

The Reform Path of Ideological and Political Theory Courses in Universities Under the Integration of Ideological and Political Theory Courses in Universities, Middle Schools, and Primary Schools

LIN Runyan

Zhaoqing University, Zhaoqing, China

The integration of ideological and political theory courses in primary and secondary schools needs to be based on a certain theoretical foundation and follow the necessary principles of teaching practice. In the teaching of ideological and political theory courses in colleges and universities, there are practical problems such as “cross-duplication of teaching materials”, “unreasonable application of teaching methods”, and “evaluation of teaching integration”. This paper is based on solving the practical problems of “cross-duplication of textbook contents”, “unreasonable application of teaching methods”, and “evaluation of teaching integration” in the teaching of ideological and political theory studies in colleges and universities under the integration, and proposes to use the textbook as a carrier for the integration of teaching contents and to make the teaching of Civic and Political Studies in colleges and universities more efficient. We put forward the “three teaching and three reforms” teaching reforms, such as the integrated reform of teaching contents carried by teaching materials, the integrated reform of teaching methods oriented to students, and the integrated reform of teaching evaluation based on the concept of OBE (Outcome Based Education), with a view to solving the teaching problems in the integrated reform of ideological and political theory courses in universities.

Keywords: integration of ideological and political theory courses, ideological and political theory courses in higher education, reform of the teaching profession

Acknowledgement: This paper is funded by:

2023 Guangdong Provincial Education Science Planning Project Specialized in Higher Education “Research on Connotative Development of University Ideological and Political Theory Courses under the Integration of Ideological and Political Theory Courses in Universities, Secondary and Primary Schools” (2023GXJK529);

Zhaoqing University Outstanding Young Teachers Research Capacity Enhancement Program Grant (YQ202110);

Zhaoqing Institute of Educational Development 2022 Educational Research Project “Evaluation Research on Middle School Ideological and Political Classes under the Integration Perspective” (ZQJYY2022017);

Research on Integrated Evaluation of Civics Teaching in Universities, Schools and Primary Schools by Regional Collaborative Innovation Center for Civics Teaching in Guangdong Universities in 2023 (YB202302);

Higher Education Teaching Reform Project of Zhaoqing University in 2022 “Teaching Reform and Practice of ‘Three Teachings, Three Reforms’ for Ideological, Ethical and Lawful Teaching Reform and Practice of Ideology, Ethics and Rule of Law under Integration” (zlgc202247).

LIN Runyan, Ph.D., Associate Professor, School of Marxism, Zhaoqing University, Zhaoqing, Guangdong, China.

The Principle of the Law of the Teaching Reform of the Ideological and Political Theory Courses in universities under integration

Integration of teaching of ideological and political theory courses in universities, middle schools, and primary schools is to take integration as the direction of teaching reform, and the process of reform is ultimately to achieve the teaching effect of forming integration of ideological and political theory courses of different school segments, which needs to rely on the theoretical basis of them and follow the principles of teaching ideological and political theory courses.

The teaching goal of ideological and political course in colleges and universities should be moderately advanced with the level of ideological and political quality of the educated. In the teaching activities of the ideological and political courses, the educational requirements put forward by the educators must be appropriately ahead of the level of the ideological and political qualities of the educated, so as to ensure that the teaching content of the ideological and political courses in colleges and universities has a certain degree of forward traction. This inevitably requires that when teaching new Civics and Politics courses, educators need to understand the current learning situation of the content of the textbook in the previous ideological and political theory courses as well as to understand what factors affect the understanding of the content of the ideological and political theory courses by the educators.

The teaching effect of ideological and political courses in colleges and universities is presented by the subjective guidance of educators and the game between the educatees' knowledge selection and absorption based on their own pre-understanding. In the teaching of ideological and political theory courses in colleges and universities, the teachers of ideological and political theory courses have a dominant position in the classroom, and in the teaching process, there are clear values and ideological and political requirements and other teaching explicit and implicit goals. At the same time, when educated people are screening and absorbing the new teaching content of ideological and political theory courses, they will be restricted by their own knowledge structure or inherent values and other former understanding, and the degree of restriction will affect the motivation of educated people in understanding, screening, and absorbing the educational content.

