

# The Implementation Path and Effect Evaluation of Curriculum Ideological and Political Education in Professional Courses in Higher Education Institutions

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**Abstract:** Under the background of the new era, strengthening curriculum ideological and political construction has become one of the important tasks for colleges and universities to achieve curriculum teaching reform in recent years. How to subtly and effectively infiltrate the ideological and political ideas of the curriculum in the teaching of specialized courses, and achieve the effect of “salt into taste” is the biggest difficulty in the current construction of curriculum ideological and political education in colleges and universities. Based on this, this paper first analyzes the characteristics of carrying out ideological and political teaching in professional courses in colleges and universities, then expounds on the existing problems and implementation paths of current ideological and political teaching in professional courses in colleges and universities, and finally analyzes its teaching practice results, aiming to further promote the construction and development of ideological and political teaching in colleges and universities and provide some references for peers.

**Keywords:** Curriculum ideological and political teaching; Colleges and universities; Specialized course teaching; Implementation path

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## 1. Introduction

Under the guidance of the fundamental task of “cultivating morality and cultivating people,” it is necessary for teachers of professional courses in colleges and universities to establish good ideological and political teaching concepts, dig deeply into the ideological and political elements of professional courses, and strengthen the shaping of their values while explaining professional knowledge and basic skills to students, so as to promote the coordinated development of students’ knowledge, skills, and accomplishment. In the end, the students will be trained to be compound talents with both morality and skills<sup>[1]</sup>. Therefore, it is of great significance to explore the concrete

implementation path of curriculum ideology and politics in the teaching of professional courses in colleges and universities.

## **2. Characteristics of ideological and political teaching of professional courses in colleges and universities**

Professional courses in colleges and universities carry out curriculum ideological and political teaching, emphasizing the organic integration of professional courses teaching and ideological and political education, aiming at promoting the all-round development of students. Specifically, there are three main characteristics: First, the teaching goal is clear, which requires college teachers to pay attention to the teaching of basic professional knowledge and skills as well as the cultivation of students' ideological concepts and moral cultivation, so as to better train students to become compound talents with both morality and skills. Second, the integration of teaching content is higher, which requires teachers of professional courses in colleges and universities to dig deep into the ideological and political elements of professional course knowledge and integrate them organically, rather than simply superimposing ideological and political education on the basis of professional course teaching. Third, teaching evaluation is more comprehensive, which requires college teachers to focus on not only the assessment and evaluation of students' professional knowledge and skills, but also the formation and development of students' ideological concepts and moral qualities, so as to effectively guarantee the effect of ideological and political teaching in courses.

## **3. Existing problems of curriculum ideological and political teaching in colleges and universities**

Since the construction wave of “curriculum thought and politics” was set off in colleges and universities, although many teachers and related researchers have made analysis and interpretation of the connotation of curriculum thought and politics, in the concrete teaching practice, it can be found that there are still some misunderstandings in their cognition and understanding of curriculum thought and politics, leading to a series of problems<sup>[2]</sup>. Taking the teaching of professional courses in colleges and universities as an example, these problems are mainly manifested as follows: first, it fails to distinguish the thought and political curriculum from the ideological and political curriculum. Curriculum thought and politics refers to digging out relevant ideological and political elements from professional courses, emphasizing that teachers' teaching is rooted in the teaching of professional courses, and reasonably integrating ideological and political education on this basis<sup>[3]</sup>. Therefore, the proportion of ideological and political elements in curriculum ideological and political teaching is small. If there is no such element, it can be omitted. The teaching of ideological and political courses is mainly based on professional and systematic ideological and political education, and the entire class should be carried out around ideological and political education. However, some teachers of professional courses in colleges and universities fail to distinguish the two. Some of them have the problem of “emphasizing the teaching of professional knowledge and skills, neglecting the cultivation of humanistic quality in the course”<sup>[4]</sup>; some pay too much attention to the cultivation of students' professional ethics and ideological concepts in teaching, which leads to the separation of the primary and secondary teaching, thus affecting the actual teaching effect of professional courses<sup>[5]</sup>. Second, the curriculum ideological and political teaching is carried out in a mere form, lacking in-depth exploration and analysis of its connotation and essence. Many of them are carried out by preaching slogans, talking big words, reading policies, etc., failing to explore more effective and advanced teaching methods that are easier for students to accept<sup>[6]</sup>. Third, in the aspect of teaching evaluation, more attention is paid to the assessment and evaluation of students' professional knowledge and skills, and less

consideration is given to the evaluation of the effect of curriculum ideological and political teaching, which affects the implementation effect of curriculum ideological and political teaching in colleges and universities to a certain extent.

