

Exploring the Ideological and Political Education Reformation of Architecture Professional Courses in Higher Education Institutions

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Abstract: “Ideological and political education” is an essential implementation for moral cultivation, which promotes the basic principles of “three comprehensive education”. Its teaching effectiveness is related to the overall improvement of the quality of talent cultivation; hence it widely attracts the attention of the academic community. In order to combine professional architectural courses with ideological and political education, and at the same time to realize the innovative teaching concept of collaborative education, teachers in higher education institutions continue to explore and practice their ways, constantly innovate and optimize their knowledge and education systems.

Keywords: Ideological and political education; Three comprehensive education; Reformation research

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1. Introduction

As the General Secretary of China pointed out at the National Conference on Ideological and Political Work in Colleges and Universities: “We must insist on moral cultivation as the central link, and carry out ideological and political education throughout the entire education and teaching process, so as to realize the nurturing of all teaching staff in the whole processes and positions, and strive for a newer and better development of China’s higher education”^[1]. The Ministry of Education issued the “Guidelines for the Ideological and Political Construction of the Curriculum of Higher Education Institutions”, combined with the professional characteristics to promote the ideological and political construction of the curriculum, integrated the ideological and political education into the teaching of professional courses, and achieved the purpose of the ideological and political education by means of subject penetration^[2]. In order to change from “ideology and politics courses” to “ideological and political education”, professional courses should focus on having professional skills and knowledge as the main carriers, promoting their underlying ideological and political values, integrating ideological and political education into all aspects of curriculum teaching and reformation, and realizing moral cultivation and further improving the values, humanistic quality, and professional ethics of higher vocational students. As higher vocational institutions are the essential place for delivering professional and technical talents to the next generation, they have also changed their role in the field of talent cultivation to a certain extent^[3-4]. “Three comprehensive education” is an important concept and development direction in China’s higher education at present as it

is a requirement for the effective premise of ideological and political education that is put forward by the Central Committee of the Communist Party of China and the State Council in the “Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation”^[5]. Recently, the system of “three comprehensive education” has attracted people’s attention in the talent training of higher institutions, with the main issue of how to adapt this system to the current talent training of higher institutions in China and to build a talent training mode with exclusive Chinese characteristics^[6-8]. To spice up the elements of ideological and political education in professional courses teaching, educating future generations with both curriculum education and ideological and political education, it is necessary to carry out research on classroom teaching reformation under the guidance of an efficient education model system, implement “ideological and political education” through teaching reformation, and further carry out the fundamental task of moral cultivation^[9-10]. However, “ideological and political education” can be relatively difficult to realize in some courses such as architecture, and its implementation effect in architecture is found to be relatively poor. In this regard, this paper will discuss the ideological and political reformation of architectural professional courses in higher education institutions under the model of “three comprehensive education”.

2. The teaching optimization strategy of “ideological and political education” in high institutions with the implementation of “three comprehensive education”

“Ideological and political education” is an essential implementation for moral cultivation, which promotes the basic principles of “three comprehensive education”. As a teaching reformation, its implementation should be guided by the concept of “all staff, whole-process, and all-round education”, focusing on teaching problems, carrying forward teaching experience, and building a systematic teaching strategy.

2. 1. The teaching strategy of “ideological and political education” with the implementation of “all-round education”

2. 1. 1. Reconstruct the teaching objectives of the course and comprehensively shape the ideal value

For professional architectural courses, “ideological and political education” is neither a new course nor a complete negation of the original courses. It is a diagnosis of various courses based on the professional knowledge in the current course teaching, whereby there is a separation of current professional courses education and ideological and political education, hence it requires teaching reformation of various courses to realize the integration and penetration of ideological and political education and professional knowledge education and promote the all-round development of students. For this reason, when higher institutions carry out the teaching of “ideological and political education”, it is necessary to reform the original courses and reconstruct the teaching objectives of various courses. On the one hand, it is to make the original teaching objectives “live”, as there was no three-dimensional teaching goal in the teaching of various courses as well as teachers often ignore emotion, attitude, and value goals in the teaching process. Teaching should truly implement three-dimensional goals so that the teaching goals of each dimension can be used in teaching activities. On the other hand, to avoid generalizing the goals of moral education, specific courses and teaching content should be combined to express the goals of moral education concretely, so as to better guide teachers’ teaching activities. In the teaching process, based on an in-depth analysis of various courses’ teaching objectives and ensuring their professional knowledge education quality, the moral education objectives of different courses are condensed.

