Research on the incorporation of Professional Courses and Ideological and Political Education from the Perspective of New Quality Productivity

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Abstract. This study explores how professional education and Civic-Political education can be effectively incorporated into improve the quality of education and promote the overall development of students under the perspective of the new quality productivity theory. By taking the course "Multimedia Courseware Design" of a class in Y school as a case study, this paper evaluates the effect of incorporating the Civic and Political elements in this course, and explores the impact of this incorporation on students' professional skills, cultural self-confidence, innovation consciousness and social responsibility. The research methodology includes literature review, case study analysis and qualitative research, combined with questionnaires, teacher interviews and classroom observations. The results show that effective incorporation of Civic Education not only improves students' professional skills, but also strengthens their cultural self-confidence and sense of social responsibility, demonstrating the importance of this pathway in coping with rapidly changing social and technological environments. This study provides a new theoretical and practical path for the incorporation of professional programs and Civic-Political education, which has important theoretical support and practical reference significance for educational reform.

Keywords: New quality productivity, Civic and political education, Incorporation of professional education, Multimedia courseware design, Quality of education.

1   Introduction

In today's knowledge economy, education not only plays the role of knowledge transmission, but also is a comprehensive cultivation process of culture, technology and values. Especially in the context of the proposal of new quality productivity, the effective incorporation of professional education and civic education has become a development direction in the field of education. This study focuses on the incorporation of professional education and Civic and Political education under the perspective of new quality productivity, and selects the course of Multimedia Courseware Design of a class in Y

school as a case study to explore how this incorporation can improve the quality of education and promote the overall development of students.

In the current era of rapid development, higher education needs to actively respond to the challenges posed by the new quality of productivity, especially in the context of technological progress and changing social needs. In order to cultivate composite talents with professional skills and ideological and political literacy, the research is particularly important. The object selected for the study is representative of a case that combines not only technical education and the cultivation of creative thinking, but also broadly involves culture and value transmission, and is a representative case of the incorporation of Civic and Political education and professional skills.

This study evaluates the effect of incorporating elements of Civic and Political Education in professional courses by using methods such as literature review, case study analysis and qualitative research. Through questionnaires, teacher interviews and classroom observations, the study aims to reveal the effects of the incorporation of Civic and Political elements on students' professional skills, cultural self-confidence, sense of innovation and sense of social responsibility. In addition, the study explores the pedagogical path and practical effects of such incorporation under the perspective of new quality productivity.

In September 2023, Chinese President Xi Jinping creatively put forward the new concept of "new quality productivity". The proposal of new quality productivity is the development and innovation of Marxist productivity theory. [1] New quality productivity requires high-quality labor, and higher education is the key to improving the quality of workers, so new quality productivity is closely related to higher education. [2] In the field of education, this theory emphasizes the use of new technologies and innovative methods to improve the quality and efficiency of education. For example, the wide application of digital teaching resources has changed traditional teaching and learning methods, making personalized learning possible. At the same time, the new quality productivity also emphasizes the incorporation of interdisciplinary knowledge, which provides theoretical support for the incorporation of professional courses and Civic and Political Education. [3] In other fields, such as business management and public services, the theory of new quality productivity has been applied to improve service efficiency and quality. [4] These application cases provide lessons for the education field, demonstrating how different functions and services can be effectively incorporated through technology and innovative approaches to enhance overall performance and effectiveness.In terms of the theoretical basis for the incorporation of Civic Education and Professional Education, existing studies generally agree that Civic Education should not be separated from Professional Education, but should be complementary. [5] In higher education, the cultivation of national consciousness and civic responsibility should be incorporated into the curriculum design and teaching process of public or professional courses. [6]

With the continuous innovation of the education model, this study hopes to provide new perspectives and paths for the effective incorporation of professional programs and Civic and Political Education in higher education, and to promote the overall development of students while meeting the challenges of new quality productivity. This study will answer the following questions:

1. How to effectively incorporate the elements of Civic and Political Education in the course of Multimedia Courseware Design?

2. How does the incorporation of the elements of Civic and Political Education affect the enhancement of students' professional skills, cultural self-confidence, innovation consciousness and social responsibility?

3. What are the pedagogical paths and practical effects of the incorporation of Civic and Political Education and professional skills under the perspective of new quality productivity?