## **4. Implementation paths of curriculum ideology and politics in the teaching of professional courses in universities**

### **4.1. Teaching concepts: Following the principle of “good teachers, appropriate class, and limited teaching time”**

Teachers are the main organizers and implementors of classroom teaching, and their own ability and accomplishment will directly affect students' learning and development. Therefore, in order to better practice the philosophy of ideological and political teaching, teachers of professional courses in colleges and universities need to first actively change their own teaching concepts, pay more attention to their own words and deeds in classroom teaching and daily life, and ensure “self-integrity.” Only in this way, the implementation of ideological and political education for students by professional course teachers in colleges and universities can be more convincing, and the effect of ideological and political teaching can be better guaranteed. At the same time, when carrying out ideological and political teaching, teachers of professional courses in colleges and universities should grasp its duration and frequency, otherwise, too much and frequently is likely to backfire <sup>[7]</sup>. For example, teachers can dig deeply into the ideological and political elements of professional courses before the formal class, and intersperse one or several ideological and political elements in each class, instead of blindly “instilling” all of them in students, so as to ensure that the curriculum ideological and political can achieve the cumulative effect of dripping stone <sup>[8]</sup>. In addition, taking into account the limited time of each class, the curriculum ideological and political teaching carried out by professional course teachers in colleges and universities should have a certain time limit, to avoid being dominated by ideological and political education. Otherwise, it will not only affect students' learning of professional courses, but also greatly reduce the effect of ideological and political education.

### **4.2. Teaching content: Emphasizing “high intention, good script, and clever design”**

A quality class usually has good teaching content as support and guarantee. Therefore, under the ideological and political vision of the curriculum, teachers of professional courses in colleges and universities should do a good job in the reconstruction and optimization of teaching content, which should include not only the content of professional courses, but also the content of ideological and political. Under normal circumstances, good teaching content will generally meet the requirements of “high intention, good script, and clever design” <sup>[9]</sup>. If a lesson is regarded as a movie, then its connotation must first be “high intention.” Specific to teaching practice, teachers are required to always adhere to the basic guidance of the educational goal of “educating people for the country and educating talents for the Party,” and attach importance to the cultivation and educational guidance of students' correct ideological values <sup>[10]</sup>. Secondly, teachers of professional courses in colleges and universities should ensure “good script,” that is, high-quality content of ideological and political teaching of courses. The content should be close to the development of the social times, economic and industrial development, and the theoretical frontier of professional fields. In order to achieve this, professional course teachers in colleges and universities must dig deep into the ideological and political elements of professional courses and ensure the richness of ideological and political education content as much as possible. Only in this way can the curriculum ideological and political teaching concepts be more easily and naturally implemented. Finally, teachers of professional courses in colleges and universities should do a good job in the design of ideological and political teaching, as far as possible to effectively integrate the course ideological

and political teaching into all aspects of teaching such as self-preparation before class, teaching explanation in class, summary and review after class, and ensure that the timing, method, and content of integration are the best, so as to truly engage the students and effectively guarantee the effect of ideological and political teaching in the course<sup>[11]</sup>.

### **4.3. Teaching methods: Adhering to the “various ways, new methods, and ingenious integration”**

In order to further ensure the effect of ideological and political teaching and achieve the expected teaching goals, teachers of professional courses in colleges and universities need to actively study new teaching methods. Different from the single ideological and political course teaching, the teaching of professional courses in colleges and universities is just like cooking. In the whole teaching process, professional knowledge and skills are still the focus of teachers in teaching, and the integration of ideological and political elements is like the seasoning added to the cooking, which plays the role of the finishing touch<sup>[12]</sup>. Therefore, under the ideological and political vision of the curriculum, teachers of professional courses in colleges and universities should adhere to the “student-oriented” teaching concept, and actively explore more appropriate and effective education and teaching methods in order to better promote students’ learning and development. Before formal teaching, the first thing that teachers of professional courses in colleges and universities need to do is to analyze the learning situation, pay more attention to the actual learning needs and professional development needs of students, and adopt various methods to carry out curriculum ideological and political teaching as far as possible, such as case inspiration, independent practice, BOPPPS, visit and study, cooperative exploration, project-driven, problem guidance, etc. in order to explain the ideological and political content contained in professional courses well<sup>[13]</sup>. At the same time, teachers of professional courses in colleges and universities should base themselves on the reality of students and start from things that students are interested in and easily accept, so as to explicitly integrate ideological and political education into the teaching of professional courses, such as asking students to explore the ideological and political elements of professional courses, participate in social practice or conduct field investigations after class, so as to give more classroom initiative and discourse choice to students, instead of blindly emphasizing the “moistening things silently” education guidance<sup>[13]</sup>. Only in this way, it is more likely to promote the sustainable innovation and development of ideological and political construction of college curriculum. In addition, teachers of professional courses in colleges and universities should ensure the novelty of integrating ideological and political elements into the teaching of professional courses. For example, students can watch relevant videos to bring them a more intuitive learning experience, they can also influence students’ thoughts and behaviors through words and deeds, etc., which is often much more effective than the teacher’s language explanation. In terms of content integration and innovation, teachers of professional courses in colleges and universities can integrate news and current affairs, social hot spots, anecdotes of celebrities, scientific anecdotes, historical allusions, traditional culture, classic works, and national policy documents into the teaching of professional courses, so as to further enrich and innovate the teaching content of ideological and political courses.