The evaluation activities of ideological and political teaching in colleges and universities play an important role in the connection of ideological and political teaching in different classes. Ideological and political teaching evaluation is comprehensively embodied in the educational effect, which can be divided into two categories: stage evaluation and summative evaluation. Stage evaluation can effectively adjust the teaching plan according to the teaching objectives of the ideological and political theory courses in a timely manner, and finally complete the educational task successfully; summative evaluation can analyze and summarize the teaching process of a specific ideological and political theory courses in a certain academic period, in order to provide more appropriate articulation methods for the ideological and political theory courses taught in different school periods. Ideological and political theory courses in universities are different from the teaching objectives of primary and secondary school courses in that they focus on cultivating students' mission commitment, which is more often externalized in action, and the theoretical achievements, value systems, and moral sentiments accumulated in the course are finally presented through the unity of knowledge and action.

The Dilemma of the Teaching Reform of Ideological and Political Theory Courses in Universities Under Integration

Based on the theoretical foundation of the integration of teaching and learning in the ideological and political

theory courses in universities and the relevant principles of reform, the reform of the integration of teaching and learning in the ideological and political theory courses in universities needs to recognize the essence of the relationship between the key elements of the sub-system, and to analyze the special contradictions therein. From this, we can see the dilemma of the reform of the three key elements, namely, the integration of teaching content carried by teaching materials, the integration of student-oriented teaching methods, and the integration of teaching evaluation.

First of all, the integrated reform of the teaching of the ideological and political theory courses in universities is the guarantee for the formation of the integrated pattern of the ideological and political theory courses in schools and universities, and the integrated reform of the teaching of the teaching materials is the basis for the scientific construction of the ideological and political theory courses in universities and the rational optimization of the reasonable articulation of ideological and political theory courses with the contents of ideological and political theory courses of other academic sections. The key to interpreting the textbooks of the ideological and political theory courses in colleges and universities is to understand the “similarities” and “differences” of the knowledge points of the textbooks of the ideological and political theory courses of different school sections in the integration of the ideological and political theory courses of universities, schools, and colleges. The textbooks for the ideological and political theory courses in universities mainly include four books: Introduction to the Basic Principles of Marxism, which is divided into an introduction and seven chapters with a total of eight parts; Introduction to Mao Zedong Thought and the Social System with Chinese Characteristics, which is structured into 14 chapters in addition to a preface and an epilogue; Outline of Modern Chinese History, which is divided into 10 chapters in addition to an introduction and an epilogue; and Ideology, Ethics, and the Rule of Law, which is divided into an introduction and six chapters with a total of seven parts. These four basic ideological and political theory textbooks serve as the carrier for the integrated reform of the teaching content of ideological and political theory courses in colleges and universities, i.e. the content basis for the reform. However, the content of the textbooks is often fragmented between academic segments, even disregarding the links between the contents of the same academic segment, and lacking the spiral, step-by-step articulation of the chain of knowledge in the form of a “topic” that organizes each knowledge topic and its subknowledge.

Secondly, the reform of teaching methods is an important part of the teaching reform of ideological and political theory courses in colleges and universities under the integration of ideological and political theory courses in schools and universities. Ideological and political theory courses in colleges and universities face students with different professional backgrounds, and even in the environment of credit system selection in some colleges and universities, there are many students studying different majors in the same class, so it is crucial to choose the appropriate teaching method of the ideological and political theory courses. If the integration of teaching methods is not well handled, the effectiveness of the integration of teaching content is also difficult to realize. Therefore, among the rich and varied teaching methods of ideological and political theory courses, whether it is possible to select appropriate teaching methods of ideological and political theory courses oriented to the students’ professional background and the degree of knowledge reserve of ideological and political theory courses is also the dilemma of the reform of the integration of teaching methods. By analyzing the professional background of the students in the university section, adopting different teaching methods, stimulating the students’ interest in learning Civics, improving their enthusiasm and initiative in learning, strengthening the sense of interaction with the students, and inspiring the students to think about theories at a deeper level, we can solve the dilemma to achieve the above goals and realize the richness and variety of teaching methods of the Civics course

in colleges and universities with the students as the guide. According to the curriculum content of Civic and Political Science courses in colleges and universities, how to choose appropriate teaching methods to be transformed into actual educational and teaching activities, how to use a variety of implied teaching methods to think that the effectiveness of ideological and political theory courses in the integration of teaching content and so on has become one of the dilemmas of ideological and political theory courses in colleges and universities in the integration of teaching and learning reforms.

