



# Research on the construction of ideological and political system in postgraduate courses of military academies

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**Abstract.** At present, all military and local colleges and universities have carried out a series of theoretical and practical explorations in the ideological and political construction of postgraduate courses, and have achieved certain results. However, at present, there are problems such as insufficient understanding of ideological and political courses, lack of rich methods, biased cognition, and untimely reform in military academies and universities; most of the elements are in a state of "islands" that are scattered and disorderly and fight separately, and the overall level of ideological and political construction of postgraduate courses is not high, and the speed of promotion is slow. This paper discusses the necessity of constructing the ideological and political system of postgraduate courses in military colleges and universities from the four perspectives of political direction, fundamental tasks, clear orientation and practical needs, and puts forward countermeasures and suggestions for building the ideological and political system of postgraduate courses in military colleges and universities from four aspects: top-level design, teaching team, teaching implementation and system guarantee.

**Keywords:** Postgraduate education, Curriculum Ideology and Politics, System construction

## 1 Introduction

Postgraduate education shoulders the important mission of cultivating high-level talents, innovation and creation, and is an important cornerstone of national development and social progress, so it is necessary to conduct special research on ideological and political issues in the curriculum at the postgraduate level. Compared with undergraduates, postgraduate students have a more solid knowledge foundation and stronger learning ability, and their cognitive methods and value systems are basically formed, so it is more difficult to carry out ideological and political courses for postgraduate students. In addition, postgraduate courses are more professional and in-depth, focusing on analysis and research and innovation, and some knowledge learning is even achieved through literature reading. Professional courses of ideology and politics and traditional ideological and political courses should go hand in hand and form a joint force, so that ideological and political education can truly penetrate the ears and minds<sup>[1]</sup>. However, in reality, there are phenomena such as the isolation of traditional ideological and

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political courses<sup>[2]</sup>, the fact that other courses and ideological and political courses go their separate ways, and that professional courses and ideological and political courses are not integrated.

## **2 Problems in the ideological and political construction of postgraduate courses in military academies**

How to follow the principle of people-oriented and teaching according to aptitude, combine ideological and political elements with professional courses, and make them not only conform to the characteristics of postgraduate education, but also be accepted by students in the most appropriate way, is a test of the curriculum system design and the quality ability of instructors in military academies. However, at present, there are the following problems in the ideological and political construction of postgraduate courses in military academies and universities:

### **2.1 The understanding of the unique connotation of ideology and politics in postgraduate courses is not deep**

Compared with undergraduate teaching, ideological and political courses in postgraduate courses need to overcome significant professional barriers. If the instructors ignore the difference between professional courses and ideological and political courses or confuse the two, there will be problems such as insufficient understanding of the ideological and political connotation of the curriculum and insufficient excavation of elements. In terms of teaching objectives, the systematic top-level design is not combined with professional advantages and curriculum characteristics, especially the unclear ideological and political goals of the curriculum and insufficient value guidance, which will lead to the ideological and political courses ignoring the dialectical relationship between the general knowledge structure of the curriculum ideology and politics and the specific knowledge needs of students, resulting in insufficient efforts to educate people in the hidden ideological and political courses of professional courses and explicit ideological and political education in ideological and political courses, forming cognitive barriers to the ideological and political courses of the curriculum<sup>[3]</sup>. In terms of teaching content, it only pays attention to the systematization and completeness of professional knowledge, does not combine the cognitive characteristics of students to deeply explore the value attributes contained in the course, and does not integrate enough ideological and political elements such as ideals and beliefs, family and country feelings, professional quality, teamwork, and innovative spirit that postgraduate students should have.

### **2.2 The ideological and political teaching methods and methods of postgraduate courses are not rich**

Curriculum ideology and politics should rely on a rich and diverse knowledge structure system, and cannot be limited to the channel of classroom teaching. Compared with

undergraduate education, in terms of teaching objectives, the training program does not design the ideological and political education goals of the course according to the training level and actual needs of graduate students, but simply applies the ideological and political program of the undergraduate course, which virtually reduces the ideological and political goals and "high-order" requirements of graduate courses, and cannot reflect the role model power of thought leadership. In terms of teaching methods, the traditional methods of explanation, practice and discussion are relatively simple, ignoring the main role and "innovative" requirements of graduate students, and cannot effectively run ideological and political elements through the whole process, let alone talk about the value shaping function of ideological and political courses. In terms of teaching content, the design of ideological and political teaching content of the course only stays on the surface, only briefly mentions certain ideological and political elements and events, and does not use ideological and political theory to inspire students to analyze the problems behind the events, weakening the integration of professional knowledge, practical ability and moral education knowledge and the "challenge" requirement, let alone the cultivation of political discernment ability.

