



Innovative teaching of ideological and political courses at Guangxi Mechanical and Electrical Engineering School

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Abstract. This research aims to analyze the current status and problems in teaching the ideological and political course at Guangxi Mechanical and Electrical Engineering School. It also proposes strategies for innovative teaching in this course.

Keywords: Guangxi Mechanical and Electrical Engineering School, Ideological and political course, Innovative teaching

1 Abstract

The purpose of this research are:

1.to analyze the satisfaction of innovative teaching in ideological and political courses at Guangxi Mechanical from the dimensions of practical education, course content, teaching methods, and teaching evaluation.

2. to combined with survey data and interview content, propose innovative teaching strategies for this course, and optimize the practical effect of ideological and political education innovation After completing the analysis. The sample size for this research is a total of 2000 students who are currently studying ideological and political courses at Guangxi Mechanical and Electrical Engineering School, and the "2022 academic year" is used as the screening age condition. A simple random sampling method is used to select 322 students from this group, and this group is used as the actual research object. The research instruments included a questionnaire and interviews. By conducting a questionnaire survey on 322 students, we aim to understand and evaluate their satisfaction with course content, teaching methods, teaching evaluation, and practical education; And interview 10 ideological and political course teachers using the interview method to collect their opinions and conduct hierarchical classification to evaluate the importance of teachers on different dimensions. This analysis method considers gender, years of study, and departmental representativeness, which can better calculate the average score for each dimension and determine overall satisfaction.The statistics analyzed the respondents' general data and satisfaction levels in the ideological and

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political course. The analysis considered gender, year of study, and department representation. Average ratings were calculated for each dimension, and overall satisfaction was determined. The interview data underwent hierarchical classification to assess the importance assigned by teachers to different dimensions.

The results were found that:

1. The students have a high level of satisfaction with innovative teaching perspectives. Among them, practical education scored the highest, followed by course content, teaching methods, and teaching evaluation. The interview data provides valuable insights for teachers and emphasizes the importance of various dimensions. Overall, the satisfaction with innovative teaching in ideological and political courses is relatively high.

2. This study analyzes the current situation and problems of innovative teaching in ideological and political courses, and proposes suggestions on how to strengthen teaching practice, improve course quality and effectiveness through various means.

2 Introduction

In the new era, the rejuvenation of China relies on the efforts of young people who need to develop Marxist worldviews, support socialism with Chinese characteristics, and practice core socialist values. However, challenges exist such as uncivilized behavior, limited understanding of Western political systems, and a gap between knowledge and action. Teaching ideological and political courses in vocational schools emphasizes theory-based lectures, posing challenges in effective knowledge transfer. To address these issues and advance ideological and political education, a scientifically designed and innovative curriculum is essential. This involves expanding content, improving teaching methods, implementing evaluation systems, and introducing practical innovations. These efforts benefit not only vocational colleges but also China's overall ideological and political education. Therefore, the focus should be on improving teaching approaches and providing effective guidance. The objectives are to analyze the current status and problems of teaching ideological and political courses at Guangxi Mechanical and Electrical Engineering School and propose strategies for innovative teaching.

1. To analyze and research the current status and existing problems in the teaching of ideological and political course at Guangxi Mechanical and Electrical Engineering School.

2. To propose specific strategies and recommendations for innovative teaching of ideological and political course at Guangxi Mechanical and Electrical Engineering School.

3 Theories and related Research

The Ideological and Political Education Thoughts of Marxism

Marxism's theory of comprehensive human development holds that a fully developed individual encompasses the universal and unrestricted development of their mind

and body, individuality, and sociality. This theory involves various aspects, such as human capabilities, personality, and social relationships .[2]

The Theory of Hidden Curriculum

In 1968, American scholar Jackson first proposed the concept of "hidden curriculum" in his work "Class Lives". According to Gao (2012), the hidden curriculum theory's characteristics align with the concept of ideological and political curriculum. It emphasizes the exploration of ideological and political elements in non-ideological and political courses, aiming to fully unleash the educational value of each course.[1]

Research on the Connotation of Ideological and Political Curriculum

In recent years, the ideological and political curriculum has become a hot topic, and many experts and scholars have expressed their views on its connotation. Through extensive literature review, several main viewpoints have been summarized as follows:

First, some scholars believe that the ideological and political curriculum is a new educational concept. Zhao argues that "the ideological and political curriculum is an educational concept generated by the party's policies. It refers to the comprehensive educational concept that integrates various courses with ideological and political theory courses, forms a synergistic effect, and regards 'cultivating morality and nurturing talents' as the fundamental task of education" .[9]

Zhang states that "the ideological and political curriculum is not about adding a new course or an extra activity; it is an educational concept" .[8]

Second, some scholars believe that the essence of the ideological and political curriculum is a perspective on curriculum that is integrated into various courses, representing a broad understanding of curriculum. Pu suggests that "the essence of the ideological and political curriculum lies not in constructing new courses but in a perspective on curriculum" .