For the requirement of human all-round development, the value shaping of students must not be based on patriotism as the only content, even the concurrent integration of “ideological and political education”

into the professional architectural courses consisted of the issue of “education content is based on the family and the country, hence it is difficult to comprehensively shape the values”. Therefore, college teachers must uphold the “student-oriented” teaching concept in the future teaching of “ideological and political education”, forge the values, ideals, and beliefs of young students in an all-round way, and not only promote the main ideals of “passion for the political party, patriotism, passion for socialism, passion for the people, and passion for unity” in the teaching process but also cultivate future generations’ good qualities such as “dedication, justice, integrity, benevolence, and friendliness”. Meanwhile, while stimulating students to establish the great ideal of becoming builders and successors of socialism, it is ideal to combine traditional Chinese culture and regional culture to guide students’ ideal values. For example, the teaching of “ideological and political education” in Chongqing higher education institutions must combine their local cultural characteristics to shape the value contents. As a humanistic city, Chongqing has unique traditional, landscape, and Red cultures, thus the teaching of “ideological and political education” should be based on the culture of self-improvement, pioneering culture, tenacity, urgency, hard work, innovation, seeking truth from facts, anti-Japanese patriotism, and Lei Feng spirit of “becoming good”, enriched by the rich landscape, excellent traditional, and Red culture resources in Chongqing area, as well as incorporate with the outstanding deeds of people emerging in Chongqing area. The teaching of “ideological and political education” must utilize the all-round development of people as the guiding ideology, take the traditional Chinese and Chongqing characteristic cultures as the content, and cultivate future generations in an all-round way in terms of value shaping.

2. 1. 2. Reform students’ academic evaluation and unify explicit and implicit education

Under the background of “three comprehensive education”, the teaching of “ideological and political education” in higher education institutions should ensure students with all-around development. From the learning perspective of students’ all-around development, students’ learning activities are not only about knowledge uptake but also include abilities, moral cultivation, and habits development. It can be seen that the evaluation of students’ learning should not only focus on students’ knowledge learning but also pay attention to the development of skills, abilities, moral qualities, and habits, thus a single examination and evaluation method cannot be used to measure academic performance, instead students’ academic evaluation methods should be comprehensively formulated according to the tendency of learning activities. For teaching activities that focus on students’ cognitive learning, methods such as tests, experiments, and evaluations can be used to evaluate students’ academic performance. For teaching activities that focus on learning skills, teachers can use observation and work performance methods to evaluate students’ academic performance. For teaching activities that focus on students’ emotional learning, teachers can use observation methods and questionnaires to evaluate students’ academic performance. For comprehensive teaching activities, teachers should comprehensively formulate students’ academic evaluation methods in combination with key teaching objectives, students’ learning conditions, and realistic conditions. However, regardless of the student academic evaluation methods being used, the teachers of the “ideological and political education” must comprehensively evaluate students and promote students’ all-around development as the general purpose of student academic evaluation.

Explicit and implicit educations are not two separate parts, each course contains both explicit and implicit education resources. In order to solve the problem of “teaching activities are mainly explicit, and explicit and implicit education are not unified” that exists in the teaching of “ideological and political education” in higher education institutions under the implementation of “three comprehensive education”, teachers should consciously explore the hidden aspects of the curriculum on the basis of grasping and optimizing the explicit education methods in teaching activities, seeking and exploring implicit education

teaching methods, and unifying the two in the teaching activities that serve the teaching objectives. For example, immersion teaching is used to promote the integration of explicit and implicit education, while using explicit teaching methods such as lectures and conversations to directly impart specific professional knowledge to students, materials such as audio and video as well as technologies such as virtual reality, artificial intelligence, augmented reality, and human-computer interaction are encouraged to create an educational atmosphere that fits the teaching objectives for students' classroom learning and achieve its educational effect.