Finally, the reform of the evaluation of the teaching integration of ideological and political theory courses in colleges and universities has expanded the multi-dimensional “practice” teaching evaluation and enhanced the positive orientation of the teaching effect. Constructing the evaluation system for the integrated teaching of ideological and political theory courses in university sections, focusing on the evaluation of the degree of achievement of the teaching objectives, thus enhancing the effect of the joint efforts of the ideological and political theory courses of universities, schools, and colleges, and giving full play to the evaluation system’s role of “monitoring” in the pattern of the integration of the ideological and political theory courses in the teaching of the ideological and political theory courses, can provide a guarantee for the smooth operation of the integration of the civic politics courses of the universities and schools and the effective implementation of the building of civic politics courses. It can provide a guarantee for the smooth operation and effective development of the integrated construction of ideological and political theory courses in universities and schools. The reform of the evaluation method for the integration of Civics and Politics courses in colleges and universities has changed from a one-dimensional assessment focusing on theoretical scores to an assessment focusing on the practical results of realizing the “mission to bear”. However, due to the vast space of the behavior of the educated people in the Civic and Political Science Class, the inconsistency of the ideological and moral behaviors sometimes exists between the internal and external appearances, which brings great difficulties to the evaluation of the teaching effect of the Civic and Political Science Class, and therefore it is difficult for the educators to make a very accurate evaluation of the ideological and moral level of the students, and it has become a dilemma for the reform of the integrated evaluation of the Civic and Political Science Class in the colleges and universities.

Specific Approach to the Teaching Reform of “Three Teachings and Three Reforms” in the Civics Classes of Colleges and Universities Under Integration

Based on the difficulties in the integrated teaching reform of ideological and political courses in colleges and universities, such as teaching content, teaching methods and teaching evaluation, From the perspective of the integrated reform of ideological and political teaching in colleges and universities, this paper explores the reform path of “three education and three reform”, namely, the integrated reform of teaching content based on textbooks, the integrated reform of student-oriented teaching methods, and the integrated reform of teaching evaluation based on the concept of OBE, in order to eliminate the lagging factors existing in the integrated teaching of ideological and political courses in colleges and universities. So that the teaching effect of ideological and political courses in colleges and universities can be improved.

Reform of the Integration of Teaching Content Through Teaching Materials

The university section and the high school section are the most closely connected teaching sections, so under the integration of the teaching of ideological and political theory, the systematic arrangement of ideological and political theory courses teaching contents between the two sections has become an inevitable requirement to

achieve integration. Ideological and political theory textbooks, as the basic carriers for educators to impart knowledge and cultivate the ability of educated people, the teaching contents carried by the textbooks of the university semester should be the progress and deepening of the teaching objectives, teaching directions, and teaching focuses of the textbooks of the ideological and political theory courses of the senior high school semester.

Based on the perspective of the integration of teaching materials for university, secondary, and elementary school, the systematic and complete nature of ideological and political education determines that there will be a certain degree of repetition between the content of university teaching materials and the content of high school teaching materials (Liu & Huang, 2020). Integration does not mean the removal of repetition (Liu & Huang, 2020), for the important content of the ideological and political theory courses needs to be repeated appropriately, which can make students deepen their understanding at the same time is conducive to maintaining the integrity of the textbook structure, for the memory of simple concepts and other content to try to avoid unnecessary repetition.

