

Study on the Integration of Ideological and Political Components into Law Major Courses in Higher Institutions

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Abstract: Colleges and universities hold crucial positions in nurturing professionals for both national and local economic and social development. They also serve as significant catalysts for shifting from “Made in China” to “Created in China.” Therefore, it is imperative for these institutions to steadfastly prioritize moral cultivation as their fundamental mission. They should harness the pivotal role of professional courses in cultivating high-quality technical talents and ensure effective integration of ideological and political elements into the curriculum. This paper delves into the implementation path and strategy of curriculum ideological political integration, using the law major as a case study. By doing so, it aims to offer insights and guidance for other related majors seeking to integrate ideological and political components into their curriculum effectively.

Keywords: Colleges and universities; Law major; Course ideological and political; Fusion path

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1. Introduction

The law major serves as the cornerstone of universities and plays a crucial role in nurturing legal talents in the nation. Particularly in the current era, educators are keenly focused on enhancing students’ comprehensive quality, integrating ideological and political work throughout the entire process of education and teaching, and achieving holistic education. These efforts aim to usher in a new era of development in China’s higher education ^[1]. Additionally, they provide a roadmap for the ideological and political construction of college law courses in this new era. The ideological and political construction of the law curriculum is a systematic endeavor that requires active engagement from teachers. It involves exploring the ideological and political elements within the legal curriculum, innovating teaching methods, and refining assessment and evaluation systems. Through a series of strategic measures, legal courses and ideological and political theory courses in colleges and universities should align to create a synergistic effect, thus maximizing efficiency ^[2].

2. Ideological and political connotations of the course

Put simply, curriculum ideological and political education entails integrating ideological and political education principles into subject-specific courses. By incorporating ideological and political education into the curriculum, students not only acquire professional knowledge but also develop a sound outlook on life, values, and ethics. This process effectively enhances their ideological quality and overall literacy. Curriculum ideology and politics play a significant role in education, helping students navigate complex social environments and laying a solid foundation for their future endeavors^[3]. The core principle of curriculum ideology and politics is centered on the holistic development of students, as manifested in several key aspects: fostering moral character, enhancing cultural attainment, guiding the formation of correct values, and reinforcing awareness of the rule of law and social responsibility. Promoting ideological and political construction within the curriculum is a crucial means of encouraging students to gain a more objective understanding of society and national conditions, while also instilling in them a strong sense of social responsibility and citizenship.

3. The value of ideological and political integration in college law courses

3.1. Strengthening value orientation and enhancing overall employability

Enhancing the value orientation of law major courses and universities, based on curriculum ideology and politics, can assist students in steadfastly pursuing higher professional levels while learning subject knowledge. This approach also enhances professional ethics, thereby contributing to an overall improvement in students' employability. While higher education prioritizes students' employment and development, it does not imply that teaching activities should solely focus on knowledge accumulation and skill enhancement. Teachers should, in accordance with the contemporary demands for comprehensive quality in technical talents, reinforce the integration of ideological and political education into law course teaching. This endeavor effectively fosters the development of students' employment advantages and enhances their social adaptability^[4].

3.2. Promoting moral education and cultivating talent for long-term development

Implementing curriculum ideological and political construction in the teaching of law majors in colleges and universities fosters moral cultivation and supports students' long-term development^[5]. This approach emphasizes the integration of teaching and education, as well as the amalgamation of value guidance and knowledge transmission. It embeds these elements into the daily teaching of legal courses, transforming the classroom into a crucial platform for comprehensive and continuous education. By doing so, the course assumes a more significant role in guiding students' professional development and helps shape them into invaluable assets. This approach aligns with the requisites of moral education^[6].