This study aims to provide theoretical support and practical reference for educational reform in order to promote the improvement of educational quality and the comprehensive development of students' abilities. By exploring and realizing the effective incorporation of professional courses and Civic and Political Education, this study will further deepen the prospect of the application of the new quality productivity theory in modern education.

2   Methods

The purpose of this study is to explore how professional courses and Civic and Political Education can be effectively incorporated from the perspective of new quality productivity, and how this incorporation can improve the quality of education and promote the overall development of students. The research methodology incorporates literature review, case study analysis, and qualitative methodology research, aiming to analyze in-depth the course design, teaching implementation process, and students' feedback.

The sample of the study consisted of 50 students and their instructors in the first semester of the 2022-2023 academic year in the Computer Science and Technology (Teacher Training) 1 course of the class of 2020 at School Y. The students were taught in the first semester of the 2022-2023 academic year in the Computer Science and Technology course. Through this study, the interaction between the elements of Civic and Political Education and the development of professional skills in this course is further analyzed to provide lessons for the design of other professional courses. Ultimately, this study hopes to provide theoretical support and concrete practical lessons for educational reform.

3   Results

3.1   Incorporation of Instructional Design and Civic and Political Objective Elements

The course "Multimedia Courseware Design" is a professional course for Computer Science and Technology majors (teacher training), which mainly teaches the basic theories and practical operations of multimedia design with the aim of enhancing students' professional skills and innovation ability. The content of the course covers basic multimedia theory, material acquisition and processing, and the design and production of various types of courseware. Constructivist learning theory and Skinner's program

teaching theory are adopted, combined with project-driven, contextual teaching and group collaboration teaching methods. The flipped classroom path is implemented by creating a blended learning environment and utilizing the Learning Express online platform for resource updating and assignment management.

The study incorporates 18 ideological objectives and 22 ideological elements into the Multimedia Courseware Design course for Computer Science and Technology majors (teacher training), which not only emphasizes professional skill enhancement and cultural heritage, but also encourages innovation, shapes self-confidence, as well as promotes the intersection of history and modern technology. It improves the quality of education and fosters well-rounded educators through the lens of new quality productivity. Specifically, the design of the curriculum includes intensive practice and skill enhancement to improve students' problem-solving skills through the practical design and production of multimedia courseware; and encourages the use of innovative teaching methods and technologies, such as animation production and interactive design, to enhance students' creativity. In addition, the course improves students' cultural self-confidence and national pride by incorporating traditional Chinese elements and cultural values, such as the art of Chinese characters and Chinese-style motifs; and demonstrates China's historical contributions and modern development, such as the combination of ancient arithmetic and modern technology, to show China's position in global technological development. At the same time, the curriculum emphasizes scientific and technological innovation and the innovation of education models, combining China's achievements in aerospace and other fields to stimulate students' spirit of innovation, and using information technology to promote educational equity. The curriculum also includes reinforcing awareness of copyright and the rule of law, demonstrating teacher leadership and responsibility, and reinforcing students' national self-confidence and identification with the rejuvenation of the Chinese nation through the course content. In short, the incorporation of ideological and political objectives and elements in the classroom not only greatly improves students' professional skills and educational effectiveness, but also strengthens students' cultural self-confidence, innovation consciousness, social responsibility and national awareness, effectively combines the requirements of new quality productivity, and provides a new educational approach to cultivate high-quality educators in the 21st century.

3.2   Data Collection and Analysis

1. Questionnaire Survey on Curriculum Civics

A questionnaire survey was implemented to collect students' views on the effectiveness of the incorporation of curriculum and Civic and Political elements. The questionnaire was designed to focus on students' subjective perceptions of course content, teaching methods and Civic and Political elements. The data collected through pre-course classroom observation and post-course data show that the majority of students' Civic-Political literacy has improved significantly.

2. Teacher Interviews

Teachers participating in the course were interviewed to obtain the insights of the instructors on the quality of teaching and the improvement of students' Civic and Political literacy before and after the incorporation of the Civic and Political elements. The results showed that students' overall quality and ideological and political understanding improved to some extent. [7]

3. Classroom Observation

Students' classroom behaviors and interactions were observed in real time during classes throughout the semester. Observations showed that students demonstrated a high level of course engagement and positive learning attitudes.