Taking the ideological and political theory courses “Ethics and the Rule of Law” (referred to as “Virtue and Law”) at the university level as an example, the textbook of the course is simply duplicating the concepts, measures, and principles of the ideological and political theory textbook at the senior high school level, e.g., there is a crossover and overlap between the textbook of the course and that of Philosophy and Culture on the materialistic theory, dialectic method, the nature of human beings, and realization of the value of life. Therefore, in the integration of the teaching content of the ideological and political theory courses, the teachers of the ideological and political theory courses in universities need to systematically analyze the text of the teaching materials before the class, in order to teach the content of the third chapter of the textbook of the Moral and Legal Affairs class, it is necessary to compare the content of the textbook with the content of the ideological and political theory textbook of the middle school and elementary school sections of the ideological and political theory courses. In “Patriotism” in the textbook of secondary school and primary school, we need to compare and analyze the content of the textbook with the content of “Patriotism” in the textbook of secondary school and primary school, to clarify the “similarity” and “difference” of the content of the textbook, and then determine the “what to talk about” and “how to talk about” in class.

Nowadays, most of the teachers of Civics and Political Science in colleges and universities lack the motivation to take the initiative to understand, compare, and analyze the texts of the teaching materials of Civics and Political Science in primary and secondary schools, and they do not have a deep understanding of the contents of the teaching materials of Civics and Political Science in colleges and universities. There is the problem of misplacing the articulation of teaching content between different school segments as a boring repetition of teaching content, making it difficult to make the “reasoning” deeper, more thorough, and more vivid. In the reform of the integration of teaching content, a framework chart for comparing the texts of the teaching materials for ideological and political theory courses in primary and secondary schools and universities is set up in the form of a “theme” to help teachers of ideological and political theory courses in universities to quickly differentiate between “the same” and “different” contents of the teaching materials for the ideological and political theory courses in different school segments, and then to make a comparison of the contents of the teaching materials with the contents of the teaching materials.

Integrated Reform of Student-Oriented Teaching Methods

From the viewpoint of the teaching law of the ideological and political theory courses, the level of educated people’s knowledge of civics and their own pre-existing understanding determines that educators need to

formulate moderately ahead of the teaching objectives based on the growth rules of different students and their own pre-existing understanding of the knowledge and to guide them appropriately in a subjective manner, which inevitably requires that the educators treat the contents of ideological and political theory courses of different students with different ways of expressing themselves, i.e., to achieve the satisfaction of the diversified learning needs of the students by means of different teaching methods.

In order to achieve the ideal articulation of the teaching contents of the ideological and political theory courses of different school years, the theoretical presentation process of the ideological and political theory courses and the cognitive process of the students need to be organically unified. Teachers of ideological and political theory can understand the knowledge base of college students by combining the environmental conditions, such as the theoretical foundation of ideological and political theory of students who choose the subject of “Ideology and Politics” based on the new college entrance examination mode is often more solid, and at the same time, most of the majors chosen in the university are non-science and engineering majors. Therefore, different types of students have different knowledge bases of ideological and political courses in senior high school, and different teaching methods are needed to better present the contents of the ideological and political courses and achieve the purpose of integrated articulation.

For non-science and engineering majors, students in high school receive more profound learning of the ideological and political theory courses, but in the university semester receive new theoretical knowledge of the ideological and political theory courses or in the process of deepening the unified content of the knowledge of their own “pre-understanding” of a greater constraints. For this type of students, the teaching method should focus on the introduction of theory to deepen, and break the migration “barrier” in students’ understanding. The focus of the university’s ideological and political theory courses is on the education of ideals and beliefs, and the classroom should be taken as the main position for teaching ideological and political theory courses. By strengthening the study of basic Marxist theories, college students can skillfully use the basic position, basic views, and basic methods of Marxism to analyze and solve problems; by strengthening the education of Marxist historical outlook, college students can fully understand the history of the country and the world, and deeply identify with the inevitability of the choice of the road of socialism with Chinese characteristics. At the same time, we organize a variety of practical activities such as theoretical lectures, social researches, and volunteer services as a supplement to the classroom teaching, so as to enhance the college students’ sense of social responsibility and mission. In this way, we can realize the connection and depth of the teaching contents of different semesters in a gradual and orderly manner.

