

# The Multiple Presentation and Organic Integration of Ideological and Political Elements in the Curriculum: A Case Study of the Course “Theoretical Basis of New Energy”

Junying Tang\*

School of Energy and Power Engineering, Shanghai 200093, China

\*Corresponding author: Junying Tang, tangjy@usst.edu.cn

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the deepening of higher education reform, the teaching work of new energy theoretical basic courses should be further optimized. Teachers should actively introduce new education concepts and teaching methods, so as to better arouse students’ interest, strengthen their understanding and application of the knowledge, and improve the education effect. As a popular education mode at present, curriculum ideology and politics can greatly enrich the teaching content of new energy theoretical basis in colleges and universities, broaden the path of education, and greatly promote the more comprehensive development of students. In view of this, this paper will analyze the integration of curriculum ideology and politics into the basic teaching of new energy theory in colleges and universities, and put forward some strategies for your colleagues’ reference.

**Keywords:** Curriculum thought and politics; Colleges and universities; Theoretical basis of new energy; Teaching

**Online publication:** November 22, 2024

## 1. Curriculum ideological and political overview analysis

At present, when many college teachers promote the basic teaching of new energy theories, they generally lack the integration of emerging ideas and concepts. At the same time, the integration of ideological and political education elements is also insufficient, which constitutes a significant obstacle to the in-depth implementation of actual education work<sup>[1]</sup>. Recently, many teachers have begun to actively try to integrate the ideological and political ideas of the curriculum into teaching, which is undoubtedly an important innovation and optimization of the traditional education model. Under the guidance of the ideological and political ideas of the curriculum, teachers should take the initiative to deeply explore and integrate the elements of ideological and political education when teaching the theoretical basis of new energy, so that students can grasp the professional knowledge of new energy and deeply understand the essence of ideological and political ideas contained

therein, so as to promote the in-depth penetration of excellent spirits, thoughts and concepts, and help students establish correct moral and life values.

The exploration of integrating curriculum ideology and politics into the theoretical basis of new energy in colleges and universities needs to regard moral cultivation as one of the core tasks of the research and strive to fully and deeply integrate ideological and political elements into all aspects of the theoretical basis of new energy teaching, to achieve the educational goal of comprehensive education and full participation <sup>[2]</sup>. Under the guidance of the ideological and political ideas of the curriculum, the work form and process of the basic teaching of new energy theories in colleges and universities should be continuously optimized, and the teaching content should be continuously enriched. Deep integration of curriculum ideological and political ideas with the theoretical basis of new energy can encourage students to achieve a more comprehensive and diversified development and deliver more high-quality talents to society.

## **2. The diversified presentation and organic integration value of ideological and political elements of the course**

### **2.1. Improve students' personality**

As an important force for China's economic development and social progress, college students' comprehensive accomplishment, professional skill level and knowledge reserve have a profound impact on the speed of China's development. Therefore, in the process of promoting the integration of curriculum ideology and politics with the basic teaching of new energy theories in colleges and universities, the focus was applied to the cultivation of healthy personality of college students, to promote them to learn professional knowledge while casting solid quality of thinking and moral ability <sup>[3]</sup>. In the teaching of new energy theoretical basis in colleges and universities, teachers are committed to ensuring the diversity and richness of teaching content, adhering to the correct teaching orientation, and ensuring that education activities are closely connected with the guidance of national policies and social needs. Teachers pay special attention to the cultivation of moral quality and comprehensive literacy of college students and strive to promote their comprehensive development and achieve more excellent individual growth. In the practice of integrating curriculum ideology and politics into the basic teaching of new energy theory, teachers give full play to the unique role of the discipline, and with the help of rich curriculum knowledge and vivid cases, effectively guide the thinking development and ability improvement of college students, and then shape their noble character <sup>[4]</sup>. Teachers are committed to training college students to have a higher level of aesthetic taste and moral quality to better adapt to the needs of social development and ultimately become useful talents to promote social progress.

### **2.2. Stimulate interest in ideological and political thinking**

From the in-depth analysis of the characteristic dimension, the single ideological and political education mode often seems boring, and it is difficult to effectively stimulate the strong interest of college students. At the same time, many colleges and universities tend to adopt the traditional infusion teaching method when implementing ideological and political education, which may lead to the disconnection between the teaching content and the actual needs of college students, and thus it is difficult to promote students to establish a profound resonance with the knowledge <sup>[5]</sup>. Because of the significant practical characteristics of new energy theoretical basic professional knowledge, its knowledge content is often full of vividness and interest. Therefore, in the process of promoting the integration of curriculum ideology and politics into the basic teaching of new energy theories

in colleges and universities. If ideological and political elements can be skillfully integrated into professional teaching, it will not only help students to master knowledge and cultivate good quality but also help them to have a deeper emotional resonance with the basic professional knowledge of new energy theories, so as to realize the harmonious coexistence and coordinated development of professional education and ideological and political education.