Through the implementation of this study, the feasibility and effectiveness of deeply incorporating the Civic Education with the teaching of professional skills was proved. This not only improves students' professional competence, but also strengthens their cultural self-confidence, sense of social responsibility and national consciousness. [8] This teaching path effectively responds to the educational requirements of new quality productivity and is of great significance to the training of future educators and technical experts.

4   Discussion

4.1   Specific Paths for Incorporating Elements of Civic and Political Education

The study found that incorporating elements of Civic and Political education in the course was mainly through the incorporation of culturally and politically significant content and multimedia technology practices. For example, the course design included multimedia courseware production projects on traditional Chinese culture, historical events, and modern technological achievements, which not only demonstrated the application of technological skills, but also reinforced the identification and understanding of Chinese culture and values. [9]

4.2   Impact of Incorporating Elements of Civic and Political Education

The study found that the incorporation of Civic and Political Education elements into the Multimedia Courseware Design course enhanced students' professional skills, cultural confidence, sense of innovation and social responsibility. Students made progress in technical skills, while their cultural self-confidence was enhanced through a deeper understanding and expression of Chinese culture and its global impact. In addition, project-based learning promoted students' sense of innovation and enhanced their sense of social responsibility by discussing modern social issues.

4.3   Teaching Path and Practical Effect

Observed from the perspective of new-quality productivity, the teaching path that incorporates ideological education and professional skills shows obvious practical effects. The adoption of modern teaching methods such as blended learning and flipped classroom not only increased students' engagement and motivation, but also improved learning efficiency. [10] Students were able to explore topics in depth in a more flexible learning environment, while instructor-led and interactive discussions helped students build an effective bridge between theoretical learning and hands-on practice.

   These findings make it clear that the efficient incorporation of professional courses and Civic and Political Education through innovative teaching paths, driven by new quality productivity, not only improves the quality of education, but also promotes the overall development of students. These results provide valuable references for future educational reforms and help to promote the incorporation of professional programs and Civic and Political education in the field of higher education. [11]

5   Conclusion

5.1   Implementation Methods of Incorporation Path

The key to the successful incorporation of the elements of Civic and Political Education in the course of Multimedia Courseware Design lies in the close incorporation of professional skills training with the content of Civic and Political Education. By designing the course content and project tasks around China's historical achievements, cultural heritage, and modern technological advances, the course not only adds in-depth understanding of the role of traditional and modern China, but also enables students to experience and reflect on how these elements influence contemporary social and technological development in practice.

5.2   Analysis of the Impact of Incorporation

Studies have shown that the incorporation of elements of Civic Education has improved students' professional skills and enhanced their cultural confidence and sense of innovation. In addition, this educational approach promotes the overall development of students by increasing their awareness and commitment to social responsibility. Specifically, students demonstrated higher creativity and problem-solving skills in technical practice, while their in-depth understanding of Chinese culture and history made them more confident in identifying with their cultural identity.

5.3   Effectiveness of Teaching Pathways

Driven by the new quality of productivity, teaching pathways that incorporate Civic Education and professional skills, such as blended learning and flipped classrooms, have been shown to dramatically improve learning outcomes and student engagement.

These pathways improve the use of educational resources, strengthen students' independent learning abilities, and enhance interaction and reflection in the teaching and learning process, thus enabling students to link theory and practice more effectively and enhancing the depth and breadth of their learning.

Through these conclusions, we see that the incorporation of professional programs with Civic and Political Education is not only feasible under the perspective of new quality productivity, but also has a certain positive impact on the quality of education and the overall development of students.

6   Limitation

Although this study has some limitations, such as focusing mainly on specific courses and a limited sample of students, its results may not be fully applicable to all disciplines and contexts. Future research should be extended to a wider range of disciplines and different types of educational institutions in order to more fully assess the general applicability and effectiveness of the incorporated education model.

In summary, this study not only provides concrete cases and practical experiences of the integration of professional courses and Civic and Political Education, but also provides theoretical support and paths to draw on for future educational reform. Under the requirement of new quality productivity, the education system should adapt to the change and cultivate compound talents who can synthesize professional knowledge and social responsibility. It is hoped that the results of this study will have a positive impact on China's education reform and provide useful insights and methods for cultivating high-quality talents that meet the needs of the new era.

Acknowledgement

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