For students of science and engineering majors, under the new college entrance examination mode, fewer students choose the subject of “ideology and politics” in senior high school, and the theoretical knowledge of ideology and politics they received in senior high school tends to be relatively weak, but it is easier for them to realize the knowledge leap when they receive new theoretical knowledge of ideological and political theory courses. In the face of this type of students, in the teaching method, not only should the teaching method of ideological and political theory courses in the high school section be the starting point for reform, but also focus on the abstract and logical knowledge learning, especially for the understanding of abstract concepts should be strengthened by the way of social practice. The teaching of ideological and political theory courses at the university level should pay attention to the formation of moral consciousness in practice and the use of rational thinking, focusing on the combination of “thinking” and “discernment” in teaching, and focusing on the students’

study and understanding of the theoretical knowledge of ideological and political theory courses, recognizing its scientific and truthful nature, and forming the theoretical confidence.

Reform of Teaching and Evaluation Integration With the Concept of OBE

Teaching evaluation is a teaching activity to diagnose the teaching effect with certain value standards, and the teaching evaluation activity of OBE (Outcome Based Education) is based on the understanding of the needs of students and the society, focusing on the cultivation of students' ability, clarifying the expected effect of students' learning, objectively evaluating whether the students can achieve the course objectives, and effectively linking the cultivation objectives with the process and results of students' learning. The objective of the program is to effectively link the training objectives with the learning process and outcomes of students.

The evaluation activities of ideological and political theory courses teaching play a role in the articulation of ideological and political theory courses teaching in different school segments. OBE-based teaching evaluation requires that the teachers of ideological and political theory courses in each academic year clarify which aspects of the ideological and political theory courses teaching objectives of that academic year are to promote the development of the students' Civics effect. According to the relevant requirements of the national objectives of the Civics program, the Civics course at the university level focuses on the enhancement of the mission. In order to carry out the reform of teaching evaluation of university ideological and political theory courses under the perspective of integration of ideological and political theory courses in universities, from the concept of OBE, it is necessary to establish the evaluation of the teaching effect of "enhancement of mission bearing" as the general direction, not to take the theoretical test scores as the "only" evaluation standard, but to take the achievement of the goal as the evaluation standard, and to establish the evaluation of the results of Civics courses. Instead of taking the theoretical test scores as the "only" evaluation standard, it is necessary to formulate multi-dimensional and multi-level evaluation standards based on the evaluation standard of realizing the target results.

Therefore, the teaching evaluation based on the concept of OBE focuses on the evaluation of the grade of teaching results and the dynamic feedback to adjust the teaching method, which is highly compatible with the integration of the teaching of ideological and political theory courses in universities and primary and secondary schools. Under the background of teaching integration, the teaching effect between different school segments is also spiraling upward, constantly introduced and deepened, and finally presented in the teaching effect of ideological and political theory courses in universities to achieve the integration of articulation.

Conclusion

The "Three Teachings, Three Reforms" teaching reform of the ideology and politics course in universities is a possible way forward in exploring the integration of ideology and politics courses in universities, schools, and colleges. The reform of teaching content focuses on solving the problem of knowledge articulation in the carrier of teaching materials, from the teaching of thematic knowledge within the school segments to the repetition and deepening of thematic content between the school segments, and from the establishment of "thematic" libraries to enhance the motivation and confidence of the teachers of ideological and political theory courses in colleges and universities in the reform of teaching content integration. The reform of teaching method will realize the change from "teacher-led" teaching method to "student-oriented" teaching method, and explore different teaching methods by combining the type of specialty and knowledge background of the educated people. The evaluation of teaching integration breaks through the previous mode of single evaluation of ideological and

political theory courses with the theoretical results of “examination + usual grades”, and the teaching evaluation based on the concept of OBE focuses on the multi-dimensional evaluation of morality, mission, and other results oriented “externalization in action”. On the way of “Three Teachings and Three Reforms” reform, we have innovatively provided the entry points for the integration reform of the ideological and political theory courses in universities, schools, and elementary school for the teachers of ideological and political theory courses in universities, eliminated the fear of the teachers of ideological and political theory courses in universities on the reform of the integration of teaching, and enhanced the awareness of the integration of the ideological and political theory courses in colleges and universities and the power of action of the ideological and political theory courses teachers.

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