

# Exploration and Practice of Ideological and Political Education in the Investment Course

Lina Wang\*

School of Economics and Management, North China University of Technology, Beijing 100144, China

\*Corresponding author: Lina Wang, wangln843@163.com

**Copyright:** © 2022 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:** Taking the reform of the specialized curriculum of the Investment Course as an example, this paper proposes that the education law should be followed and dual education goals of professional knowledge and curriculum ideology and politics should be set up. The article first analyzes the current situation of ideological and political reform of college courses, then puts forward the goal and realization path of ideological and political reform of investment course based on the characteristics of investment courses and college students.

**Keywords:** Educational law; Ideological and political reform; Realization path

**Online publication:** November 22, 2022

## 1. Introduction

Ideological and political education is one of the important contents in establishing morality and nurturing people in colleges and universities, which is related the important elements in nurturing talents. Tertiary education is an important period for young students to shape their thinking, so the cultivation of ideological politics and value orientation is particularly important. For a long time, ideological and political education in colleges and universities has been mainly undertaken by ideological and political theory courses, while professional courses have undertaken the task of teaching professional knowledge and new trends in professional development, with less involvement in ideological and political education. This paper takes the “Investment” course as an example to explore how to tap the ideological and political education function of professional courses through teaching reform.

## 2. The current situation of ideological and political reform of college curriculum

At present, the social situation has changed. The structure and content of ideological and political education for college students should also be constantly innovated to improve the affinity of ideological and political education and promote the all-round development of students. Other than relying on the traditional ideological and political theory courses, ideological and political education should also be incorporated into other disciplines.

In recent years, with the advancement of the educational reform process, the teaching mode of colleges and universities has been constantly innovated, the ideological and political teaching in specialized courses have been gradually reformed, and the number of papers regarding ideological and political research of various courses has also increased year by year. It is found that the research highlights and trends of curriculum ideological and political education are mainly focused on four aspects.

The first one is the discussion of the basic issues of curriculum ideological and political education,

which mainly covers the significance and necessity of curriculum ideological and political education <sup>[1-3]</sup>, and also the connotation and basic requirements of curriculum ideological and political education <sup>[4-7]</sup>. The second one is regarding the path and mode of curriculum ideological and political education, such as comprehensively using various teaching methods, promoting the integration of modern information technology into curriculum ideological and political education, and innovating the mode and coordination mechanism of curriculum ideological and political education <sup>[8-10]</sup>. The third aspect is the development and research of ideological and political courses in various disciplines. Most of the disciplines involved are medical science and engineering, while relatively few art, foreign language, and comprehensive literacy disciplines are involved <sup>[11-14]</sup>. In terms of humanities and arts majors, the reform and exploration of art courses, tourism courses, history courses and language courses are the main focus <sup>[15-18]</sup>. In the aspect of comprehensive quality specialty, it focuses on the reform and exploration of college students' career planning courses, physical education courses and innovation and entrepreneurship courses <sup>[19]</sup>. The fourth element is the exploration of problems and improvement in the development of ideological and political education curriculum, covering the problem-oriented curriculum ideological and political reform <sup>[20-21]</sup> and the value-oriented improvement and perfection of curriculum ideological and political education <sup>[22-25]</sup>.

### **3. Characteristics of the Investment Course and the students**

#### **3.1. Course characteristics**

The Investment Course is a compulsory course for finance majors, which focuses on financial investment. The course mainly involves asset selection, pricing, and market operation rules in the capital market. Through this course, students can systematically understand the theory of investment and gradually establish the correct investment concept. They will also be able to apply the basic principles of Marxism depending on national conditions, and also based on a practical and realistic analysis of China's securities market. Besides, this course helps students establish a correct financial concept, that is, securities investment is not just about managing risks and gaining benefits. Instead, the real reward for financial practitioners is the satisfaction brought by providing financial services for the neediest people. They will also be able to learn investment dynamically and developmentally, and make scientific and reasonable investment decisions and judgments by combining theory with practical operation on the basis of mastering the classroom content. The Investment Course is practical and application-oriented. In the teaching process, we should pay attention to the complementarity and mutual development of teaching and practice.

#### **3.2. Student characteristics**

The advantages of post-00's students (students born in the 2000s) lie in their wide range of knowledge, many sources of information, and huge interest in current social affairs. Many students are very interested in investment. However, due to the lack of in-depth and systematic financial education, and the lack of understanding of basic concepts and theories in the field of investment science, many students give up easily due to the difficulty of this course. Due to the strong practicality of this course, some students think that investment analysis and software operation are difficult, which leads to a negative learning attitude. In terms of information acquisition, the typical problem is that most of the information acquired are fragmented (such as through WeChat, Weibo, Tiktok and other platforms), and their interest shifts easily. Their thinking is rigid, and their systematic logical thinking ability needs to be improved. They are expressive, but lack motivation to participate in lessons actively. They are fickle-minded and are easily distracted during the lessons.

