Research on the Implementation Path of Ideological and Political Teaching in University Courses from the Perspective of Group Survey

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Abstract: From the perspective of the survey of contemporary college students (demand side), this paper focuses on the key dimensions of moral cultivation and curriculum ideological and political teaching ability, teaching means, teaching effect, and teaching expectation, and puts forward the implementation path, countermeasures, and suggestions of college curriculum ideological and political teaching according to the survey results. It aims to provide theoretical support and countermeasures for the reform of ideological and political teaching in Chinese college courses.

Keywords: University; Curriculum ideology and politics; Group survey; Implementation path

1. Introduction

Curriculum ideological and political education refers to the integration of college ideological and political education into the curriculum teaching and reform of all links and aspects to achieve moral education. It is important to carry out ideological and political education for college students [1].

2. Research overview

There are several relevant research on the connotation and construction of curriculum ideology and politics. Gao *et al.* believed that "curriculum ideology and politics" is essentially a view of curriculum, it does not aim to add a course or an activity, but to integrate college ideological and political education into every link and aspect of classroom teaching and reform, so as to achieve moral and people cultivation [2]. Qiu pointed out that ideological and political course is a kind of curriculum system, while "curriculum ideology and politics" is a kind of teaching system [3]. Wang revealed the current problems from the perspective of integrating "curriculum ideology and politics" into the postgraduate curriculum system and proposed solutions from the aspects of curriculum system design and construction, teacher team construction, evaluation system construction, and so on [4]. Lu proposed a comprehensive design from the aspects of professional course teachers' ideological and

political training, professional training programs, teaching syllabuses, examination methods, teacher evaluation methods, and so on [5].

The research on the main ways and methods of ideological and political education innovation in the era of big data mainly includes the following. Cui and Zou believed that the main ways of ideological and political education innovation in the era of big data are the methods of information selection, information dissemination, and information feedback based on big data [6]. They also proposed the information communication schema based on big data and explored new methods of ideological and political education information communication such as information tracking and positioning communication, information hiding communication, and information segmentation communication [7]. He believed that there are four ways to use big data technology to carry out ideological and political education in colleges and universities, that is, to use big data technology to expand teaching methods and carry out teaching interaction, precise assistance, and hidden education [8].

From the research results, the research on the ideological and political education of college students is mainly concentrated on the three aspects of connotation, importance, and construction and implementation path. From the perspective of the contemporary college student group (demand side) survey, with the era of education big data as the research background, studies on the current problems and implementation countermeasures of college curriculum ideological and political results are scarce.

3. The design of group survey

In the course of ideological and political implementation, the sense of gain refers to the feeling, experience, and evaluation of the course obtained by students in the course of learning [9]. This survey adopted the questionnaire sampling survey method, and the survey subjects were freshmen, sophomores, juniors, and seniors in colleges and universities. The questionnaire was distributed through the online communication platform (QQ or WeChat). A total of 320 questionnaires were distributed, and 299 valid questionnaires were collected, with an effective recovery rate of 93.4%. The sample distribution was as follows: male students accounted for 24.75% and female students accounted for 75.25%; freshmen, sophomores, juniors, and seniors accounted for 45.48%, 26.76%, 16.72%, and 11.04%, respectively. In terms of political status, 5.69% were Chinese party members, 69.23% were Communist Youth League members, 24.75% were members of the masses, and 0.33% were members of other parties. The geographical distribution of students was 40.8% in rural areas, 17.39% in towns and villages, and 41.81% in cities.

The content design of the questionnaire was mainly divided into five modules: basic information of the respondents, curriculum ideological and political teaching ability and moral cultivation, curriculum ideological and political teaching means, curriculum ideological and political teaching effect, and curriculum ideological and political teaching expectation. The questionnaire was designed to investigate the implementation of ideological and political teaching in college curriculum and analyze the existing problems in the practice of curriculum ideological and political teaching reform generally formulated and implemented in colleges and universities.

## 4. The analysis of the implementation of ideological and political teaching in the college curriculum

4.1. Moral cultivation and curriculum ideological and political teaching ability of college teachers

The survey results showed that the current college teachers' moral cultivation has been widely recognized by

students, as high as 96.34% of the students said that the teachers they know have high moral character, can lead by example, and set a good example for students. In addition, the ability and effectiveness of college teachers in curriculum ideological and political teaching were also affirmed. 97.07% of students reported that professional teachers not only deeply impart professional knowledge in classroom teaching, but also often convey important content such as patriotism, socialist core values, lofty spiritual pursuit, and professional ethics in combination with curriculum content. This shows that college teachers not only pay attention to the imparting of knowledge but also focus on the cultivation of students' moral character and the improvement of ideological and political literacy.

