

Exploration and Practice of the “One Core, Two Lines, Four Dimensions” Ideological and Political Teaching Model: Taking the Interpretation of Concrete Plane Construction Drawings Course as an Example

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Abstract: This paper first deeply interprets the connotation of the “One Core, Two Lines, Four Dimensions” ideological and political teaching model in courses. Then, it explores the significant meaning of integrating this teaching model into the Interpretation of Concrete Plane Construction Drawings course. Finally, based on the challenges faced in this work, corresponding educational countermeasures are proposed to help improve the effectiveness and quality of ideological and political construction in the Interpretation of Concrete Plane Construction Drawings course and enhance the level of talent cultivation.

Keywords: “One Core, Two Lines, Four Dimensions”; Ideological and political courses; Interpretation of Concrete Plane Construction Drawings course

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1. Introduction

In the teaching of the Interpretation of Concrete Plane Construction Drawings course, vigorously promoting the construction of the course itself is an important task, which not only helps to improve the quality of course education but also achieves the penetration of ideology and politics, improves students’ comprehensive quality and professional ability, and completes the task of talent cultivation with high quality. To further enhance the ideological and political construction effect of the Interpretation of Concrete Plane Construction Drawings course, it is necessary to vigorously implement the “One Core, Two Lines, Four Dimensions” approach. Based on this, the level and effectiveness of talent cultivation can be improved, and the ideological and political

education task of the Interpretation of Concrete Plane Construction Drawings course can be completed with high quality, providing a steady stream of high-quality talents for China's engineering construction field.

2. Interpretation of the connotation of the “One Core, Two Lines, Four Dimensions” ideological and political teaching model in courses

The “One Core, Two Lines, Four Dimensions” ideological and political teaching model in courses is important for promoting educational innovation. Through this model, professional course teaching and ideological and political teaching can be aligned, forming a collaborative educational model that promotes students' professional abilities and ideological and political awareness. The “One Core” refers to taking socialist core values as the fundamental content and guiding ideology of ideological and political construction in courses. This helps students gradually form a correct worldview, outlook on life, and values, and cultivates their social responsibility, professional ethics, and patriotism, achieving high-quality talent cultivation. The “Two Lines” refer to the professional main line and the ideological and political main line. The core of the professional main line lies in promoting the imparting of professional knowledge and the cultivation of professional skills, enabling students to have stronger employment competitiveness and improving their practical operation abilities in their professional fields. The focus of the ideological and political main line is to guide students to learn and understand ideological and political knowledge in the process of knowledge imparting, forming an integrated education model. By deeply exploring local culture and ideological and political education resources, a more effective education model can be formed. The deep integration of these two main lines can effectively promote the full combination of students' professional skills and ideological and political education, improving the quality and effectiveness of talent cultivation. The “Four Dimensions” refer to the green and advanced environmental protection concept, the positive and upward spirit of unity, the scientific spirit of pursuing excellence, and the craftsman spirit of striving for perfection. These four dimensions are the concrete manifestation of the integration of ideological and political elements into professional education, and they are also integrated throughout the entire course. They help cultivate students' innovative thinking, improve their overall quality, and enable them to develop good comprehensive qualities and professional levels through continuous professional practice and exercise, growing into high-quality talents that meet the needs of China's social development and construction.

3. Significance of integrating the “One Core, Two Lines, Four Dimensions” ideological and political teaching model into the Interpretation of Concrete Plane Construction Drawings course

3.1. Strengthening students' professional quality and willpower

Interpretation of Concrete Plane Construction Drawings is a highly specialized and practical course that requires students to have a solid foundation of professional knowledge, rigorous thinking skills, and active participation in practical operations during the learning process. By implementing the “One Core, Two Lines, Four Dimensions” ideological and political teaching model, we can further promote teaching innovation and enhance students' professional abilities while strengthening their professional quality and willpower, thus achieving high-quality course teaching and improving the effectiveness of talent cultivation. For example, this teaching model emphasizes the craftsman spirit of striving for perfection, which guides students to pay more attention to details in drawing interpretation and length calculation. Additionally, introducing real engineering cases into the

teaching process helps students recognize the importance and value of construction quality, instilling in them a professional spirit that prioritizes safety and strictly follows industry norms. This approach not only enhances students' professional skills but also cultivates their sense of responsibility and mission, resulting in high-quality talent cultivation.