### **2.3. Establish correct concepts**

The teaching content of the new energy theory foundation major is extremely rich, and its knowledge content significantly reflects the characteristics of guidance and practice. These teaching contents are based on the in-depth research results of experts and scholars, aiming to help college students grasp relevant knowledge more deeply and intuitively <sup>[7]</sup>. Therefore, when implementing the teaching work of the new energy theory foundation major in colleges and universities, teachers should actively go deep into the textbooks and deliver the ideological and political elements, so as to guide students to understand, analyze and think about the knowledge from the ideological level, helping them establish the correct moral and life values. In the course of integrating ideological and political thinking into the teaching of new energy theoretical basis in colleges and universities, many cases show distinct characteristics of this era, which can help students analyze problems more deeply and scientifically, enhance the identification of socialist core values, and then enhance their cultural self-confidence.

## **3. Analysis of the current situation of integrating curriculum ideology and politics into the basic teaching of new energy theories in colleges and universities**

### **3.1. The curriculum's ideological and political goals are unclear and the model is single**

In the process of promoting the deep integration of curriculum ideological and political education with the theoretical basis of new energy in colleges and universities, some teachers have not yet established clear ideological and political education goals. As a result, teachers tend to pay too much attention to the teaching of basic professional knowledge of new energy theory while neglecting the cultivation of students' professional quality and moral character <sup>[9]</sup>. In the long run, it is difficult for students to perceive the infiltration of ideological and political elements and the edification of good quality in the study of new energy theories, which hinders the effective implementation and effectiveness of curriculum ideological and political elements in the teaching of new energy theories. At the same time, due to the lack of clear goal guidance, teachers are faced with difficulties in evaluating the effect of ideological and political integration in the curriculum, and it is difficult to accurately analyze the teaching results, which is not conducive to students' self-examination of the shortcomings of knowledge mastery and quality improvement, thus limiting the further improvement of teaching quality <sup>[10]</sup>. In addition, in the practice of integrating curriculum ideology and politics into teaching, few teachers take the initiative to optimize the education model and teaching concepts, and the introduction of novel ideas and advanced technologies is lacking in class, which to a certain extent inhibits students' interest and enthusiasm for the course content and affects the enhancement of teaching effect.

### **3.2. The curriculum design is unreasonable**

In the education system of colleges and universities, the integration of curriculum ideology and politics into the basic teaching of new energy theories is a crucial teaching content. However, in the current implementation

process, some teachers fail to pay enough attention to the ideological and political elements contained in the curriculum, which will undoubtedly hinder the further improvement of the education effect <sup>[11]</sup>. To be specific, many teachers fail to deeply analyze the actual needs and professional development status of college students when designing the integration plan of ideological and political teaching and the theoretical basis of new energy, resulting in the lack of reasonable and clear guidance for teaching content design. In the actual teaching process, some teachers tend to neglect the cultivation and shaping of students' ideological level, which constitutes a significant obstacle to their formation of excellent literacy and moral quality. At the same time, in the course of ideological and political education and the basic teaching of new energy theories, some teachers pay too much attention to the development of students' professional theories and skills, while ignoring the improvement of their professional quality and moral concepts, which is also not conducive to the overall development of students. In addition, the design of the teaching work of the new energy theoretical basis also has some irrationality, which further aggravates the difficulties faced by teachers in the process of ideological and political integration in the curriculum <sup>[12]</sup>. Because the teaching content and the ideological and political direction of the course are difficult to accurately benchmark, the education effect is greatly reduced, which is not conducive to students forming a clear concept of development and employment, but also affects the cultivation and development of their serviceability, thinking ability and other key qualities.