4.2. Curriculum ideological and political teaching means

The survey results showed that at present, college teachers can integrate ideological and political content into classroom teaching organically, but most professional teachers are more inclined to inspire and extend the corresponding ideological and political elements in the classroom teaching process and pay insufficient attention to the integration of curriculum assessment and extracurricular learning extension. Only 27.76% of the respondents believed that teachers of professional courses included the assessment of the degree of achievement of ideological and political goals in the regular and final course assessments. In the process of classroom teaching, teaching methods such as playing videos, pictures, or telling stories accounted for the highest proportion, followed by teaching methods such as designing classroom discussions and group reports. Only 7.69% recommended online resources related to ideology and politics for students to continue learning after class, and some teachers still used slogans and didactics to instill ideological and political elements in students. The survey results are shown in **Figure 1**.
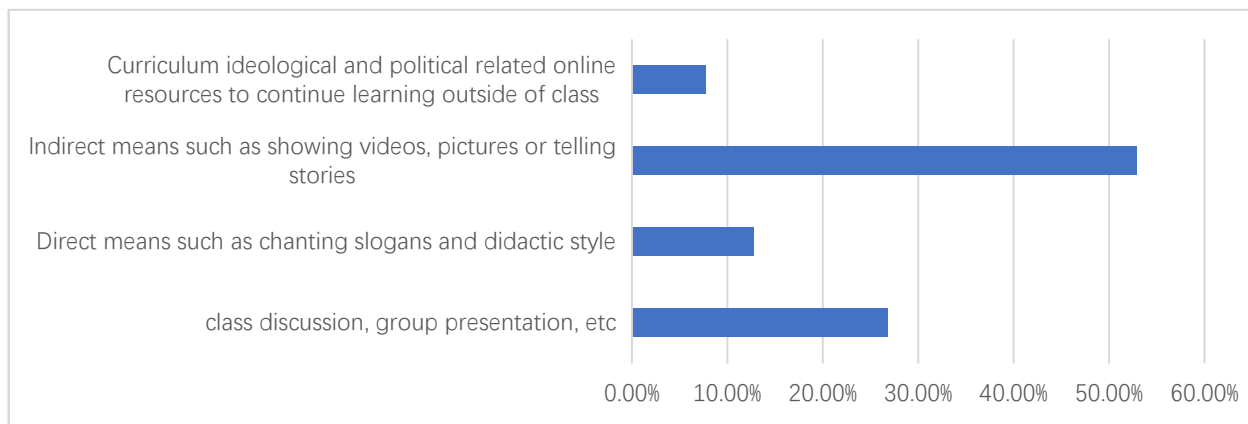
Figure 1. Survey results of ideological and political teaching methods

4.3. Curriculum ideological and political teaching effects

In the investigation of the effects of curriculum ideological and political teaching, curriculum ideological and political teaching had achieved remarkable results in stimulating students' learning interest and cultivating ideological and political literacy. 95.65% of the respondents believed that the ideological and political education (including value education, moral principles, patriotism, etc.) delivered by teachers in class had a great impact on their growth; 96.66% of the respondents thought that the teaching content related to ideological and political aspects in class was attractive; 89.63% of the respondents showed a high degree of enthusiasm and initiative when learning ideological and political aspects of the curriculum, and would listen to the teacher carefully, think positively, and actively participate in the discussion. 68.21% of the respondents were willing to spend time and energy to further expand and reflect on the ideological and political content learned in class.

4.4. Curriculum ideological and political teaching expectations

In the survey on curriculum ideological and political teaching expectations, 89.3% of the respondents believed that it is necessary to integrate ideological and political education in the classroom. In terms of their preference for teaching methods, students were more inclined to interactive and practical methods, such as classroom current affairs discussion teaching and case teaching, while relatively few students were inclined to traditional lecture teaching. In addition, practical activities and lectures by invited experts were also popular among students. However, 10.7% of students still did not think ideological and political education was necessary, fearing that it would take time away from teaching professional knowledge.

