

Construction of the “Micro-Ideological and Political” Model for Ideological and Political Teaching Reform in Bidding and Contract Management Courses

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Abstract: In the context of deepening educational reforms, the significance of ideological and political education has become increasingly prominent, emerging as a crucial aspect of enhancing students' comprehensive qualities. To ensure the orderly progress of ideological and political education in courses, it is essential to actively promote the integration of ideological and political elements within coursework. This integration aims to align professional course education with ideological and political education, fostering a collaborative educational model. Therefore, in the teaching of bidding and contract management courses, constructing a “micro-ideological and political” teaching model has emerged as a critical component. The implementation of this model facilitates the seamless integration of bidding and contract management coursework with ideological and political education, thereby elevating the teaching quality of these courses. Additionally, it leverages the synergistic role of coursework and ideology in educating students, ultimately enhancing the quality and level of talent cultivation. Hence, this paper proposes strategies for constructing a “micro-ideological and political” model within the context of ideological and political teaching reforms in bidding and contract management courses, inviting discussion and exchange on this topic.

Keywords: Bidding and contract management courses; Ideological and political elements; “Micro-ideological and political” model

Online publication: November 26, 2024

1. Introduction

In higher education, the teaching of bidding and contract management courses constitutes an essential component. This coursework serves as a continuous source of high-quality talent for the development of bidding and contract management fields, meeting the demand for talent in society ^[1]. To further enhance the teaching quality of these courses and refine the educational model, it is imperative to strengthen the

integration of ideological and political elements within bidding and contract management coursework. This integration lays the foundation for ideological and political teaching reforms in these courses, aligning professional education with ideological and political education to construct a collaborative and synergistic educational model. Consequently, to elevate the quality of ideological and political teaching reforms in bidding and contract management courses, vigorously constructing a “micro-ideological and political” model emerges as a vital approach. Through this model, ideological and political elements can be seamlessly integrated into the teaching of bidding and contract management courses, enabling students to master ideological and political theories while acquiring professional knowledge. This achieves the educational effect of enhancing the level of ideological and political education and promoting the comprehensive development of students’ qualities ^[2].

2. Significance of constructing the “micro-ideological and political” model in the ideological and political teaching reform of bidding and contract management courses

In the teaching reform of bidding and contract management courses in higher education, vigorously constructing the “micro-ideological and political” model carries profound significance and impact. It not only helps to enhance the educational quality of bidding and contract management courses but also facilitates the mutual penetration between ideological and political courses and bidding and contract management courses. This approach cultivates students’ professional abilities and ideological and political literacy, enhancing the quality and level of talent cultivation. The construction of the “micro-ideological and political” model fully aligns with the requirements of educational development and reform innovation in the new era. Through this model, subtle and continuous ideological and political education can be effectively achieved, integrating socialist core values into the teaching reform of bidding and contract management courses. This approach not only strengthens students’ professional ethics, legal concepts, and social responsibility but also elevates their professional qualities and abilities ^[3]. Furthermore, the “micro-ideological and political” model introduces innovative elements into the ideological and political teaching reform of bidding and contract management courses. For instance, integrating ideological and political elements can form a course teaching model centered on ideological and political contexts, fully utilizing new media technologies to create teaching contexts closer to students’ real-life experiences. This enables students to learn about the application of professional knowledge in actual life while understanding relevant ideological and political content, thereby enhancing the attractiveness and appeal of education, strengthening students’ learning quality and effectiveness, and ultimately elevating the level and quality of talent cultivation in higher education ^[4].

3. Framework for constructing the “micro-ideological and political” model in the ideological and political teaching reform of bidding and contract management courses

3.1. Clarifying the goals and principles of the “micro-ideological and political” model construction

In the ideological and political teaching reform of bidding and contract management courses, the primary task is to clarify the construction principles and goals of the “micro-ideological and political” model to

ensure orderly education and teaching. Regarding the goal-setting of the “micro-ideological and political” model construction, the overall objectives can include emphasizing both knowledge imparting and value guidance, enhancing the integration of ideological and political education, and promoting disciplinary integration. For instance, during the construction of the “micro-ideological and political” model, the focus can be on imparting professional knowledge of bidding and contract management to students while integrating ideological and political education. This approach aims to cultivate students’ professional ethics, legal concepts, and social responsibility. In terms of the principles of the “micro-ideological and political” model construction, it is essential to avoid rigid ideological and political education. Instead, long-term penetration of ideological and political knowledge should be achieved through subtle and continuous methods, allowing students to learn and accept ideological and political knowledge implicitly. Additionally, teachers should tailor their teaching to individual students’ characteristics and learning needs, developing personalized ideological and political education programs to enhance the practical educational effect of the “micro-ideological and political” model ^[5].

