



Research on the Mechanism for Enhancing the Ideological and Political Teaching Abilities of University Faculty

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Abstract. This paper first identifies the current challenges in the ideological and political instruction of university educators, followed by an investigation into strategies to enhance their teaching capabilities in this area. To address these issues, we examined the fundamental components of a university teacher's ideological and political competence. We then proposed a super-cyclic strategy that integrates the enhancement of individual teachers' ideological and political abilities with the overall teaching environment. This approach offers a practical and feasible solution for the comprehensive improvement of university teachers' ideological and political competence.

Keywords: Course Ideological and Political Education, Constituent Elements, Super-cyclic Strategy.

1 Introduction

Guided by the pivotal concept of moral education, numerous universities have persistently investigated educational reforms, focusing on core questions such as "what kind of individuals to nurture, how to foster these individuals, and for whom should this be done." Since the introduction of the notion of ideological and political education into the curriculum at the close of 2016, it has swiftly evolved into a significant direction for higher education teaching reform. A plethora of research findings have surfaced in recent years.

In 2017, Gao Deyi and Zong Aidi published a seminal paper in "Chinese Higher Education" titled "From Ideological and Political Courses to Course Ideological and Political Education: Constructing a University Ideological and Political Education Curriculum System from a Strategic Height." This work is recognized as the groundbreaking contribution to the research reform of course ideological and political education. The authors introduced the concept of "course ideological and political education," proposing a tripartite system that includes ideological and political courses, comprehensive quality courses, and professional courses within the university's curriculum [1]. They delved into the ideological underpinnings of course ideological and

political education and examined the interplay between course ideological and political education, traditional ideological and political courses, and virtue cultivation.

In 2018, Cheng Guiying published a paper in the "Journal of Ideological and Theoretical Education" advocating for three key points to advance the reform of "course ideological and political education" [2]. Concurrently, Xiao Xianglong and Zhu Zhu suggested that efforts to enhance course ideological and political work could be achieved by developing the connotation of higher education, constructing the "Five Ones" platform, providing continuous policy guidance, and establishing a robust institutional mechanism [3]. In 2019, He Yuhai delved into the fundamental connotation and implementation path of "course ideological and political education" [4]. Chen Huadong and Su Lu proposed that the design of course ideological and political education content should concentrate on six aspects [5]. From 2018 to 2019, scholars primarily concentrated on constructing the macro theory of course ideological and political education and proposing effective action paths for its implementation.

Since 2020, there has been a significant surge in the number of publications concerning course ideological and political education. Recent studies [6-9] have concentrated on the practical application of this subject, examining it through the lens of specific majors or courses. These investigations delve into the intricate process of implementing course ideological and political education from a micro perspective, while also summarizing relevant experiences.

Existing research suggests that, after years of development, the reform of ideological and political education teaching has yielded significant theoretical results. However, for professional course instructors who have been at the forefront of university teaching for many years, there remain some confusions and issues in the current implementation process of ideological and political education. For instance, there is a lack of in-depth exploration of the mechanisms to enhance teachers' capabilities in ideological and political education, as well as the specific groups involved in its implementation. Therefore, this paper aims to investigate the primary problems in the current ideological and political education of university teachers. This will involve identifying the main issues in the current ideological and political education of university teachers, clarifying the components of teachers' ideological and political education capabilities, and exploring methods and pathways to enhance these capabilities.

2 Challenges in Ideological and Political Education for University Faculty

Since the introduction of ideological and political education into the curriculum, its significance has been progressively underscored by numerous universities and educators. Nonetheless, challenges persist in effectively integrating this education into the teaching process. These issues predominantly manifest in the following areas:

(1) The teachers themselves lack ideological and political literacy. Although some teachers have a deep understanding of professional knowledge, due to their insensitivity to ideological and political elements and disinterest in current affairs, they end up

with insufficient reserves of these elements, which directly affects the implementation of ideological and political education work.

(2) Teachers lack sufficient skills in integrating ideological and political education into their courses. Although some teachers possess good ideological and political literacy and incorporate a wealth of ideological and political elements into their teaching, they lack the necessary skills to seamlessly integrate these elements into the course structure. This results in overly pronounced and abrupt traces of ideological and political education, which can be perceived as forced and uncomfortable by students, leading to displeasure and resistance.

(3) Lack of heuristic teaching. Although some teachers can organically integrate ideological and political elements with professional knowledge in ideological and political education, they only stay at the level of one-way transmission. They lack guidance to inspire students' independent thinking, and opportunities for interaction and discussion with students. As a result, student participation and initiative are relatively low.