### **2.3 There is a bias in the cognition of the role of ideological and political tutors in postgraduate courses**

Supervisors are the first responsible persons for postgraduate training, and are important implementers of ideological and political teaching and reform of postgraduate courses. However, at present, there are still many tutors who have a one-sided understanding of the responsibility of educating people, focusing too much on academic cultivation and neglecting the cultivation of politics, values and morality. Or due to more teaching and research tasks or administrative duties, they have less communication with students, neglect postgraduate training, and have no time to take into account ideological and political education. Or because they have not received systematic special ideological and political training, their ideological and political teaching ability is insufficient, and they do not pay enough attention to ideological and political courses<sup>[4]</sup>. The ideological and political course is not only a new challenge for the supervisor, but also an important opportunity to promote the continuous improvement of the postgraduate mentorship. The tutor should have a correct role cognition and sense of mission, and be a good teacher with faith, virtue, knowledge and kindness, and be a guide for students to temper their character, learn knowledge, think innovatively, and dedicate themselves to the motherland.

### **2.4 The reform of ideological and political construction in postgraduate courses is not promoted in a timely manner**

The ideological and political construction of postgraduate courses is related to the dual cultivation of the postgraduate student group from personality to academics, and is a complex and profound educational work, which requires the majority of educators to enhance their understanding and promote it in a solid manner. Under the circumstance that the state vigorously promotes and training units at all levels actively support the

construction of "curriculum ideology and politics", local colleges and universities improve the incentive mechanism, set up incentive measures around curriculum ideology and politics, and take the implementation of curriculum ideology and politics as an important indicator for the evaluation of professional teachers' teaching performance and professional titles. However, some military academies and universities have not yet deeply interpreted the actual connotation of "ideological and political curriculum", nor have they established an effective evaluation system for "ideological and political curriculum" education, and the input of teachers in this aspect cannot be quantified, resulting in the difficulty of establishing a corresponding evaluation system, and the stimulating role of the evaluation mechanism cannot be correctly brought into play.

### **3 The necessity of building an ideological and political system for postgraduate courses in military academies**

#### **3.1 The inevitable requirement of firmly establishing the correct political direction of running schools**

What kind of people to cultivate, how to train people, and for whom to train people are fundamental questions that must be answered and solved in military academy education in the new era. To adhere to the socialist orientation of running schools, adhere to the guiding position of Marxism, and comprehensively implement the party's education policy and the military education policy in the new era, we must properly position school-running, deepen reform and innovation, comprehensively raise the level of school-running and education, and provide strong talent support for strengthening the military industry. Promoting the construction of an ideological and political system for postgraduate courses in military academies and universities, requiring postgraduate courses to embody high-order, innovative, and challenging ideological and political functions, is the proper meaning of adhering to the correct direction of running schools.

#### **3.2 The practical needs of implementing the fundamental task of cultivating morality and cultivating people**

At present, the international situation is changing, the world economic situation is experiencing ups and downs, and uncertainty has increased significantly. China is facing unprecedented challenges and tests, the security situation is very complex, and the task of preparing for military struggle is arduous, and it is urgent to accelerate the modernization of national defense and the armed forces and train a large number of modern military personnel. To promote the construction of an ideological and political system for postgraduate courses in military academies and universities, it is necessary to implant the cultivation and shaping of values into the curriculum, run ideological and political education through the entire teaching process, implement the connotation of education and education into the main channel of the classroom, realize the cultivation of knowledge literacy in value guidance, emphasize value guidance in knowledge transfer,

and truly achieve the dialectical unity of "educating people" and "cultivating talents", so as to complete the fundamental task of cultivating people with virtue.