## **4. The diversified presentation of ideological and political elements of the curriculum and the organic integration strategy**

### **4.1. Implement ideological and political concepts and improve teachers' literacy**

To more effectively integrate curriculum ideology and politics into the basic teaching of new energy theory in colleges and universities, teachers should conduct an in-depth analysis from the level of teachers, and strive to improve their comprehensive literacy and moral quality, to lay a solid foundation for the follow-up of relevant teaching activities. When carrying out education activities, teachers should not only continuously enhance their professional knowledge reserves, but also cultivate stronger learning ability, actively update and optimize their knowledge system, and develop in step with the era, so as to better tap the ideological and political elements of professional knowledge and improve the effectiveness of education <sup>[13]</sup>. In addition, teachers should deeply understand the ideological and political concepts of the curriculum, actively explore the ideological and political elements contained in the theoretical basis of new energy in colleges and universities, and deepen the development of professional teaching content, so that students can master the theoretical basis of new energy professional knowledge, while cultivating good moral sentiments and firm ideals and beliefs.

At the same time, teachers should pay great attention to the development of teachers' quality. As teachers, they are the leaders and role models of college students. Teachers should play an exemplary role in the basic teaching of new energy theory, resolutely resist wrong ideas and ideas, and ensure their consciousness of thinking and politics, to realize the inheritance and development of good quality and ideas.

### **4.2. Combine ideological and political requirements to enrich the teaching content**

In the process of promoting the integration of curriculum ideology and politics into the basic teaching of new energy theories in colleges and universities, teachers need to deeply analyze the core requirements of curriculum ideology and politics, actively break through the limitations of traditional professional teaching content, innovate the education model, and build a new framework for the deep integration of curriculum



ideology and politics and professional teaching. Specifically, to strengthen college students' patriotic feelings and sense of family responsibility, teachers should take the initiative to integrate patriotic and family-loving values into professional teaching in the process of implementing the integration of curriculum ideological and political teaching with the theoretical basis of new energy and use Internet resources, library materials and other channels to collect high-quality materials to assist students to deeply understand the professional knowledge of the theoretical basis of new energy. This is to ensure that they can more intuitive, more profound grasp of the content, and stimulate their profound thinking of the country and society to enhance the effectiveness of the curriculum's ideological and political teaching based on the new energy theory <sup>[14]</sup>. At the same time, by continuously enriching the content of ideological and political education and basic new energy theory teaching, teachers can further improve students' knowledge system, lay a solid foundation for their future long-term development, and effectively enhance the penetration and influence of ideological and political elements in the teaching of basic new energy theories.

### **4.3. Improve the teaching design according to the ideological and political objectives**

Under the background of the new era, to strengthen the deep integration of curriculum ideology and politics with the basic teaching of new energy theory in colleges and universities, teachers need to conduct a profound analysis of the education goal of curriculum ideology and politics and optimize and upgrade the teaching system of the basic major of new energy theory based on it. At the level of teaching concept, teachers should change the traditional teaching of professional knowledge and skills to the direction of educating people, break the boundary between the new energy theoretical basis teaching and ideological and political education, and realize the organic integration of the two educational resources.

In the process of promoting the integration of curriculum ideology and politics into the basic teaching of new energy theories, schools should actively provide teachers with special space for lesson preparation, promote the close cooperation between professional teachers and ideological and political teachers, jointly explore the new path of combining curriculum ideology and politics with the basic teaching of new energy theories, and improve the teaching design <sup>[15]</sup>. In the formulation of teaching objectives, teachers should fully highlight the humanistic value and cultural connotation in the basic teaching of new energy theories. At the same time, teachers should not ignore the integration of ideological and political elements to ensure the comprehensiveness and systematism of teaching objectives to significantly improve the effect of curriculum ideological and political teaching in the basic teaching of new energy theories and lay a solid foundation for the long-term development of students. Specifically speaking, in the course implementation process, teachers should not only pay attention to the teaching of high-quality professional knowledge but also cleverly integrate the ideological and political elements, so that the two complement each other. When evaluating the teaching effect, in addition to examining the students' knowledge mastery and professional quality, teachers should also pay attention to the improvement of their comprehensive ability and moral quality, so as to comprehensively evaluate the education effect, promote the deep integration of curriculum ideological and political teaching with the theoretical basis of new energy, and realize the overall improvement of education quality.

### **4.4. Pay attention to practical teaching and cultivate design thinking**

When the curriculum thought and politics in the basic teaching of new energy theories in colleges and universities are integrated, teachers need to closely combine the actual teaching content, conduct in-depth analysis, and strive to carry out teaching activities from multiple dimensions and levels, to promote students

to have a comprehensive and in-depth understanding of the basic professional knowledge of new energy theories, and then build a more perfect knowledge system. At the same time, teachers should also actively introduce excellent cases and projects to enhance the practicality of curriculum ideology and politics, and help students better absorb and apply the knowledge, to optimize the effect of education. In the course of ideological and political education and the new energy theoretical basis of the integration process, teachers can organize students to go to enterprises, companies, and other field visits, so that they can combine what they have learned, the essence of new energy theoretical basic work has a more profound understanding. This will not only help students intuitively feel the practical application of core values such as integrity and fairness but also deepen their understanding and grasp of professional knowledge in practice, laying a solid foundation for their long-term development. During the field visit, students are encouraged to take the initiative to analyze the cases and extract the ideological and political elements in them, which will provide clear guidance for the subsequent ideological and political work of the course.

