

Synergy between “Ideological and Political Courses” and “Courses with Ideological-political Elements” in Private Colleges and Universities Path Study

Lijia Liu*

Geely University of China, Chengdu 641423, Sichuan Province, China

*Corresponding author: Lijia Liu, 6234812129@qq.com

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Abstract: The synergistic development of ideological and political courses and courses with ideological-political elements in colleges and universities is the basis for constructing the pattern of “Great Ideology and Politics” and realizing the “Three-Whole Parenting”. However, private colleges and universities are still facing various challenges in building a synergistic path between ideological and political courses and courses with ideological-political elements. In-depth exploration of the practical dilemmas and solution paths will help to eliminate the ideological misunderstandings between the two, and effectively enhance the effectiveness of the synergistic cultivation of students by ideological and political courses and courses with ideological-political elements.

Keywords: Ideological and political courses; Courses with ideological-political elements; Collaborative education

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1. Ideological and political courses and courses with ideological-political elements: Realistic challenges in collaborative parenting practices

1.1. Deviation in the understanding of the concepts of ideological and political courses and courses with ideological-political elements

The General Secretary pointed out, “In ancient and modern times, every country has trained people according to its political requirements, and world-class universities have grown up in the service of their national development. Socialist education in China is to train socialist builders and successors.” From this, it can be seen that ideological and political education is a matter of national importance. This also requires universities to not only stick to ideological and political courses as the main position of ideological and political education but also innovate courses with ideological-political elements to improve the system of ideological and political

education. Although many private colleges and universities are actively and orderly promoting the construction of the mechanism of collaborative education between ideological and political courses and courses with ideological-political elements, the results are uneven. This is because there are certain institutional settings, faculty construction, evaluation mechanism settings, and other factors that are not coordinated. The root of the problem is that there is a deviation in the understanding of the concept of collaborative education between ideological and political courses and courses with ideological-political elements. This deviation is mainly reflected in the top-level design of colleges and universities as well as the level of teachers^[1].

On the one hand, at the level of top-level design of colleges and universities. Many private colleges and universities have the phenomenon of paying insufficient attention to the construction of courses with ideological-political elements. There exists a misunderstanding that ideological and political courses are mainly the responsibility of the Marxism College, counselors, and other related ideological departments, while courses with ideological-political elements are handled by the academic affairs office. They do not see the interconnected and complementary relationship between courses with ideological-political elements and ideological and political courses, nor do they see the importance of their contribution to the construction of the “great ideological and political” pattern. The cognitive bias in conception directly leads to the low effectiveness of practice. The lack of attention to the synergistic cultivation of ideological and political courses and courses with ideological-political elements inevitably leads to the lack of soundness in the top-level design of the school, and it is impossible to build a reasonable system structure for the synergistic cultivation of ideological and political courses and courses with ideological-political elements, and even more so, it is impossible to set up reasonable evaluation systems. Hence, the synergistic cultivation effectiveness of the evaluation system involving ideological and political courses and courses with ideological-political elements cannot be promoted^[2].

On the other hand, at the level of teachers. Many teachers have not clarified the concept of courses with ideological-political elements, thinking that ideological and political education is only the task of ideological and political teachers and has nothing to do with themselves, and they only need to teach their professional knowledge well, which also leads to the fact that teachers of professional courses are not willing to spend more time to integrate ideological and political education into their own professional and theoretical knowledge, resulting in the slow progress of the construction of courses with ideological-political elements, which cannot match with ideological and political courses, and cannot build a synergistic communication platform. The degree of resource sharing between the two is low, which also greatly reduces the effectiveness of the lifelong learning of virtue. This also greatly reduces the effectiveness of moral education.

1.2. Low articulation between ideological and political courses and courses with ideological-political elements teaching resources

Due to the misunderstanding of the concept of ideological and political courses and courses with ideological-political elements, private colleges and universities are unable to guarantee the effectiveness of collaborative education in practice, both in terms of the overall design and specific practice. At the level of the overall design, private colleges and universities are unable to build coordinated ideological and political courses and courses with ideological-political elements collaborative education platform, a reasonable responsibility mechanism, and an effective collaborative education system from a systemic perspective. As a result, the collaborative work of ideological and political courses and courses with ideological-political elements cannot be guaranteed at the level of the school system. The collaborative education platform formed under such conditions is characterized by the lack of convergence of teaching content and integration of teaching resources, which makes it difficult to

implement the effectiveness of collaborative parenting ^[3].

