive classroom for ideology and politics in graduate programs

Teachers of professional courses should integrate socialist core values into postgraduate professional courses and combine current political education with scientific research, give full play to the advantages of scientific research to support and feed the ideology and politics of the courses, make good use of the nurturing function of postgraduate professional courses to help students deeply appreciate the superiority of China's socialist system, form a correct view of the world, outlook on life, and values, and implement the fundamental task of cultivating morality and building a new era. The postgraduate professional courses and the ideological and political theory courses are heading in the same direction to create a new situation in the new period.

The knowledge system of the course "Theory of Software Engineering" contains a large number of basic philosophical principles and materialistic dialectics. The teaching team has improved and innovated the course in terms of creating positive energy in the classroom, integrating software culture, revealing materialistic dialectics, and focusing on the core qualities of software engineering by exploring the hidden moral education resources in the professional knowledge and analyzing and integrating the value-led function into the construction of the course.

3.2. Connecting with practice and promoting the organic integration of curriculum learning and scientific research

Teachers of professional courses should give full play to the scientific research advantages of the team, on the basis of the law of moral education and teaching, and according to the spiritual qualities and value pursuits of the postgraduate groups and the uniqueness of the differences between the postgraduate curriculum and the cultivation links; they should push forward the organic integration of the course learning and scientific research, stimulate the postgraduates' academic enthusiasm and motivation, and improve their academic level and ability, so as to truly realize the whole process of cultivation of people with all-round education.

In the course "Theory of Software Engineering," our teaching team actively responds to the spirit of the National Conference on Postgraduate Education and the requirements of the university and takes all kinds of high-level lectures as an important part of the cultivation of postgraduate education, and plans to organize academic symposiums and a series of invitations to report on the theory of software engineering, so as to promote students' scientific research ability and improve their scientific literacy. We plan to organize academic seminars and a series of invitational reports related to software engineering theory to encourage students to improve their scientific research skills and scientific literacy, to further broaden their academic horizons, and to create a good academic atmosphere.

3.3. Summarizing and condensing to form teaching cases of graduate professional courses in which course ideology and politics are integrated

Teachers of professional courses should optimize teaching content, innovate teaching methods, and reform teaching mode; in the teaching practice of postgraduate professional courses, they should excavate and refine the elements of ideological and political education embedded in the teaching process of the courses, organically

integrate the cultivation of competence and the teaching of knowledge, and penetrate all aspects of classroom teaching, comprehensively improve the comprehensive quality of students, and form teaching cases of postgraduate professional courses integrated with the ideological and political aspects of the courses.

Taking "Software Requirements Analysis" in the "Theory of Software Engineering" course as an example, the teaching team adopts the method of integrating ideological and political elements with specific cases. In the course of teaching, the team organically designs and integrates such elements as scientific literacy, materialistic view of history, craftsmanship, patriotic sentiment, social responsibility, etc. into the course, adheres to the unity of knowledge and value, digs deep into the essential connection between the relevant knowledge points and the elements of ideological and political thinking, and accurately integrates the value shaping elements.

4. Innovative teaching of ideology and politics

Compared with other postgraduate courses, the innovations in the teaching of "Theory of Software Engineering" at Anqing Normal University can be summarized as follows:

(1) Innovative ways of integrating ideology and politics in graduate professional course curriculum courses: The course team adheres to the unity of knowledge transfer and value leadership, and cultivates the correct value orientation of postgraduates. Based on the General Secretary's Thoughts on Socialism with Chinese Characteristics for a New Era, socialist core values, professional ideals, and professional ethics, the course team explores the political identity, national sentiment, moral cultivation, and other elements of the course, and combines the advantages of long-term scientific research projects with the instantiation of scientific research tasks into the classroom, so as to enhance the affinity and relevance of the contents of ideology and politics.

(2) Innovative teaching models and teaching cases for graduate professional programs: The course team takes postgraduates as the main body, carries out the content of the course's ideological and political education, and promotes students to form a deep understanding of the knowledge of specialized courses and scientific research and innovation. Relying on a variety of informatization means such as catechism and intelligent teaching platforms, the course team designs the course teaching mode and teaching cases based on the characteristics of postgraduate education and groups, organically combines the knowledge points with the elements of the curriculum ideology and politics, and assigns them to various teaching activities to mobilize postgraduate students' enthusiasm for learning, and to promote the alignment of postgraduates' professional knowledge and scientific research skills.

5. Conclusion

This paper focuses on the teaching status of postgraduate professional courses and the current situation of the construction of course ideology and politics, takes the "Theory of Software Engineering" course as an example for practice and research, and puts forward a number of paths for the integration of postgraduate professional courses into the construction of course ideology and politics, which is aimed at cultivating high-level applied scientific and technological talents with both moral and aptitude. Teaching practice shows that students have a high evaluation of the course, and the course has achieved a good effect in educating people. The integration paths proposed in this paper are conducive to the cultivation of graduate professional courses in line with the ideology and politics orientation, further improving the course quality of graduate professional courses, implementing the concept of ideology and politics nurturing, and building students into innovative talents with both moral and aptitude to form a talent advantage; and are conducive to the construction of the course

resources supporting the graduate professional courses, further optimizing the teaching mode, and realizing the obvious improvement of the quality of the course teaching resources, and it is also conducive to the collection of teaching resources for course ideology and politics, building a resource platform for course ideology and politics, forming a resource advantage; it is conducive to enhancing the awareness of course ideology and politics among postgraduate supervisors and teachers of postgraduate professional courses, cultivating the awareness of ideology and politics and human cultivation as well as the ability of collaboration and innovation among postgraduate supervisors and teachers of the major, and motivating other teachers to carry out teaching activities containing ideology and politics concepts, forming a faculty advantage.

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