Third, some scholars consider the ideological and political curriculum as a practical activity. Qiu believes that the ideological and political curriculum is a practical activity that treats the curriculum as a carrier, takes the ideological and political elements embedded in various subjects as entry points, and ultimately realizes student development through classroom teaching as a fundamental approach.[6]

Through extensive literature review and analysis, it is found that although experts and scholars have different definitions of the ideological and political curriculum, these viewpoints are not mutually exclusive. Overall, scholars generally recognize that "ideological and political curriculum" is a new curriculum concept. Under this concept's guidance, they aim to effectively fulfill the educational role of every course by integrating knowledge imparting, skill development, and value shaping, thereby truly implementing the fundamental task of cultivating morality and nurturing talents.

Research on Innovative Teaching of Ideological and Political Course

The position of ideological and political education in the Chinese higher education system is of great importance. Therefore, the reform and innovation of ideological and political courses in universities have become an important direction for the development of ideological and political education in China.

Liang Duanlan (2019) believes that the traditional "spoon-feeding" teaching model used in ideological and political courses leads to monotonous and uninteresting classroom teaching, which hinders the improvement of the quality of ideological and po-

litical education in higher vocational colleges to some extent. Therefore, it is suggested to be adept at transforming teaching methods and techniques and enhancing teaching artistry during the teaching process.[4]

Luo Huan (2022) proposes that the ideological and political curriculum should be organically integrated with practical teaching, constructing a classroom for ideological and political courses in vocational schools, and realizing the reform and innovation of traditional ideological and political teaching.[5]

Xiang Yuting (2023) suggests that innovation in ideological and political education in higher vocational colleges should not only conform to the general principles of innovative ideological and political courses but also highlight the characteristics of vocational education.[7]

RESEARCH METHODOLOGY:

The Population

For questionnaire, the total population of this study is 2,000 students at Guangxi Mechanical and Electrical Engineering School.

The Sample Group

For questionnaire, according to Krejcie and Morgan's (1970) sampling table, the sample of this study consists of 322 students from the 2022 academic year who are currently undergoing ideological and political course instruction at the school.[3]

For interview, the sample for this study consisted of ten ideological and political teachers from Guangxi Mechanical and Electrical Engineering School. These teachers were selected to obtain their perspectives and insights on innovative teaching in the ideological and political course.

Research Instruments:

The research utilized a questionnaire and interviews to gather data.

Questionnaire Content:

The questionnaire assessed the satisfaction levels of students from the 2022 academic year who were currently enrolled in the ideological and political course. It consisted of two parts. Part 1 collected personal information, including gender, year of study, and department. Part 2 measured satisfaction using a five-point Likert scale with 21 questions, covering four dimensions: Course Content, Teaching Methods, Teaching Evaluation, and Practice-oriented Education.

Interview Content:

The interview form focused on the development guideline for the ideological and political course. It comprised two parts: Part 1 collected basic information about the interviewees, and Part 2 consisted of open-ended questions related to the four dimensions: Course Content, Teaching Methods, Teaching Evaluation, and Practice-oriented Education.

Data collection:

Data collection for this research involved several procedures. First, electronic questionnaires were distributed to students using WenJuanWang (www.wenjuan.com). The sample size was determined to be 322, with additional questionnaires prepared to account for any invalid responses. Simple random sampling was employed to collect the data. Additionally, the researcher explained the study's objectives to the teachers and conducted interviews to gather their responses. The teachers were requested to

voluntarily and honestly provide their opinions. Finally, the completed questionnaires were collected for subsequent statistical analysis.

Data Analysis:

The data analysis procedures in this research involved several steps. Firstly, the personal information of respondents, including gender, year of study, and department, was analyzed using percentages. Secondly, the contents of each question were examined for accuracy and validity by three experts, with an objective congruence index ranging from 0.67 to 1. The questionnaire demonstrated high reliability with a Cronbach's α coefficient of 0.961. Data were analyzed using the average value and standard deviation methods, with the interpretation of average values categorized into satisfaction levels. The reliability analysis showed strong internal consistency, with a Cronbach's α coefficient of 0.961 for a scale consisting of 17 items and a sample size of 322. The validity analysis indicated good sampling adequacy with a KMO value of 0.958, and Bartlett's sphericity test confirmed the presence of underlying factors in the data, yielding a significant chi-square value of 4324.253 (df = 136, $p < 0.001^{***}$).