(4) Emphasizing theory over practice. Some teachers place importance on ideological and political education in theoretical classes, focusing on the integration of ideological theories. However, they lack awareness of ideological and political education in practical teaching such as experimental training. In fact, every aspect of teaching can incorporate ideological and political education. For instance, reminding students to abide by laboratory rules and regulations, take care of experimental equipment, and independently turn off computers after experimental classes are all excellent opportunities for ideological and political education. These opportunities are not only tangible but often overlooked by many instructors.

(5) The evaluation methods for courses are singular. Some teachers only use traditional written tests to evaluate the effectiveness of ideological and political education in their courses, lacking a comprehensive assessment of students' moral character and other aspects. This directly leads to students focusing solely on professional knowledge during lectures, neglecting or even resenting the contemplation, internalization, and practice of ideological and political elements within the course.

(6) The current curriculum is deficient in ideological and political textbooks. Most professional course textbooks predominantly encompass specialized knowledge, neglecting to incorporate elements of ideological and political education. Consequently, the instruction of such subjects hinges on the individual teachers' ideological and political acumen and pedagogical abilities. There exists an imperative need for superior textbooks dedicated to ideological and political education, as this significantly constrains the quality and efficacy of integrating these subjects into the curriculum.

Each of these issues is closely tied to the ideological and political competencies of university educators. It is essential to examine the core elements of these competencies to effectively tackle the aforementioned challenges.

3 Constituent Elements of Ideological and Political Education Ability in University Teachers' Curriculum

The ideological and political competencies of university educators pertain to their capacity to seamlessly integrate and articulate the principles of socialism with Chinese characteristics across diverse academic disciplines. This entails guiding and shaping students' thoughts, attitudes, and behaviors. Such a comprehensive skill set necessitates teachers to possess robust professional knowledge, extensive teaching experience, superior communication skills, an expansive societal perspective, profound patriotism, and a commitment to upholding the values of socialism with Chinese characteristics. Specifically, these competencies encompass the following key elements:

(1) The personal ideological and political literacy, or the level of political theory, of teachers plays a crucial role. It is a well-established adage that one cannot build without straw; similarly, if a teacher's understanding of political literacy or political theory is inadequate, it becomes difficult to extract the relevant ideological and political elements associated with the course. This deficiency can significantly impede the effective implementation of ideological and political teaching within the curriculum.

(2) The capacity to formulate ideological and political courseware, as well as lesson plans. It is anticipated that educators will craft and develop instructional materials and lesson plans imbued with ideological and political content, taking into account the unique attributes of professional knowledge and teaching prerequisites. Furthermore, they are encouraged to adeptly employ a variety of teaching methodologies and tools to kindle students' engagement and passion.

(3) The organizational capacity for ideological and political instruction within a course. It is anticipated that educators will thoroughly comprehend the interconnectedness of ideological and political components with their professional knowledge. They should adeptly incorporate these elements into their subject matter at appropriate junctures to yield a nuanced teaching outcome.

(4) Teaching Methods and Skills. It is imperative for educators to proficiently employ a range of teaching methodologies and techniques, including heuristic teaching, case-based instruction, group discussions, and interactive pedagogy, tailoring them adeptly to the nuances of ideological and political education.

(5) Fostering Positive Student Interactions. It is imperative for educators to possess robust communication skills in order to comprehensively comprehend students' ideological trajectories and prevailing issues. This understanding should be achieved through the employment of positive and efficacious communication techniques, which will subsequently inform the structuring of classroom ideological and political instructional content.

(6) Course Assessment and Reflection: Educators should possess the capability to effectively evaluate the efficacy of course instruction and student learning. Subsequently, they should make timely adjustments and enhancements to the content and methodologies of ideological and political teaching, based on the results of these assessments.

4 Strategies to Improve the Ideological and Political Education Competence of University Educators

In response to the issues in university teachers' course ideological and political teaching, and considering the constituent elements of teachers' course ideological and political teaching capabilities, this paper proposes a super-cyclic strategy that couples the "teaching environment" with the "individual efforts" of teachers to enhance their course ideological and political capabilities. The teaching environment includes both the micro-environment within the university and the macro-environment of external education. The micro-environment primarily consists of various administrative management institutions and teaching staff within the school. The macro-environment encompasses the entire national educational environment. The teaching environment mainly provides necessary support and management for the enhancement of individual teachers' ideological and political teaching abilities, including understanding the teaching situation, providing training, establishing assessment mechanisms, and team building. With the support of the teaching environment and their own personal efforts, teachers' ideological and political teaching abilities will be greatly improved. This will lead to the emergence of new experts or teams in ideological and political education, who will then provide feedback to the teaching environment through publishing textbooks and offering training, thus forming a virtuous super-cycle system. Specifically, the super-cycling strategy for enhancing university teachers' ideological and political teaching abilities mainly includes the following two elements: (1) Support and effective management of the teaching environment. (2) Individual Efforts of Teachers.