In practice, some colleges or teachers actively respond to the call of the party central committee for education and take the initiative to integrate the elements of ideological-political education into professional teaching. However, such spontaneous courses with ideological-political elements are generally characterized by fragmentation of teaching contents and homogenization of teaching mode, which cannot match with the teaching contents of ideological and political courses, and thus fail to realize the effect of “1 + 1 > 2” in educating people. In addition, more colleges and teachers still hold the thinking that the teaching of professional theoretical knowledge is more important than the teaching of ideological and political theory, which also makes it more difficult to build a mechanism of collaborative education between ideological and political courses and courses with ideological-political elements.

1.3. Lack of evaluation mechanisms for ideological and political courses and courses with ideological-political elements

Whether the teaching evaluation mechanism is sound or not directly determines the effectiveness of educating people. Since ideological and political courses and courses with ideological-political elements are a new study for universities, they are still in the initial stage, the construction of each link is still unsound, and the teaching evaluation mechanism is no exception. At present, most of the teaching evaluation mechanisms in private universities are still set up by the teaching units to evaluate their courses, each with its strength, presenting the phenomena of fragmented teaching evaluation standards, imperfect evaluation standards, more traditional evaluation objects, and more single evaluation methods. The evaluation mechanism as a whole focuses more on quantifiable contents such as teachers’ scientific research achievements, students’ paper grades, and practical achievements, and still does not pay attention to what students actually learned from their perspective. This directly leads to the fact that teachers cannot get effective incentives to ensure the effective development of ideological and political courses and courses with ideological-political elements. At the same time, there is no guarantee that students will gain something, and the effectiveness of ideological and political courses and courses with ideological-political elements cannot be guaranteed ^[4].

2. Ideological and political courses and courses with ideological-political elements synergistic path investigation

2.1. Educational philosophy based on the principle of synergy of teaching objectives

“The Opinions on Strengthening and Improving Ideological and Political Education in Colleges and Universities under New Circumstances” clearly state that the fundamental task of colleges and universities is to cultivate moral character and to insist on the all-round education of all members of the staff in the whole process. This also requires colleges and universities to integrate moral education into all aspects of ideological and moral education, cultural and intellectual education, and social and practical education, to carry out ideological and political work throughout the whole process of education and teaching, and to carry out ideological and value leadership throughout the whole process of education and teaching and in all aspects of education and teaching. This fully embodies that the establishment of morality and respect for humanity should not only be embodied in the ideological and political courses but should also be carried out in the courses with ideological-political elements. Both ideological and political courses and courses with ideological-political elements need to establish the educational goal of “moral education” and carry out ideological-political education under the guidance of this goal. The work of ideological-political education should be carried out under the guidance

of this goal and a centripetal force should be formed. All units of colleges and universities should correct the concept of ideological-political education and clarify their responsibility for ideological-political education ^[5].

Private colleges and universities should also take a more positive attitude to build ideological and political courses as the “main position.” Courses with ideological-political elements should establish a “big ideological-political” pattern, adhere to the correct political direction, and work together towards the goal of establishing moral education under the leadership of ideological and political courses. This also puts forward higher requirements for the top-level design of colleges and universities and the quality of teachers. On the one hand, the leadership of colleges and universities should clarify the relationship between ideological and political courses and courses with ideological-political elements, and carry out from time to time for ideological and political courses and courses with ideological-political elements. The relationship between ideological and political courses and courses with ideological-political elements should be clarified, and the corrective work on the misconception of ideological and political courses and courses with ideological-political elements should be carried out from time to time. At the same time, schools should conduct in-depth research at the grassroots level to grasp the status of the construction of the platform for collaborative education between ideological and political courses and courses with ideological-political elements in the schools, and constantly update the corresponding organizational mechanism to ensure that ideological and political courses and courses with ideological-political elements can be implemented effectively and efficiently. In addition, private colleges and universities should also pay attention to the training of teachers, and continuously improve the level of ideological and political education of teachers of various majors. On the other hand, teachers of specialized courses should be clear that the specialized courses also need to implement ideological and political education. In this regard, teachers of specialized courses should first strengthen their political study and firm up their political orientation, actively cooperate with the teaching of ideological and political courses, try to explore the factors of Ideological and political education in this course, and apply them to the teaching practice in a rich and diversified way, to educate people in synergy with the ideological and political courses and ensure the effectiveness of the teaching goal of cultivating moral character ^[6].