RESEARCH RESULTS:

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information

- 4.50-5.00 Most innovative
- 3.50-4.49 Innovative
- 2.50-3.49 Moderate innovative
- 1.50-2.49 Less innovative
- 1.00-1.49 Least innovative

Table 1. The average value (M) and standard deviation (S.D.) of the level of satisfaction in four dimensions (n=322)

Satisfaction Level of Innovative Teaching of Ideological and Political Course		M	S.D.	Level	Rank
1.	Course Content	3.92	0.86	Innovative	2
2.	Teaching Methods	3.91	0.91	Innovative	3
3.	Teaching Evaluation	3.90	0.76	Innovative	4
4.	Practice-oriented Education	3.95	0.94	Innovative	1
Total		3.93	0.85		

Table 1 The data provided includes the average value (M) and standard deviation (S.D.) for the level of satisfaction in four dimensions of innovative teaching of an ideological and political course. The dimensions are Course Content (M = 3.92, S.D. = 0.86), Teaching Methods (M = 3.91, S.D. = 0.91), Teaching Evaluation (M = 3.90, S.D. = 0.76), and Practice-oriented Education (M = 3.95, S.D. = 0.94). According to the proposed hierarchical classification, Practice-oriented Education is ranked as the most innovative (1).

Table 2. The analysis result of the interview

Dimension	Measures	Frequency	Level
Course Content	In addition to compulsory courses and	8	High

	elective compulsory courses, the curriculum is designed to expand the course content based on fully respecting students' learning interests.		
	A innovative course centered around students, focusing on a specific topic, and utilizing activities to facilitate teaching and promote the development of students' core competencies.	6	High
Teaching Methods	Adopting the method of situational teaching.	8	High
	Combining multimedia and lecture methods.	10	High
Teaching Evaluation	The innovation of teaching evaluation should be guided by core competencies.	10	High
	Combining quantitative and qualitative evaluation.	5	High
Practice-oriented Education	By means of community assistance, fully utilizing community educational resources.	6	High
	Combining learning and application, apply the knowledge learned from ideological and political courses to community service.	6	High

Table 2 presents the analysis result of the interview, focusing on various dimensions of the teaching approach. In terms of Course Content, eight (8) respondents expressed high satisfaction with the curriculum design that expands beyond compulsory and elective courses to cater to students' learning interests. Additionally, six (6) respondents praised the innovative course structure centered around students, with a specific topic and interactive activities to foster the development of core competencies. Regarding Teaching Methods, eight (8) respondents appreciated the use of situational teaching methods, while ten (10) respondents highlighted the effective combination of multimedia and lecture approaches. In Teaching Evaluation, ten (10) respondents emphasized the importance of aligning evaluation practices with core competencies, and five (5) respondents acknowledged the value of combining quantitative and qualitative evaluation methods. In the dimension of Practice-oriented Education, six (6) respondents recognized the utilization of community assistance and educational resources, while another six (6) respondents commended the integration of learning and application by applying the knowledge gained from ideological and political courses to community service. Overall, the analysis indicates a high level of satisfaction among the interviewees across the different dimensions of the teaching approach.

4 Conclusion

1. The analysis and research conducted on the teaching of the ideological and political course at Guangxi Mechanical and Electrical Engineering School revealed the current status and existing problems. By examining the average values and standard deviations of satisfaction levels across dimensions such as Course Content, Teaching Methods, Teaching Evaluation, and Practice-oriented Education, it becomes apparent that the teaching approaches are perceived as moderately innovative. However, it is noteworthy

that Practice-oriented Education received the highest rankings, indicating their effectiveness. On the other hand, the remaining dimensions require further improvement efforts to enhance their innovative levels. The findings highlight areas where there is room for improvement in the teaching methodology of the ideological and political course at the institution.

2. The interview analysis provided valuable insights from specialized teachers on innovative teaching in the ideological and political course. Teachers emphasized the importance of Course Content, Teaching Methods, Teaching Evaluation, and Practice-oriented Education. Curriculum design, situational teaching methods, multimedia-lecture combinations, alignment of evaluation with core competencies, utilization of community assistance, and integration of learning and application were highlighted. These findings support the implementation of innovative teaching strategies and offer recommendations for future pedagogical practices.

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