### **3.3 Necessary ways to achieve a clear orientation for war education**

Military academies and schools were born and built for war. After the adjustment and reform of military academies and schools, the characteristics of connecting school gates to camp gates and playgrounds directly to the battlefield have become more prominent, and the orientation of educating people for war has become clearer. Promote the construction of the ideological and political system of postgraduate courses in military academies, focus on the requirements of "being able to fight and win wars", deeply explore the ideological and political elements in the international situation, local wars and military development, and re-design teaching through analyzing classic battle examples, publicizing advanced deeds, and learning the "two red spirits", so as to accurately connect with future battlefields, so that cadets trained by military academies can quickly adapt to the transformation from "campus to battlefield".

### **3.4 Important measures to meet the actual needs of troop building**

Military academies and universities are the main position for the cultivation of military talent, and most of the posts in the military are "targeted supply", and the matching of supply and demand is particularly important, which not only has a bearing on the quality of personnel training, but also affects the overall situation of military construction. President Xi pointed out that our military's "two capabilities are not enough", the lack of new-type military talents, and the "unsatisfactory" of postgraduate cadets and other prominent problems urgently need to be solved. Promote the construction of an ideological and political system for postgraduate courses in military academies, promote the reform and innovation of curriculum ideology and politics, optimize the course content system, and strive to create a strong supply side in accordance with the requirements of the "three-in-one" new military talent training system, with professional courses as the carrier, which is conducive to making the education of academies and universities resonate at the same frequency with the pace of development of the times and the demand for military talents.

## **4 Countermeasures and suggestions for building an ideological and political system for postgraduate courses in military academies**

### **4.1 Establish a three-dimensional ideological and political teaching system for postgraduate courses**

First, it is necessary to formulate specific measures to promote the reform and development of postgraduate education. Students should thoroughly understand the spirit of the National Conference on Postgraduate Education, accurately benchmark the relevant

requirements of the "Opinions on Accelerating the Reform and Development of Graduate Education in the New Era" of the three ministries and commissions and the "Opinions on Accelerating the Reform and Development of Military Postgraduate Education" issued by the General Office of the Central Military Commission, translate the policy guidance and the spirit of the documents of the higher authorities into specific measures for promoting the reform and development of postgraduate education in military academies, accelerate the ideological and political reform of postgraduate courses, and timely summarize the experience in the construction of postgraduate courses. With the orientation of supporting the construction of the "three strategic capabilities," the implementation of the strategy of strengthening the army with qualified personnel as the traction, the "two major systems" of military logistics as the guide, and the promotion of the construction of a new three-in-one military personnel training system as the main line, centering on the fundamental issue of "what kind of colleges and universities to run and what kind of talents to cultivate", clarify the overall thinking and positioning of running schools and governing schools, deepen the planning and demonstration of postgraduate education and training tasks, and revise and improve the postgraduate training programs and rules and regulations.

Second, it is necessary to improve the ideological and political education system for postgraduate courses. Closely focusing on the goal of cultivating high-level top-notch innovative talents, we will continuously improve the teaching content system of ideological and political courses for postgraduate courses. For example, through the top-level design, determine the main goals of ideological and political construction of postgraduate courses, Organically integrated Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Xi Jinping Thought on Strengthening the Military, Military Strategic Guidelines for the New Era, Policy for Military Education in the New Era into postgraduate teaching practice, Persist in focusing on preparing for war, implementing the fundamental task of cultivating morality and cultivating people, and returning to the core orientation of war education.

Third, it is necessary to promote the ideological and political linkage mechanism of postgraduate courses in various departments and institutions. Closely focusing on strengthening students' ideals and beliefs, taking love for the party, the country, socialism, the people, and the collective as the main line, optimizing the supply of ideological and political content around key contents such as political identity, family and country feelings, and cultural literacy, and systematically carrying out education on socialism with Chinese characteristics and the Chinese dream. In accordance with the spirit of the Postgraduate Education Conference, to vigorously promote the comprehensive reform of teaching, it is necessary to adhere to the overall leadership of the party committee of the institution over the ideological and political curriculum, the Academic Affairs Office to promote the revision of the postgraduate training plan of various disciplines, the Political Affairs Office to promote the excellent teaching examples of curriculum ideology and politics and the deeds of postgraduate students, and the postgraduate team to coordinate and communicate to ensure the smooth development of the ideological and political linkage mechanism of postgraduate courses<sup>[5]</sup>. With the "Ideological and Political Demonstration Course of Postgraduate Courses" as the carrier, focus on promoting the construction of professional courses, summarize typical teaching experiences

and characteristic practices, and steadily realize that all courses and ideological and political courses go in the same direction.