4.1 Support and Effective Management of the Teaching Environment

The tasks associated with supporting and managing the teaching environment encompass understanding the pedagogical context, offering training opportunities, establishing evaluation mechanisms, and fostering team collaboration. The internal school milieu conducts periodic assessments of teachers' ideological and political education utilizing diverse methods. It also tailors training and learning opportunities to the specific teaching scenarios at hand. This is achieved by organizing recurring thematic lectures, seminars, and reading clubs. These activities aim to familiarize teachers with the most recent ideological and political theories, as well as pertinent policies and regulations, thereby augmenting their ideological and political literacy.

At the same time, it is necessary to urge teachers to form ideological and political teams for their courses. This approach replaces the individualistic method of working alone with a team-based strategy. Through communication and cooperation among team members, more innovative ideas in education and teaching can be generated, thereby improving the teaching level and ideological and political literacy of team members. Additionally, the internal school environment should also be responsible for establishing an evaluation mechanism for teachers' ideological and political capabilities. This mechanism assesses and evaluates teachers' ideological and political abilities to promote their enhancement. The internal school environment can also be linked with

the external environment through inter-school exchanges, sharing of expert databases, training resources, etc., to further broaden the horizons of our school's teachers, thereby enhancing their ability to integrate ideological and political elements into their courses.

4.2 Individual Efforts of Teachers

The external teaching environment plays a crucial role in supporting and managing the enhancement of teachers' ideological and political capabilities in their courses. However, the core factor for improving these abilities lies in the individual efforts of the teachers themselves. Teachers can enhance their personal ideological and political capabilities in their courses through the following aspects:

(1) Pay attention to current affairs. Current affairs resources are a very important source of ideological and political elements. University teachers should have a sense of responsibility towards the motherland, the world, and the people. They should actively pay attention to current affairs and form the habit of doing so. While paying attention to current affairs, teachers should often ponder what the ideological and political elements behind these events are, consider how to organically integrate these elements into classroom activities, and develop the habit of recording.

(2) Active Learning. Teachers should have a subjective desire to improve their personal ideological and political capabilities, and formulate feasible plans for active learning enhancement. In addition to the training resources provided by the teaching environment, there are also abundant learning resources on the Internet. Therefore, teachers should be aware of active learning, they can actively participate in systematic ideological and political training courses both inside and outside the school, and they can also study online with targeted learning.

(3) Selecting high-quality textbooks. The importance of textbooks to teaching is self-evident, but currently many university teachers still choose textbooks that do not contain ideological and political elements. This to some extent also limits the improvement of teachers' ideological and political capabilities in their courses. Teachers can keep up with the publication trends of textbooks in this field, and try to choose textbooks that contain ideological and political elements when selecting them.

(4) Reform and Innovation. Teachers should actively and proactively engage in reform and innovation in their teaching, taking the initiative to carry out ideological and political education reform and innovation during lesson preparation and teaching. Based on diligently mining ideological elements, teachers should actively explore seamless integration methods of these elements with professional knowledge. Teachers can also inspire students to independently explore ideological elements and organically integrate them with professional knowledge.

(5) Diversified Evaluation. When teachers assess students in courses, they can include open-ended questions related to the ideological content of the course, allowing for a diversified assessment and evaluation of the students.

(6) Team collaboration. Teaching team members can effectively divide and cooperate, and also conduct periodic brainstorming sessions to promote the efficient implementation of ideological and political work in the curriculum.

5 Conclusion

This paper provides a comprehensive overview of the evolution and current state of ideological and political education within university curricula. It critically examines the prevailing challenges in this domain, delving into the inherent components of educators' competencies in delivering such courses. Building on this analysis, we introduce an innovative super-cycle enhancement strategy for teachers' ideological and political education skills. This approach integrates both individual efforts and the broader teaching environment, with the overarching goal of offering a practical blueprint for significantly enhancing the pedagogical capabilities of university educators in this crucial area.

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