2.2. The teaching strategy of “ideological and political education” with the implementation of “whole-process education”

2.2.1. Flexible use of teaching methods, penetrate the whole process of teaching evaluation

To use teaching methods flexibly, we must pay attention to the learning students, meet their needs, and tailor them to their development characteristics. In the age of network information, “ideological and political education” must adhere to “student-oriented” and fully understand the needs of higher education institutions, where acknowledging students having a high demand for the Internet and the modern characteristics of “network natives”, changing the use of the Internet from “blocking” to “sparse”, carrying out online teaching of “ideological and political education”, and simultaneously building a network teaching resource library, enriching the teaching resources of the online “ideological and political education”, and expanding the scope of students' choices. With the use of online education platforms, micro-classes, and other methods are adopted to meet students' fragmented learning needs and ensure their acceptance. At the same time, by organizing students to watch live broadcasts in classrooms, dormitories, and activity rooms to participate in learning discussions through computers and mobile phones, the interaction between teachers and students is enhanced. The flexible use of teaching methods must also be combined with the course nature, teaching objectives, and teaching situations of specific courses. Teaching is not a static model, different teaching methods should be used in different teaching stages, for example, lecturing methods and moral education stories can be used in the “understanding” stage, discussion methods can be used in the “joint” and “system” stages, and inquiry methods can be used in the “method” stage so that students can communicate with each other and explore independently in the moral situation constructed by the teacher, which then improve the moral educational effect of the whole teaching process.

In future teaching, in addition to further integrating teaching evaluation into the whole teaching process, the measurement, diagnosis, and evaluation functions of teaching evaluation will be better utilized to grasp the students' learning foundation in advance, timely discover the problems existing in the teaching activities that are being generated, and summarize the completed work. In addition to the teaching experience of teaching activities, it is necessary to reform the teaching evaluation method and evaluate the teaching activities of teachers in a targeted manner. Under the background of “three comprehensive education”, the teaching of the higher education institutions' “ideological and political education” should highlight the teacher's investment in education and the effectiveness of education in teaching activities, under the command of “intellectual education”, teaching evaluation should be focused more on the achievement of professional education goals and the discipline of students' learning. After the reformation, teachers' teaching evaluation should not only pay attention to the course content management and focus but also plan and incorporate specific moral education columns into the teachers' teaching evaluation, allowing the school authorities and teachers themselves to have a clearer understanding of their evaluation results. In addition, when students evaluate teachers' teaching, teachers tend to understand

students' satisfaction with the effectiveness of professional courses teaching and incorporate the evaluation results into the teacher's teaching evaluation moral education column.

2. 3. The teaching strategy of “ideological and political education” with the implementation of “all staff education”

2. 3. 1. Encourage teachers to extend their education time and improve teachers professionalism

The focus and difficulty of “ideological and political education” teaching lies in the teachers. Encouraging higher education institutions teachers to concentrate their energy on curriculum education and extending teachers' education time is related to the teaching effectiveness of “ideological and political education”. To this end, on the one hand, it is necessary to strengthen material incentives, through the issuance of “ideological and political education” teaching subsidies, and the establishment of special teaching bonuses for “ideological and political education” to enhance the sense of teaching acquisition of higher education institutions teachers; on the other hand, it is essential to link the “ideological and political education” to its role evaluation, performance appraisal, and selection and training. Establishing and clarifying the national, local, and school three-level “ideological and political education” excellent teacher incentive standards, and establishing a curriculum education honor system, such as the selection of “ideological and political education” teaching masters, excellent teaching team, are means to enhance the sense of honor of higher institutions teachers participating in the teaching of “ideological and political education”. To extend the time for teachers to educate people, it is necessary to fundamentally enhance the education awareness of the majority of teachers, and break the traditional and narrow concept of education, that is, “teaching” and “educating people” are not separated from each other, and they are not the same, thus it is necessary to stick to the educational concept of “teaching and educating people”, correct one's consciousness, and continuously improve the ability to educate people. For this reason, in higher education institutions teachers must not only strictly abide by teacher standards and demand themselves the “four necessities” that good teachers should have but also insist on educating people in action, improving the ability to educate people in teaching, and expand educating people beyond the theoretical teaching time and to the whole teaching process, as per the quote “good teachers are not naturally born but develop from teaching experiences”.