2.2. Improvement of the top-level design based on the principle of synergy in teaching and learning mechanisms

The synergistic mechanism of ideological and political courses and courses with ideological-political elements is a logical system, which requires both policy support from outside the university as well as perfect organizational design within the university. Private colleges and universities should actively respond to the call of the Party Central Committee to build a “big ideological and political” pattern and design the organization of the synergistic cultivation system of ideological and political courses and courses with ideological-political elements from a holistic point of view. The organizational structure of the collaborative parenting system of ideological and political courses and courses with ideological-political elements should be designed from a holistic perspective, attention should be paid to the construction of the organizational links in the system, and it should be ensured that the organizational mechanisms can operate in a standardized way around the goal of “nurturing people”, to form a scientific, effective and up-and-down linked system of ideological and political courses and courses with ideological-political elements ^[7].

Colleges and universities should clearly define the leading role in ideological and political education in colleges and universities, coordinate the planning of the responsibilities of each factor according to the characteristics of each college and university, improve the corresponding rules and regulations, supervise the

implementation of the rules and regulations, and monitor the process of building the system in real-time by holding regular meetings on the work deployment of the collaborative education system for ideological and political courses and courses with ideological-political elements. The teaching department should coordinate the communication between the ideological and political courses and the courses with ideological-political elements of each major, to ensure that the ideological and political courses can give full play to the explicit nurturing of the students based on the teaching department, and also give full play to the courses with ideological-political elements. Based on guaranteeing the explicit nurturing of ideological and political courses, the implicit nurturing of courses with ideological-political elements should also be fully utilized. All second-level colleges should also pay full attention to the construction of courses with ideological-political elements, plan the implementation steps of courses with ideological-political elements, and standardize courses with ideological-political elements by designing reasonable systems and incentive mechanisms. Through the design of reasonable systems and incentive mechanisms to regulate the implementation of the courses with ideological-political elements program and encourage teachers to actively participate in the construction of courses with ideological-political elements, to ensure that the construction of courses with ideological-political elements is put into practice. Therefore, the program will be implemented practically^[8].

2.3. Integration of civics resources on the principle of synergy of teaching contents

At the level of on-campus resource integration, private colleges should break the pattern of ideological and political courses and courses with ideological-political elements “each in its own way”, and, while paying full attention to the role of ideological and political courses as the “main channel”, make the colleges of various specialties actively dig out the ideological-political elements in their own specialties and associate them with the ideological and political courses to form. At the same time, professional colleges will actively explore the ideological and political elements in their majors and associate them with the ideological and political courses to form an interconnected system of educating human beings, realizing the benign interaction between the teaching contents of ideological and political courses and courses with ideological-political elements, and continually pushing forward the development of the teaching content of courses with ideological-political elements and ideological and political courses teaching effect. In this regard, the School of Marxism should, under the leadership, actively participate in the construction of courses with ideological-political elements, create templates and styles for the professional colleges, and provide theoretical and methodological guidance for the construction of courses with ideological-political elements. Under the suggestion of the School of Marxism, all professional colleges should also create a system of courses with ideological-political elements with their professional characteristics. On the other hand, in concrete practice, private colleges and universities can first build a synergistic system of teaching resources for ideological and political courses and courses with ideological-political elements in a certain specialty, to create high-quality courses with ideological-political elements content for this specialty. The content and teaching staff of courses with ideological-political elements can provide a template for the construction of courses with ideological-political elements in other majors. The excellent courses with ideological-political elements template will then cover the whole university and lead the construction of courses with ideological-political elements in other professional disciplines^[9].

At the level of external resource interaction, private colleges and universities can refer to the excellent achievements and experiences of the collaborative education model of ideological and political courses and courses with ideological-political elements in other colleges and universities, and make efforts to explore the path suitable for the development of the university based on the successful experience. In addition, in the actual

operation, the schools can realize the interaction and mutual learning between schools through various ways. For example, they can set up practical activities between schools to promote the interoperability of teaching resources between schools, realize the benign interaction of teaching resources between schools, and enhance the effectiveness of their respective education ^[10].

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Disclosure statement

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