Therefore, teachers should design the difficulty of the lessons based on the characteristics of students of different majors, pay attention to case updating in teaching, and introduce more practical cases that students are interested in and enthusiastic about (such as Kweichow Moutai and Alipay), so that students

can become the main body of learning and discussion. Teachers mainly play the role of a “catalyst” as they need to trigger students’ systematic thinking through fruitful interactions, and stimulate students’ learning interest and innovative spirit. At the same time, teachers should attract students with physical props, pictures, stories, and so on, and connect with the students. After class, the students’ interest and enthusiasm in learning can be further cultivated by allowing them to explore cases, complete case analysis and share them in class.

#### **4. Ideological and political goal orientation of the Investment Course**

The ideological and political education in professional courses should be “silent,” and should be integrated into the professional knowledge, and prevent the phenomenon of hypocrisy. Other than focusing on curriculum design, the students’ absorption of knowledge should also be considered. The teaching subject of ideological and political course is college students, and the goal should be set based on the students’ current ideologies. Before class, the focus is on communication with students; in class, the focus is on integrating ideological and political content through discussion, answering questions, and other ways. The main impact and influence of students’ thoughts and behaviors should be taken into account, and focus on the actual ideological and political goals of the curriculum. For example, a widespread phenomenon among the students of the Investment Course is that many of them believe that the purpose of investments is acquiring wealth, thus ignoring the professional ethics that should be observed in the investment process.

Therefore, following the curriculum characteristics and educational requirements of the Investment Course, integrating the ideological and political elements of the curriculum, the ideological and political goal of the Investment Course is to ensure that the students are clear about the laws regarding financial investment adhere to it. Besides, the course also aims to sort out the correct social and financial values, cultivate a high sense of social responsibility and work responsibility, as well as good ideological and moral character, social ethics, and professional ethics through the study of market securities.

#### **5. Method of integrating of ideological and political education into the teaching of the Investment Course**

To fully integrate the ideological and political education into the Investment Course, first of all, harsh preaching should be avoided. Instead, design teaching that are popular with students, and achieve the teaching goal of “moistening things without sound” (unconsciously instilling an ideology). We should learn to listen to the students’ voices, excavate and analyze teaching cases from the perspective of students, fully meet students’ expectations and needs, and promote the effective combination of professional knowledge and ideological and political content.

As far as the Investment Course is concerned, it can promote the integration of ideological and political content in professional teaching from the following aspects.

The first one is to integrate national development and rejuvenation into the classroom against the backdrop of the international situation. The fate of a country is inseparable from its investment performance. China’s securities market is developing gradually with the growth of the national macro-economy. As an emerging market with rapid growth, it has made remarkable achievements in a short period of just more than ten years, and has gradually embarked on a standardized and orderly development track compared to China before liberation where food and clothing were still a problem, let alone the construction of the securities market. Therefore, if a country is strong, its people will be strong. We should focus on integrating professional knowledge into the national development to encourage the students’ family and the general public.

The second aspect is to cultivate students’ legal awareness and morality by integrating market violations. Law and morality are two keys for the establishment of a public order, good customs and a

harmonious and stable society. Investors or business operators with capital, shareholding, information, and other advantages in the securities market should firmly mold the spirit and concept of rule of law in their minds, and should pay attention to the shaping of the spirit of honesty, trustworthiness, and respect for law. Wu Lianmo's case of manipulating the market is a typical case of violating the law by manipulating the market with the advantages of capital, shareholding, and information. As the actual controller and chairman of the board of directors of the listed company, Wu Lianmo frequently bought and sold shares of the company by using nearly 40 accounts (enterprises, others, institutions, and more) under his control, making illegal profits of more than 80 million yuan. The securities regulatory authority gave a fine of 510 million yuan and banned Wu Lianmo from entering the market for life. China's legal system and regulatory agencies have never condoned violations of laws and regulations, and have always posed heavy restrictions on acts that disrupt the market. Securities participants shall participate in the market according to law. Therefore, we should emphasize cultivating students' legal ethics. At the same time, students should be reminded to follow the law, and be honest and trustworthy in their future career. Besides, their ideals and beliefs also need to be strengthened, and embody the socialist core values and the abide by the socialist concept of the rule of law.

## **6. Conclusion**

Taking the reform of the specialized curriculum of Investment Course as an example, this paper proposes that the educational laws should be followed and dual education goals of professional knowledge and curriculum ideology and politics should be set up. The article first analyzes the current situation of ideological and political reform of college courses, and puts forward the goal and realization path of ideological and political reform of investment course based on the characteristics of investment courses and college students.

## **Funding**

Achievements of the 2022 Educational and Teaching Reform Project of North China University of Technology — Exploration and Practice of Ideological and Political Courses in the Teaching of Investment Course (Project number:108051360022XN214).

## **Disclosure statement**

The author declares no conflict of interest.