#### **4.2 Strengthen the overall quality of the ideological and political contingent of postgraduate courses**

First, strengthen the role of course teachers in educating people in the classroom. The ideological and political reform of postgraduate courses is a difficult test of the teaching ability and ideological and political quality of the teachers. Teachers should not only have rich professional knowledge and solid professional skills, but also establish a strong sense of ideology and politics, be good at excavating ideological and political elements from teaching, master superb ideological and political skills, and effectively integrate ideological and political elements with professional knowledge. Therefore, teachers should actively improve their knowledge structure, constantly broaden their horizons, and strive to be good teachers with faith, virtue, knowledge and kindness<sup>[6]</sup>. Military academies and schools should strengthen the construction of teachers' teams, guide teachers of specialized courses to accurately grasp the relationship between knowledge transfer and value guidance, fully understand the value of ideological and political education contained in various courses and the functions of value guidance, personality cultivation, and spiritual nourishment, and implement the ideological and political tasks of postgraduate courses with high quality.

Second, give full play to the role of mentors as models for teaching by word and deed. Supervisors are the first responsible person for postgraduate training, and supervisors should put cultivators in the first place in scientific research and teaching work, not only as a trainer for academic growth, but also as a leader in life development. Scientific research at the postgraduate level accounts for a large proportion, and the supervisor's scientific research attitude and research spirit have a direct and huge impact on postgraduate students. Therefore, it is necessary to do a good job in the construction of the tutor team, enhance the moral education awareness and ability of the tutor, and provide talent guarantee for the ideological and political construction of postgraduate courses. Supervisors should consciously deepen exchanges with postgraduate students in classroom teaching, academic guidance and social practice, guide and help them establish correct three views while teaching knowledge, solving doubts and guiding research, strengthen noble ideals and beliefs, and become an important model of teaching by word and deed<sup>[7]</sup>.

Third, pay attention to the role of auxiliary education such as team cadres. Team cadres are the ideological and political educators who have the most contact with postgraduate students besides tutors and course teachers. Therefore, team cadres must clarify the profound connotation of "Three-Wide Education" and curriculum ideology and politics, benchmark against the actual needs of postgraduate students<sup>[8]</sup>, on the one hand, do a good job in communication and coordination, and focus on promoting mutual help and learning in the practical activity mechanism of "three assistances" of teaching assistants, research assistants and assistant management; On the other hand, inherit the spiritual connotation of "two red spirits" to cast souls and educate people, and cultivate people with virtue and cultivate people for war throughout the whole

process of talent training. It can also coordinate the use of institutions and surrounding resources, focus on realizing the organic combination of educational resources inside and outside the classroom, inside and outside the campus, enrich the training channels for postgraduate students, form a full-element and whole-process education situation of teaching and scientific research services, and promote the improvement of the quality of service talent training.

### **4.3 Improve the construction of ideological and political related teaching in postgraduate courses**

First, highlight the ideological and political connotation of the compilation of postgraduate course textbooks. In accordance with the basic norms for ideological and political construction of college courses and the guidelines for ideological and political construction of discipline professional courses, further improve the talent training program and course teaching plan. Taking the reform of the "curriculum ideological and political" teaching system as an opportunity, combined with the curriculum system and teaching content, the "ideological and political connotation" of the curriculum should be highlighted when compiling teaching materials, pay attention to the combination with teaching and scientific research, and reflect the academic thinking and level of the teaching team. In the construction of teaching materials, it is necessary to deeply study the essential issues of educating people, such as "what to teach" and "how to teach", to enrich the supply with "teaching materials to tackle tough problems", to integrate vivid examples and cutting-edge theories into teaching materials, so that teaching materials have temperature, touch and quality.

Second, attach importance to the declaration and construction of ideological and political topics in postgraduate courses. Faculty members should actively apply for (provincial) and municipal postgraduate education "curriculum ideological and political" demonstration projects, joint training bases for postgraduate students, postgraduate tutor teams and professional degree postgraduate teaching cases, and "curriculum ideological and political" demonstration cases, etc., so as to promote the research on ideological and political issues in postgraduate courses to a new level. In addition, postgraduate students should also be encouraged to actively apply for military postgraduate funding projects and (provincial) and municipal postgraduate research and innovation projects, urge students to find the right research direction, and strive to improve the scientific research level of postgraduate students.