## 5. Conclusion

To sum up, if teachers want to improve the effect of integrating ideological and political curriculum into the basic teaching of new energy theory in colleges and universities, ideological and political concepts can be implemented to improve teachers' literacy. In addition, ideological and political requirements can be combined, enriching the teaching content, as well as improving the teaching design as compared with ideological and political objectives. Teachers should also pay attention to practical teaching, and cultivate design thinking and other aspects of the analysis, to virtually promote the curriculum ideological and political integration of new energy theory in colleges and universities to improve the teaching quality to a new height.

## Funding

Shanghai University Young Teacher Training and Funding Program, "The Multiple Presentation and Organic Integration of Ideological and Political Elements of the Course 'Case Study of Theoretical Basis of New Energy'"

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Wang L, Zhou J, 2024, Research and Implementation of New Energy Vehicle Network Control Technology Course Ideology and Politics. *Automotive Practical Technology*, 49(13): 152–155.
- [2] Chen Y, 2024, Path Exploration of Ideological and Political Construction of New Energy Vehicle Application and Maintenance Professional Course. *Automotive Repair and Maintenance*, 2024(7): 61–63.
- [3] Yang C, 2024, Research on Ideological and Political Points of New Energy Vehicle Professional Course. *Automobile Maintenance and Repair*, 2024(12): 9–11.
- [4] Guo Y, 2024, Teaching Reform and Practice of Integrating Curriculum Ideology and Politics into Automotive

- Courses. *Automotive Maintenance and Repair*, 2024(12): 23–24.
- [5] Shen Y, Liu R, Yao J, et al., 2024, Ideological and Political Exploration and Reform of New Energy Utilization and Technology Courses. *China Educational Technology and Equipment*, 2024(10): 83–85.
- [6] Huang W, 2024, Teaching Research and Practice of New Energy Vehicle Technology Major under Curriculum Ideological and Political Background. *Automotive Maintenance Technician*, 2024(10): 111–113.
- [7] Zhao H, Zi X, Liu T, 2019, Research on Ideological and Political Teaching Reform and Innovation Practice of “Introduction to New Energy” Course under New Engineering. *Journal of Chuxiong Normal University*, 39(3): 155–160.
- [8] Li W, 2024, Research on Ideological and Political Construction of New Energy Vehicle Motor Drive System Overhaul Course in Vocational Colleges. *Automotive Test Report*, 2024(9): 107–109.
- [9] Xie J, Ji S, 2024, Research on the Form of Ideological and Political Introduction in Secondary Vocational New Energy Vehicle Classroom from the Perspective of Curriculum Ideology and Politics. *Automobile Maintenance and Repair*, 2024(10): 16–18.
- [10] Hong T, Chen P, Cheng J, et al., 2024, Design and Practice of New Energy Material Technology Curriculum Implementation Curriculum Thinking and Politics. *Journal of Higher Education*, 10(13): 172–175.
- [11] Zhao W, Yu M, Li Y, et al., 2024, Research on Curriculum Ideological and Political Integration Method Based on MOOC Examples of New Energy Vehicles. *Journal of Higher Education*, 10(13): 176–179.
- [12] Yang X, Zhu L, Lu M, et al., 2024, Exploration and Practice of Ideological and Political Teaching in “Energy Chemistry” Course. *Chemical Industry Time*, 38(2): 108–112.
- [13] Yang H, Jiang Y, Liang J, et al., 2024, The Construction of Ideological and Political Diversified Teaching Structure of “Into New Energy” Course. *Modern Vocational Education*, 2024(12): 85–88.
- [14] Qu J, Wang X, Cao L, et al., 2024, Exploration on Ideological and Political Practice of Higher Vocational New Energy Vehicle Power System Course. *Automotive Maintenance Technician*, 2024(8): 115–116.
- [15] Liu J, Wang Y, 2023, Research and Exploration on Ideological and Political Teaching of “Introduction to New Energy Vehicles” Course. *Automotive Maintenance Technician*, 2023(12): 87–89.

**Publisher’s note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.