4. The principle of ideological and political integration in legal courses at universities

4.1. Adhering to the principle of seeking truth from facts

Curriculum ideology and politics should not solely focus on abstract theoretical knowledge. Only when integrated with social reality can it achieve a teaching effect that is efficient and impactful^[7]. When combining curriculum ideological and political education with other professional teachings, it is essential to consider the knowledge system of the major itself and its corresponding social practices. Theories should be elucidated with real-life social experiences, and tested through practical application, rather than relying solely on theoretical knowledge to explain the real world. Adhering to the principle of seeking truth from facts and staying attuned to reality and contemporary trends is crucial to fully leverage the advantages of curriculum ideology and politics

in educating individuals. In essence, the integration of curriculum ideology and politics with law teaching must be grounded in reality, not fabricated.

4.2. Implementing the principle of dual subjects

The mere integration of ideological and political elements into curriculum design falls short of meeting the requirements of curriculum ideological and political integration. Only through the collaborative efforts and coordination of teachers and students can a close integration of ideological and political education with professional education be achieved, ultimately surpassing the sum of its parts ^[8]. Therefore, in establishing the ideological and political framework of law courses in colleges and universities, teachers should prioritize creating a harmonious, pleasant, and relaxed classroom environment. They should treat students with sincerity and trust, while also focusing on cultivating students' humanistic spirit, which serves as a prerequisite for implementing the ideological and political framework within the curriculum. Similarly, students should respect their teachers, align their thinking with contemporary trends, maintain a positive attitude, and be both enterprising and grounded in their approach.

5. Current situation of ideological and political integration in legal courses at colleges and universities

5.1. Lack of teaching ability among teachers

The training and preparation of law teachers in ideological and political teaching are relatively deficient. They tend to prioritize imparting professional knowledge and lack systematic knowledge and methods for integrating ideological and political education into legal teaching. The awareness and ability of teachers in ideological and political education need improvement, which impacts the effectiveness of ideological and political education implementation. Currently, there is inadequate attention to integrating legal professional knowledge with curriculum ideological and political education. Due to the specificity of legal professional knowledge, teachers and students often prioritize technical proficiency and performance, neglecting ideological and political education's role in shaping students' overall quality. This deficiency is particularly evident in teaching design, method selection, and evaluation systems.

5.2. Tedious content in ideological and political teaching

Some ideological and political teaching content may appear dull to students, making it challenging to capture their interest and encourage active participation. College law students often struggle to grasp abstract ideological and political theories when learning related curriculum content. To address this challenge, teachers should integrate the teaching content with the course material by incorporating relevant cases, narratives, and practical activities. This approach can make ideological and political teaching content more engaging and applicable.

6. Paths of ideological and political integration in legal courses at colleges and universities

6.1. Exploring ideological and political elements in legal courses

Curriculum ideology and politics constitute a comprehensive project encompassing professional knowledge, subject theory, and ideological and political education, with the law major being no exception ^[9]. Therefore, it is imperative to explore the ideological and political elements within law major courses. This entails teachers

delving deeply into legal professional knowledge, proactively integrating relevant subject matter from the law major, incorporating the characteristics of the law major into teaching, and integrating ideological and political elements into the curriculum content. For example, when teaching constitutional law and administrative law, teachers can use concepts such as “comprehensive promotion of the rule of law” and “governance according to the constitution” as teaching points. By imparting fundamental constitutional knowledge, and explaining constitutional amendments and relevant state institutions, students gain insight into the fundamental principles of the nation’s constitution. Similarly, through learning basic administrative law theories and principles, students understand the importance of administrative organs adhering to due process, equality, and the rule of law in governance, thereby enhancing their awareness of using legal thinking to modernize national governance systems and capacities. Additionally, teaching basic jurisprudence theories and principles, as well as economic and civil law, helps students grasp the role of law in maintaining social order and ensuring fairness and justice in society.

6.2. Innovating and optimizing teaching methods

The teaching method is the means of teachers’ teaching activities, which has an important impact on students’ learning results. The ideological and political teaching methods of law major courses should be innovated, and the pertinence and effectiveness of curriculum ideological and political teaching should be enhanced using “problem-oriented” and “case analysis”^[10].