3.2. Constructing a deeply integrated teaching system of “micro-ideological and political” and professional courses

During the ideological and political teaching reform stage of bidding and contract management courses, it is crucial to construct the “micro-ideological and political” model to promote deep integration between professional course education and ideological and political education. This will lead to the formation of a comprehensive teaching system and enhance the effectiveness of education. In this process, significant efforts should be made to promote course content design and teaching method innovation. For example, in course content design, it is necessary to explore knowledge points related to ideological and political education in bidding and contract management courses, such as integrity, legality, and social responsibility. Integrating these elements into the course content can effectively cultivate students’ social responsibility. In terms of teaching method innovation, teachers should adopt diverse teaching methods, such as remote online teaching, micro-video teaching, social media teaching, discussion teaching, case analysis teaching, and task-driven teaching. These various teaching methods can stimulate students’ motivation and enthusiasm, enabling them to develop a deep understanding of bidding and contract management course knowledge through learning and exploration.

3.3. Strengthening support measures and dynamic improvement for the implementation of the “micro-ideological and political” model

To promote the orderly progress of ideological and political reform in bidding and contract management courses and enhance the quality and effectiveness of teaching, it is also essential to strengthen the construction of support measures and effectiveness evaluation for the implementation of the “micro-ideological and political” model. In terms of support measures, it is necessary to reinforce teacher training and teaching resource development. For instance, strengthening ideological and political education training for teachers can enable them to master rich professional knowledge and ideological and political knowledge. Encouraging teachers to fully integrate professional knowledge from bidding and contract management courses with ideological and political knowledge during teaching ensures the orderly construction of the ideological and political education model. Regarding teaching resource development, it is crucial to vigorously develop ideological and political education resources for courses, utilizing teaching

case libraries, micro-video courses, and online course systems. This provides a solid foundation for the smooth implementation of the “micro-ideological and political” model, ensuring it achieves good results. In terms of dynamic improvement, continuous refinement and enhancement should be made based on the teaching evaluation results of the “micro-ideological and political” reform. For example, reflecting on course construction based on teaching evaluation results each semester, analyzing existing problems and deficiencies in the current “micro-ideological and political” model, and exploring and researching the methods to improve and perfect the model from both professional course education and ideological and political education dimensions. This ensures that the “micro-ideological and political” education model better meets students’ learning needs and enhances the quality and effectiveness of higher education ^[6].

4. Challenges faced in constructing the “micro-ideological and political” model in the ideological and political teaching reform of bidding and contract management courses

4.1. Challenges brought by the integration of course content and ideological and political elements

The integration of ideological and political elements into the teaching reform of bidding and contract management courses faces challenges related to the integration of course content and ideological and political elements. During the actual construction phase of the “micro-ideological and political” model, it is necessary to find the point of convergence between ideological and political education and bidding and contract management courses, which undoubtedly increases the difficulty of ideological and political construction in courses. This is mainly due to the strong professionalism and practicality of bidding and contract management course content. Integrating ideological and political knowledge into such courses requires ensuring that the integrity and systematicity of the courses are not compromised while leveraging the role of ideological and political knowledge, thus posing challenges to education and teaching.

4.2. Challenges brought by the innovation of teaching methods and means

The construction of the “micro-ideological and political” model faces challenges brought by the innovation of teaching methods and means. Whether the innovation of teaching methods and means can be achieved determines the quality and effectiveness of the ideological and political teaching reform of the bidding and contract management course. In practice, the implementation of the “micro-ideological and political” model requires the comprehensive use of various new teaching technologies and diversified teaching methods and means, which puts forward higher requirements for teachers’ teaching abilities and technical levels. Teachers need to continuously update their knowledge structure, strengthen professional skill training, and integrate various new teaching methods into the ideological and political education of the course ^[7]. However, in practice, some teachers have weak practical skills and relatively lagging knowledge updates, making it difficult to effectively achieve innovation in teaching methods and means.

4.3. Challenges brought by the construction and improvement of the evaluation system

The construction and improvement of the evaluation system are also important challenges faced in the construction of the “micro-ideological and political” model, which have a certain impact on the ideological and political teaching reform of the bidding and contract management course. In practice, the teaching evaluation system needs to take into account both students’ professional knowledge and ideological and

political learning, so as to ensure an objective and comprehensive evaluation of the two dimensions^[8]. At the same time, during the teaching evaluation, it is necessary to ensure that each indicator is measurable, reflecting students' learning effects. However, in practice, there are great difficulties in selecting evaluation indicators and allocating weights, which require continuous improvement and refinement in the practice of ideological and political teaching reform.