### **4.4. Teaching evaluation: Focusing on “teacher and student assessment, process assessment, and long-term assessment”**

Teaching evaluation is an important part of curriculum teaching reform in colleges and universities, and it is also a big challenge. The traditional teaching evaluation and evaluation of professional courses in colleges and universities is basically to evaluate students’ mastery and application of professional knowledge through a final examination, with relatively simple form and content<sup>[14]</sup>. In the field of curriculum thought and politics, the teaching evaluation of professional courses in colleges and universities should be innovative on this basis. In terms of assessment objects, the teaching of professional courses in colleges and universities should not only pay attention to the assessment

of students, but also strengthen the assessment of teachers, and actively incorporate the evaluation of ideological and political teaching into the evaluation system. For example, teachers' ideological cognition, values, moral feelings, and professional attitudes can be used as the measurement criteria for the evaluation of ideological and political teaching in the course, so as to highlight the humanism and richness of teaching evaluation. Specifically, the evaluation of students mainly includes students' classroom performance, learning attitude, professionalism, and other content. The assessment and evaluation of teachers mainly includes teachers' ethics, professionalism, professional spirit, and professional ethics<sup>[15]</sup>. In addition, considering that the ideological and political construction of the curriculum is a long-term and gradual process, its teaching penetration can enrich the spiritual level of teachers and students to a certain extent. Therefore, teachers of professional courses in colleges and universities should pay attention to the "examination process and examination long-term" when carrying out the evaluation of ideological and political teaching, that is, pay attention to the process assessment (such as the ideological and political quality shown by students in the process of study and life on campus) and long-term assessment (such as the performance of students outside the school after graduation, which can refer to the indicators such as the contribution rate of students' industry). At the same time, teachers of professional courses in colleges and universities can also include the assessment content related to ideological and political courses in the final examination paper, so that students can make their own views and ideas according to their cognition and understanding of the industry, which can be personal development or scientific spirit. In this way, it can better help college teachers to understand and grasp students' ideological dynamics or existing psychological problems, facilitate teachers to adjust and optimize curriculum ideological and political teaching plans on this basis and according to it, which is conducive to effectively ensuring the teaching effect of curriculum ideological and political teaching and to pointing out the direction for the continuous improvement of college curriculum ideological and political teaching.

## **5. Effect analysis of curriculum ideological and political teaching in colleges and universities professional courses**

Based on the ideological and political ideas of curriculum, promoting the innovation and development of teaching of specialized courses in colleges and universities can inject new vitality and impetus into the reform and development of China's higher education, making the development of specialized courses rise to a new height. To be specific, the practical application of curriculum ideology and politics in the teaching of professional courses in colleges and universities is of great significance in promoting both the learning and development of students and the professional development of teachers. On the one hand, from the perspective of students, the application of curriculum ideology and politics in the teaching of college professional courses can effectively improve students' personal moral cultivation and professional quality, and help guide them to establish correct ideological values. On the other hand, from the perspective of teachers, to better practice the ideological and political teaching concept of curriculum, they must deeply study the connotation and essence of curriculum ideological and political teaching, and constantly strengthen the study and research of relevant knowledge, so as to more scientifically and effectively integrate ideological and political education into the teaching of professional courses. Therefore, for teachers, the practical application of curriculum ideology and politics in the teaching of professional courses in colleges and universities can effectively improve their own teaching concepts, teaching ability, and professional quality.

## **6. Conclusion**

All in all, in the context of the new era, society has increasingly higher requirements for the skills and

accomplishment of all kinds of talents. To this end, more and more colleges and universities have strengthened the ideological and political construction of curriculum, aiming to strengthen the cultivation of students' values and moral qualities through the infiltration of ideological and political education in the teaching of specialized courses, so as to achieve the purpose of promoting the coordinated development of students' knowledge, skills, and accomplishment. In the specific teaching practice, the teachers of specialized courses in colleges and universities should follow the teaching concept of "good teachers, appropriate class, and limited time." In terms of teaching content, they should emphasize "high intention, good script, and clever design." In terms of teaching methods, we should adhere to "various ways, new methods, and ingenious integration." In terms of teaching evaluation, we should pay attention to "teacher and student assessment, process assessment, long-term assessment," so as to ensure the actual effect of teaching and train students to become compound talents with both virtue and talent.

## Disclosure statement

The author declares no conflict of interest.

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