Teachers are the main force in the teaching of “ideological and political education”, and the quality of teachers is directly related to the quality of “ideological and political education” teaching. From the overall perspective, the professional qualities of higher education institutions teachers involve four dimensions: morality, knowledge, ability, and psychological quality. On the one hand, college teachers must establish the concept of lifelong learning, constantly replenishing and improving their knowledge and optimizing their knowledge structure; fresh teachers should take the initiative to seize the valuable opportunities of induction counseling and post-employment training, seek the teaching experience of “ideological and political education” from experienced teachers, actively discover their teaching problems, and improve their ability and quality; higher education institutions should fully protect teachers' right to further training, and strengthen the teaching and training of “ideological and political education” for teachers, and support teachers to improve their knowledge and ability. On the other hand, teachers should take the initiative to relieve psychological pressure, devote themselves to the teaching of “ideological and political education” with an optimistic mental state and emotions, and avoid releasing negative emotions to students; higher education institutions should take the initiative to care for teachers' mental health, provide psychological counseling and psychological guidance for teachers who have difficulties. In addition, teachers must establish lofty professional ethics and achieve “four passions”, that is,

“patriotism, passion for students, passion for the career, and passion for unity”; higher education institutions must resolutely implement the “one-vote veto system” for teachers’ morality and ethics, and strengthen the supervision of teachers’ professional ethics, keeping alert to teachers’ morality and style.

2.3.2. Integrate the professional education of ideological and political education, and explore the elements of curriculum education

For professional architectural courses, it is very difficult to identify ideological and political elements in course content, as there were few elements found in this type of professional course. However, it does not mean that professional architectural courses cannot realize “ideological and political education”. “Ideological and political education” emphasizes the identification of the educational elements contained in various courses and the educational functions carried out by them, and to find out the connection point and matching point between ideological and political education and professional knowledge education in terms of content and form. The issues of how to develop the ideological and political education resources of various courses and how to find the connection point of its integration with ideological and political education arise and require to be solved urgently in higher education institutions. Hence, it is necessary to set up “ideological and political education” design and development groups and centers, give full play to the “business” advantages of different teaching teams, increase the proportion of frontline teachers in the group, encourage frontline teachers to exert their subjective initiative and utilize different media to explore the ideological and political functions of their businesses, so as to find the meeting point between the content of ideological and political education and the professional knowledge of their disciplines. It is worth noting that future higher education institutions’ “ideological and political education” teaching reformation should be focused on having frontline teachers in the “ideological and political education” teaching and research center and increase the research on “ideological and political education” to improve the integration between the professional courses and “ideological and political education”.

The learning of professional knowledge and the ideological and political content should also be combined in the teaching process of professional architectural courses. Based on the subject nature, course content, and teaching methods of different courses, “ideological and political education” seeks variety rather than uniformity, and in the correct sequences while investigating the function of the underlying ideological and political aspects of the professional courses without affecting its original professional knowledge education function. In addition, it is necessary to formulate and introduce a systematic and comprehensive teaching reform plan for “ideological and political education”, plan the entire process of teaching design, implementation, and evaluation for “ideological and political education” in higher education institutions, build the “ideological and political education” teaching resource database, share the excellent teaching design, experience, and case resources of “ideological and political education”, and improve the teaching quality of the “ideological and political education”.

3. Conclusion

As a strategic measure of the political party and the country, the construction of “ideological and political education” in higher education institutions has a profound impact on major issues such as successor training, national development, and national rejuvenation. Teaching is the leading pathway for the construction of “ideological and political education”, and it is also a key link in the construction of the “three comprehensive education” pattern. The importance of improving the teaching quality of “ideological and political education” in higher education institutions is self-evident. It is hoped that the “ideological and political education” will move from teaching theory research to teaching practice research, so as to help higher education institutions effectively improve the teaching quality of the “ideological and political

education”.

Disclosure statement

The author declares no conflicts of interest.

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