5. Countermeasures for the construction of the “micro-ideological and political” model in the ideological and political teaching reform of bidding and contract management courses

5.1. Deepening the organic integration of course content and ideological and political elements to improve teaching pertinence

During the ideological and political teaching reform of the bidding and contract management course, the construction of the “micro-ideological and political” model should focus on deepening the organic integration of course content and ideological and political elements, thereby enhancing the pertinence of education and teaching and strengthening the effectiveness of teaching. In practical teaching, teachers should pay attention to deeply exploring the ideological and political elements in the bidding and contract management course and effectively integrating them into educational practices^[9]. For example, when explaining relevant legal regulations on bidding, teachers can consider integrating ideological and political elements such as honest management and fair competition, and emphasize the importance and value of adhering to discipline and law to students during teaching, thereby guiding students to form good professional ethics; when introducing the contract process, teachers can consider integrating ideological and political content such as responsibility awareness and contract spirit, and cultivate students' sense of social responsibility and contract awareness through the integration of these contents. This not only strengthens the pertinence of teaching but also improves the educational effect of the “micro-ideological and political” model.

5.2. Innovating teaching methods and means to enhance teaching interaction and effectiveness

In the teaching reform of bidding and contract management courses, it is a top priority to vigorously promote the innovation of teaching methods and means. Therefore, it is necessary to comprehensively utilize new media technologies and adopt diversified teaching methods and means to enhance teaching interaction and effectiveness, thereby stimulating students' interest and cultivating their comprehensive qualities. For example, during the teaching stage of bidding and contract management courses, online course platforms can be comprehensively utilized to promote teaching, and consideration can be given to opening micro-courses on bidding and contract management. Each micro-course can focus on a knowledge point and corresponding ideological and political elements, which not only facilitates learning anytime and anywhere but also improves the flexibility of the teaching process. Additionally, teachers can comprehensively utilize project-based teaching methods, where teachers can create specific practical projects for students in the classroom, allowing students to apply professional knowledge to professional practice in the practical projects. This not only forms a project-driven education model but also encourages students to share learning experiences and insights after completing the project, thereby cultivating their teamwork and strengthening their professional level.

5.3. Establishing a diversified evaluation system to ensure comprehensive and objective evaluation

A comprehensive teaching evaluation system is a key component in enhancing the ideological and political teaching reform of bidding and contract management courses. Therefore, during the construction phase of promoting the “micro-ideological and political” model, it is essential to vigorously establish a diversified evaluation system and strive to ensure the comprehensiveness and objectivity of the evaluation. This approach reflects students’ learning effectiveness and provides personalized learning suggestions for students. In the evaluation system construction stage, it is necessary to guarantee the diversification of evaluation dimensions, such as evaluating students’ mastery of professional knowledge, the effectiveness of ideological and political education, and practical skills. Through multi-dimensional evaluation, students’ comprehensive qualities can be reflected. For example, a combination of closed-book and open-book exams can be used to test students’ mastery of professional knowledge and ideological and political elements. Project-based assignments and social practice reports can evaluate and provide feedback on students’ practical skills and team collaboration skills. Additionally, during the evaluation system construction, it is important to focus on combining process evaluation with summative evaluation. In process evaluation, attention is paid to students’ course participation, classroom discussion, and task completion. In summative evaluation, multiple dimensions such as students’ social practice reports and final assessment scores are considered. Following this, individualized learning suggestions are provided to students based on their evaluation feedback results, and the education and teaching model is dynamically improved to enhance the quality and effectiveness of talent cultivation.

6. Conclusion

In summary, promoting the ideological and political teaching reform of bidding and contract management courses is an important task in higher education. It can effectively achieve the integration of ideological and political elements with professional courses, building a collaborative education model that combines curriculum and ideological and political education. Therefore, to facilitate the orderly progress of the ideological and political reform of bidding and contract management courses, it is essential to vigorously construct the “micro-ideological and political” model. Through this model, the full integration and coordination between professional courses and ideological and political elements can be achieved, thereby cultivating students’ professional skills and ethics. Consequently, this paper proposes construction countermeasures for the “micro-ideological and political” model, focusing on the ideological and political teaching reform of bidding and contract management courses, for joint discussion and exchange.

Disclosure statement

The author declares no conflict of interest.

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