## **References**

- [1] Gao D, 2017, The Realistic Demand for Implementing the Integrated Construction of Moral Education Curriculum in Large, Medium and Primary Schools. *Research on Socialist Core Values*, 3(02): 72–79.
- [2] Zhang D, Li R, 2018, Analysis of the Transformation from “Ideological and Political Curriculum” to Curriculum Ideological and Political” in Medical Vocational Colleges. *Higher Education Forum*, 2018(10): 112–114.
- [3] Tai H, 2019, Exploring the Inevitability and Effectiveness of the Reform of “Curriculum, Ideology and Politics” in the New Era. *Science, Education and Culture*, 2019(01): 41–42.
- [4] Dong Y, 2018, On the Value Connotation from Ideological and Political Curriculum to Curriculum Ideological and Political Education. *Research on Ideological and Political Education*, 34(05): 90–92.
- [5] Yang X, 2019, Some Thoughts on the Reform Path of “Curriculum Ideological and Political” in Higher

- Vocational Colleges. *School Party Building and Ideological Education*, 2019(02): 41–43.
- [6] Qiu W, 2018, On the Internal Regulations and Implementation Priorities of Ideological and Political Courses. *Ideological and Theoretical Education*, 2018(08): 62–65.
- [7] Zhao M, 2018, Basic Principles, Tasks and Standards for Promoting the Construction of “Ideological and Political Courses” in Professional Courses in Colleges and Universities. *Research on Ideological and Political Courses*, 2018(05): 86–90.
- [8] Zhu F, 2019, Value Clarification and Route Selection of Ideological and Political Courses in Colleges and Universities. *Ideological and Theoretical Education*, 2019(08): 67–72.
- [9] Miao L, Bao F, 2019, Classroom Teaching Evaluation: College Cases of Realizing Ideological and Political Education by Using Mobile Devices. *China Vocational and Technical Education*, 2019(05): 36–40.
- [10] Chen N, Bao Y, Cheng X, et al., 2018, Reflections on the Ideological and Political Education Model of the Field Practice Course of Geoscience in the New Era. *China Geological Education*, 27(04): 28–31.
- [11] Kuang J, Zhang Y, Gu Y, 2018, Exploration and Practice of Ideological and Political Education in Science and Engineering Courses. *Management Observation*, 2018(01): 119–122.
- [12] Jiang B, 2019, Preliminary Exploration on the Reform of Ideological and Political Education in the 8-year Digestive System Course of Clinical Medicine. *Education and Teaching Forum*, 2019(12): 48–49.
- [13] Zheng Y, 2019, Thinking and Practice of “Ideological and Political Course” in University Mathematics. *Journal of Ningbo Institute of Education*, 21(01): 59–61.
- [14] Zeng L, Mei C, Liu Y, 2019, Teaching Practice of “Ideological and Political Course” in College Physics—Taking the Momentum Theorem as an Example. *Science and Technology Wind*, 2019(03): 30.
- [15] Zhang J, 2019, Research on the Construction Path of “Curriculum Ideological and Political Education” in Art Colleges—Taking the Song Department of Zhejiang Conservatory of Music as an Example. *Contemporary Music*, 2019(02): 44–46.
- [16] Jiao F, 2018, Research on the Deficiency of Ideological and Political Field of Calligraphy Education in Colleges and Universities and Countermeasures—Based on the Discipline Differentiation and the Perspective of “Curriculum Ideological and Political”. *Contemporary Education Theory and Practice*, 10 (04): 100–103.
- [17] Yan B, 2018, Reform and Reflection on Ideological and Political Education of Higher Vocational English Course. *China Press*, 2018(12): 98–100.
- [18] Zhu Q, Xie L, Zhu Y, 2019, Theoretical Understanding and Practice Path of “Curriculum Ideological and Political Education” for Financial Management Major. *School Party Building and Ideological Education*, 2019(06): 67–70.
- [19] Mei Q, 2018, Taking Point Lead and Line to Area - Ideological and Political Exploration and Practice of Two Kinds of Full Coverage Courses in Colleges and Universities. *China University Teaching*, 2018(09): 20–22 + 59.
- [20] Gao Y, 2017, Key Problems and Solutions of Ideological and Political Construction of Curriculum. *China Higher Education*, 2017(Z3): 11–14.
- [21] Liu Q, 2018, A Rational Survey of the “Curriculum Ideological and Political” Ability of College Teachers in the New Era. *Jiangsu Higher Education*, 2018(12): 91–93.
- [22] Wang F, 2018, Optimization Strategy of Ideological and Political Theory Course from the Perspective

- of Ideological and Political Education. *Comparative Study of Cultural Innovation*, 2(30): 129–130.
- [23] Ao Z, Wang Y, 2019, Research on the Value Core and Practice Path Selection of “Ideological and Political Curriculum” in Colleges and Universities. *Heilongjiang Higher Education Research*, 37(03): 128–132.
- [24] Hu H, 2019, Curriculum Ideological and Political Education: From Theoretical Basis to System Construction. *Chongqing Higher Education Research*, 7(01): 112–120.
- [25] Chen L, 2019, An Analysis of the Countermeasures to Improve the Affinity of Ideological and Political Theory Courses under the Problem oriented Approach—Taking the Investigation of Suzhou University of Science and Technology as an Example. *Journal of Suzhou University of Science and Technology (Social Science Edition)*, 36(04): 25–30.

**Publisher’s note**

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