3.2. Facilitating the integration of professional education and ideological and political education

In the Interpretation of Concrete Plane Construction Drawings course, advancing the ideological and political construction of the curriculum around the “One Core, Two Lines, Four Dimensions” framework is crucial. This initiative enables the deep integration of professional education and ideological and political education, thereby enhancing the quality and level of talent cultivation. Specifically, this teaching model emphasizes the promotion of education centered on socialist core values. Guided by this dominant ideology, ideological and political elements such as patriotism education and the cultivation of the spirit of the rule of law can be effectively integrated into the course. This approach fosters students' national pride and self-confidence, promoting the formation of their patriotic feelings. Simultaneously, the integration of green and environmentally friendly concepts in this teaching model allows students to focus on the sustainable development of the construction industry while learning professional knowledge. Implementing this concept not only provides talents for the development of energy-efficient building design but also enhances students' comprehensive quality and skills. This contributes to strengthening the quality and effectiveness of ideological and political education in the Interpretation of Concrete Plane Construction Drawings course, ensuring a continuous supply of high-quality talents for the development of the construction engineering field.

4. Challenges faced by the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course under the “One Core, Two Lines, Four Dimensions” concept

4.1. Challenges posed by the limitations of teaching content

The ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course under the “One Core, Two Lines, Four Dimensions” concept faces challenges due to the limitations of teaching content, which also affects the effectiveness and quality of talent cultivation. In traditional teaching of this course, the selection of teaching content is often confined to textbooks and standardized collections of drawings, with a stronger focus on imparting theoretical knowledge and relatively neglecting the cultivation of students' practical skills. This situation leads to students having strong theoretical knowledge but weak practical skills. For example, teachers often focus solely on guiding students to learn basic methods of construction drawing interpretation without introducing real engineering project cases into the course teaching. As a result, the effectiveness of classroom teaching is poor, and it is difficult to find an appropriate angle for integrating ideological and political elements, thereby weakening the teaching quality of the Interpretation of Concrete Plane Construction Drawings course.

4.2. Challenges posed by the simplification of assessment forms

In traditional teaching of the Interpretation of Concrete Plane Construction Drawings course, the assessment forms are relatively simplistic, posing challenges to the construction of the ideological and political mode of the course and affecting the integration of the “One Core, Two Lines, Four Dimensions” concept into the

curriculum. For instance, traditional assessment forms often focus on students' homework completion and daily performance, with the utmost emphasis placed on their final grades at the end of the semester. This approach, which is oriented toward students' grades, fails to stimulate students' subjective initiative and leads to poor results in the ideological and political construction of the course. Simultaneously, a simplistic assessment model also fails to reflect students' overall learning performance and achievements in the Interpretation of Concrete Plane Construction Drawings course, reducing the reliability of assessment results and making it difficult to effectively improve the quality and effectiveness of the ideological and political construction of the course.

4.3. Challenges posed by insufficient depth of school-enterprise cooperation

Promoting the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course based on the "One Core, Two Lines, Four Dimensions" concept faces challenges arising from insufficient depth of school-enterprise cooperation. In practice, the Interpretation of Concrete Plane Construction Drawings course is highly practical and professional, requiring adequate coordination between schools and enterprises to align course content with actual engineering projects during talent cultivation. However, due to the current lack of deep cooperation between schools and enterprises, students often perform poorly during their school years, struggling to obtain sufficient opportunities for practical exploration and failing to achieve integration between theory and practice. Furthermore, the cooperation stage between schools and enterprises often lacks consideration for integrating ideological and political elements into the curriculum, hindering students from encountering these elements during professional learning and practice. This affects the quality of ideological and political construction in the Interpretation of Concrete Plane Construction Drawings course and reduces the effectiveness of talent cultivation.

4.4. Challenges posed by the difficulty of integrating ideological and political education with professional courses

In promoting the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course, integrating the "One Core, Two Lines, Four Dimensions" concept is a top priority and a key aspect of enhancing the level and quality of talent cultivation. However, this stage also faces challenges arising from the difficulty of integrating ideological and political education with professional courses. Overcoming these challenges determines the effectiveness of ideological and political construction in the course ^[1]. In practice, the knowledge presented in the Interpretation of Concrete Plane Construction Drawings course is highly specialized, while ideological and political knowledge focuses more on cultivating students' ideological qualities. Therefore, during the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course, the key challenge lies in skillfully and effectively integrating ideological and political elements while imparting professional knowledge and cultivating students' practical skills. This poses a significant challenge to the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course.