“Problem-oriented” means that teachers combine the teaching of legal professional knowledge with the ideological and political teaching of law courses by raising, analyzing, and solving problems in class. The “problem-oriented” teaching method can stimulate students’ learning interest, mobilize students’ learning enthusiasm and initiative, and improve the teaching effect. For example, when teaching the conclusion and performance of contracts, teachers can guide students to use economic knowledge to analyze the cost of contract conclusion and performance, so that students have a deep understanding of the risks in the process of contract conclusion and performance, thereby establishing a correct legal awareness.

“Case analysis” means that teachers combine the teaching of legal knowledge with the practice of the rule of law by selecting typical cases and raising specific questions. The teaching method of “case analysis” can improve students’ ability to discover, analyze and solve problems. For example, when teaching the Education Law of the People’s Republic of China, the Law of the People’s Republic of China on the Protection of Minors, and other relevant legal knowledge, teachers can list the legal cases involved in the frequent campus safety accidents in recent years, guide students to analyze the accidents from a legal perspective and discuss the basic principles that the main body responsible for the accidents should follow in taking responsibility. In addition, teachers can also combine the “case analysis” teaching method with practice. For example, when teaching the Criminal Procedure Law, teachers can ask “What if the criminal suspect or defendant cannot be found in time after a criminal case occurs?” “What if the court has accepted the case but the defendant is absent?” and other questions and solutions can be provided.

6.3. Ensuring teaching staff quality

The quality of teaching staff is fundamental to implementing curriculum ideology and politics. Teachers must possess firm political stances and excellent professional qualities. Curriculum ideology and political integration should address the “three integration” issues: incorporating ideological and political education elements into teaching objectives, content, methods, and evaluation; involving students in the entire curriculum process to achieve interaction and value guidance in teacher-student interactions^[11]; and organically integrating ideological

and political elements from the law major with course content to blend knowledge impartation with value guidance. Schools should support ideological and political integration through institutional measures, establishing training systems for ideological and political teachers in legal courses. Inviting experts in ideological and political education and outstanding teachers to give special lectures, organizing teachers to participate in relevant training programs, and implementing effective assessment mechanisms are essential steps to encourage teachers to integrate ideological and political education into daily education and teaching activities ^[12].

6.4. Enhancing the assessment and evaluation system

Improving the assessment and evaluation system is essential to support curriculum ideological and political construction. Firstly, a comprehensive and diversified curriculum evaluation system should be established. This system should prioritize the effectiveness of curriculum ideological and political education, incorporating various learning performances such as homework, classroom participation, and final exam scores into the assessment framework for a comprehensive evaluation. Secondly, it is crucial to implement a student-centered classroom evaluation system, respecting the primary position of students and empowering them to play an active role in classroom teaching. This approach shifts away from the traditional “infusing” teaching method ^[13]. During evaluation, attention should be given not only to students’ learning processes but also to their learning outcomes, with assessment results provided as feedback to students. Thirdly, a teacher-centered classroom teaching evaluation system should be established. Teachers are required not only to focus on knowledge transfer and skill development but also to provide value and thought guidance during classroom teaching ^[14]. Lastly, a pluralistic assessment and evaluation system guided by curriculum ideological and political construction should be implemented. This system should encompass comprehensive and systematic assessment content, including classroom learning, extracurricular activities, and academic research results. It should also incorporate a variety of assessment methods, including both final assessments and ongoing process assessments ^[15].

7. Conclusion

All in all, the ideological and political teaching of law courses in colleges and universities under the background of the new era should be innovated based on content, methods, and concepts, thereby enhancing the teaching value of relevant courses and playing a more important role in promoting the development of students. Specifically, law course teachers in colleges and universities should accurately grasp the significance of teaching paths pointing to ideological and political optimization of courses, and promote the organic unity of professional knowledge learning and curriculum ideological and political education through multiple approaches such as exploring ideological and political elements of legal courses, optimizing teaching methods, improving teachers’ comprehensive quality and improving the assessment and evaluation system. Finally, cultivate more excellent professional legal talents for society.

Disclosure statement

The author declares no conflict of interest.

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