To sum up, the results of the survey on the implementation of curriculum ideological and political education among students showed that the moral cultivation and curriculum ideological and political teaching ability of college teachers have been widely recognized by students, students' awareness of curriculum ideological and political reform has been significantly improved, the teaching methods of curriculum ideological and political education are diversified, and the content and effect of curriculum ideological and political education have received positive feedback from students. However, there is still room for further improvement in terms of teachers' choice of curriculum ideological and political teaching content and teaching means, and college students' cognition and recognition of the necessity of curriculum ideological and political education [9].

5. College curriculum ideological and political implementation path, countermeasures, and suggestions

5.1. Enhancing students' awareness of the necessity of curriculum ideological and political education

At present, most of the propaganda on the necessity of ideological and political education in colleges and universities is aimed at teachers, and students' awareness of the necessity is low. Colleges and universities should further strengthen the propaganda of ideological and political activities in the curriculum with the help of campus culture construction, so that students can deepen their understanding of the importance of ideological and political education in participation. Colleges and universities should also carry out online and offline publicity and teaching activities, so that more students have the opportunity to participate in the curriculum through various ways and channels, understand the curriculum ideological and political education in various aspects, and further enhance students' recognition of the curriculum ideological and political education [10]. Through the organization of social practice activities, students can personally experience the practical significance and social value of ideological and political education, enhance their awareness of the necessity of ideological and political education, and achieve the effect of educating students in the whole process and all aspects.

5.2. Improving students' sense of identity in curriculum ideological and political education

To improve students' sense of identity in curriculum ideological and political education, we should first strengthen professional teachers' ability in curriculum ideological and political teaching, and pay attention to the evaluation of teaching effect. In terms of the teaching content of course ideological and political, the survey results showed that students are more expected to integrate the elements of the times in the course ideological and political teaching, the current social hot spots, current affairs, and politics into the ideological and political teaching, so that the course content is closer to reality, life, and students, and enhances students' learning interest and identity. In terms of teaching methods and means, teachers should be supported to actively innovate the curriculum ideological and political classroom mode, break traditional teaching methods [11], and

continuously enhance the attractiveness and appeal of teaching according to the professional ability and education goals [12], combined with the content and integration methods expected by students for curriculum ideological and political teaching. When promoting curriculum ideological and political teaching, it is necessary to further balance professional knowledge and ideological and political education content, so as to meet the needs of different students and enhance their sense of identity in the curriculum ideological and political education in an all-round way.

5.3. Relying on modern information technology for the curriculum ideological and political teaching design

Data plays a fundamental role in the content innovation and development of ideological and political education. The data basis of content innovation is essentially to increase the objectivity of content, which is the "empowerment" of ideological and political education content in the era of big data [13]. It is necessary to conduct in-depth investigation and research on the ideological dynamics of college students, make full use of the big data resources accumulated by the digital campus platform, create smart ideological and political classes with the help of the Internet, big data, artificial intelligence, and other modern information technology means, and provide personalized and precise ideological and political education services. Data technology can also help teachers understand students' learning situations, learning styles, ideological and moral levels, personality characteristics, and interests, and then select appropriate teaching methods [14], explore the high degree of matching between the types of ideological and political resources, ideological and political teaching content, teaching methods, and the needs of different types of students, so that ideological and political education courses can be taught in accordance with their aptitude and accurately integrated. Teachers should also pay attention to the application of modern teaching information technology such as Rain Classroom and Super Star Learning Pass, use information technology to prepare materials before class, improve classroom effectiveness in class, and conduct scientific evaluations after class. Plus, feedback from students can be obtained in a timely manner and help teachers further improve the teaching quality of ideological and political courses [15].

5.4. Paying attention to the ideological and political education goal throughout the whole process of education

The curriculum ideological and political education work should run through the whole teaching process. Teachers and students should pay more attention to process evaluation and long-term evaluation than professional knowledge evaluation when carrying out curriculum ideological and political education. The teaching design based on the concept of outcome-based education (OBE) should focus on the design of ideological and political education objectives that complement the professional teaching objectives. In the teaching process, we should emphasize the achievement of the goal of ideological and political education and ensure the effectiveness of ideological and political education through scientific and effective evaluation mechanisms. In the process of improving the teaching quality, we should pay attention to the closed-loop feedback and continuous improvement of the whole process of quality management, so as to continuously optimize the effect of ideological and political education in the curriculum and promote the in-depth development of teaching reform.

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