Third, fully explore the ideological and political elements in the teaching of postgraduate courses. Therefore, classroom teachers should grasp the "temperature" of classroom teaching, further condense teaching objectives, improve the ability of ideological and political teaching design of courses, increase the diversity of ideological and political content and forms<sup>[9]</sup>, deeply explore the moral education connotation contained in postgraduate courses, and make the educational goals of the curriculum more clear and specific. It is necessary to properly handle the relationship between professional courses and curriculum ideology and politics, carry out curriculum ideology and politics on the basis of highlighting the knowledge and professionalism of professional courses, and give play to the function of implicit education.



Fourth, enrich the teaching methods of ideological and political courses in postgraduate courses. President Xi pointed out that "good ideological and political work should be like salt." To naturally "dissolve" ideological and political elements into the teaching of professional courses, we must adopt rich and diverse teaching methods and methods. Effective teaching methods and means can not only enable students to quickly understand and master professional knowledge, but also enhance the responsibility of postgraduate students to care about the motherland and national defense. Therefore, only by deeply promoting the construction of the curriculum system integrating the "three degrees" (temperature, breadth, and depth) can we effectively improve the quality of teaching and fully implement the educational concept of "three comprehensive education".

#### **4.4 Improve the incentive mechanism for ideological and political evaluation of postgraduate courses**

First, formulate rules and regulations for ideological and political construction of postgraduate courses. According to the path of "needs-problems-goals-capabilities-courses-evaluation", around the requirements and content priorities of curriculum ideological and political construction, formulate the basic norms for ideological and political construction of college courses and the guidelines for ideological and political construction of discipline courses, and further clarify the ideological and political design ideas and implementation links of courses. According to the opinions on the ideological and political construction of the curriculum and relevant measures of colleges and universities, further promote the ideological and political construction of the curriculum, optimize and improve the ideological and political system of the curriculum, and carry out activities such as curriculum ideological and political policy study, top-level design, special teaching, demonstration courses, theme essays, and seminars and exchanges.

Second, strengthen the assessment of the effectiveness of ideological and political education in postgraduate courses. All military academies and schools should combine their professional characteristics and discipline attributes to improve the categorical management system and assessment methods for ideological and political courses for postgraduate courses. The new assessment and evaluation system should clarify the process assessment, reflect the dynamic evaluation process, and combine supervision and evaluation with mutual evaluation between teachers and students and self-testing of students. At the same time, the subject of evaluation cannot be limited to instructors, but also includes students. It is necessary to change the traditional assessment content with basic knowledge as the core, adopt flexible and diverse assessment modes, and design assessment indicators for the positive changes in the emotions, attitudes and values of postgraduate students to guide the free and comprehensive development of postgraduate students, so as to realize the unity of ideological and political ideological guidance and knowledge transmission in the curriculum.

Third, improve the ideological and political reward and punishment incentive system for postgraduate courses. In order to improve the initiative and participation of faculty members in the ideological and political construction of postgraduate courses, the ideological and political education mechanism of college courses needs to give certain

rewards to demonstration courses and typical ideological and political courses, so as to promote the continuous improvement of ideological and political ability of teaching teachers and tutors. It is necessary to arrange special funds for the cultivation of ideological and political ability in courses, and carry out ideological and political experience exchanges with local experts through thematic exchanges, training lectures and academic salons, so as to enhance the internal driving force of teachers. Give certain material or spiritual rewards to individuals and groups that actively participate in ideological and political training in postgraduate courses; Conversely, appropriate punitive measures must be formulated to serve as a warning<sup>[10]</sup>.

## 5 Conclusion

Postgraduate courses have higher requirements for the depth and breadth of teaching content than undergraduates, pay more attention to the frontier, research and challenge of knowledge, and highlight the cultivation of innovative thinking and innovation ability. In order to promote the ideological and political reform of postgraduate courses in military academies and universities, especially around the needs of national and social development, and build a comprehensive coverage, rich types, progressive levels and mutual support of ideological and political education systems for postgraduate courses.

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