5. Countermeasures for the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course under the "One Core, Two Lines, Four Dimensions" concept

5.1. Improving teaching content and integrating teaching resources

During the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings

course, it is essential to break the limitations of teaching content, improve the teaching materials, and integrate various teaching resources to ensure the orderly progress of education and teaching. The “One Core” refers to the core of socialist core values. Therefore, integrating the content of the Interpretation of Concrete Plane Construction Drawings course should ensure that socialist core values are implemented throughout the course. For example, when selecting course content, it is necessary to ensure that the chosen materials cover the basic skills of interpreting concrete plane construction drawings while incorporating green building concepts such as environmental protection and energy conservation. The integration of these concepts promotes educational and teaching innovation ^[2]. For instance, when explaining professional knowledge related to concrete structural design, teachers can consider introducing green buildings and explaining the requirements of green buildings in terms of material selection, energy conservation, and emission reduction. This approach helps cultivate students’ awareness of energy conservation and environmental protection, enriching teaching content and resources while enhancing the effectiveness of ideological and political education in the course.

5.2. Diversifying assessment forms and emphasizing process evaluation

Promoting the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course based on the “One Core, Two Lines, Four Dimensions” concept requires focusing on innovation in assessment methods. Diversified assessments should be used to reflect students’ learning situations, and attention should be paid to evaluating and providing feedback on students’ learning processes during the assessment stage to ensure the reliability of evaluation results. The “Two Lines” emphasize the main lines of professional education and ideological and political education. Therefore, when constructing a diversified assessment and evaluation model, it is important to focus on evaluation design around professional education and ideological and political education. Simultaneously, the assessment should cover multiple dimensions, such as theoretical examinations, practical operations, project reports, and classroom participation, to comprehensively evaluate students’ knowledge mastery and skill development ^[3]. For example, when assessing students’ ability to interpret construction drawings, they can be required to complete a construction drawing interpretation task for an actual engineering project and perform on-site simulation operations to test their practical skills and team collaboration skills. Additionally, process evaluation should focus on various dimensions, such as students’ learning attitudes, classroom participation, and activity in answering questions, as well as focus on exploring problems, to reflect their progress and ensure the objectivity of evaluation results.

5.3. Strengthening school-enterprise collaboration and promoting knowledge practice

Under the guidance of the “thinking” concept, promoting the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course requires strengthening school-enterprise collaboration. This approach leads students to practice theoretical knowledge, enhances practical skills, and cultivates professional literacy. Firstly, schools and enterprises need to engage in deep cooperation, jointly promoting the ideological and political teaching design of the course. For instance, enterprises can provide real engineering cases as teaching materials, while schools can focus on student needs and integrate current political knowledge into teaching practices. This ensures that professional knowledge teaching and ideological and political elements are effectively integrated into the curriculum ^[4]. Simultaneously, schools and enterprises should vigorously establish “industry-education integration training bases,” guiding students in professional practice with industry-education integration as the core. By participating in enterprise job internships, students are mentored by engineers, allowing them to engage in actual engineering projects and strengthen

their construction drawing interpretation abilities. During this process, emphasis is also placed on cultivating students' hardworking spirit, professional ethics, and more, thereby enhancing the ideological and political education effect of the course.

5.4. Deepening the integration of ideological and political education with professional courses to achieve resonance

Following the concept of "One Core, Two Lines, Four Dimensions," the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course aims to achieve deep integration between ideological and political education and professional courses, realizing their resonance^[5]. In practical teaching, teachers should deeply explore the ideological and political elements in professional course education, focusing on teaching practices centered around socialist core values, environmental protection concepts, solidarity, scientific spirit, and craftsmanship. For example, when teaching professional knowledge related to concrete plane construction drawing interpretation, teachers should emphasize guiding students on how to incorporate environmental protection concepts into their designs, how to promote teamwork spirit, and how to pursue excellence and refinement in construction. Additionally, teachers should organize diverse ideological and political education activities around classroom teaching themes, enhancing students' cognition of current political knowledge, improving their professional abilities, strengthening their professional literacy, forming correct professional views, cultivating their sense of social responsibility, and ultimately accomplishing the ideological and political education tasks of the Interpretation of Concrete Plane Construction Drawings course with higher quality, thereby enhancing talent training quality.

6. Conclusion

In summary, promoting the ideological and political construction of the Interpretation of Concrete Plane Construction Drawings course based on the "One Core, Two Lines, Four Dimensions" is an innovative educational initiative. Guided by this concept, it can inject vitality into the ideological and political construction of the course, shaping students' correct "three views" centered on socialist core values, strengthening their professional literacy, and enhancing their practical skills. Therefore, with the Interpretation of Concrete Plane Construction Drawings course as an example, this paper proposes countermeasures for promoting ideological and political construction based on the "One Core, Two Lines, Four Dimensions" concept, aiming to facilitate discussion and exchange.

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