

Ideological and Political Studies in University Economics Courses

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Abstract: The development and innovation of "Ideological and political courses" teaching in university economics is of great significance. It is the historical mission of the construction of the new economic talent training system and the inevitable requirement of education and teaching reform and innovation under the current "great ideological and political" pattern. Combined with the present situation of university economics, this paper makes a basic combing and thinking on the connotation, difficulty, necessity and practical measures of ideological and political thinking in the ideological and political courses in economics, and provides advice for the integration of economic curriculum and ideological and political thinking in colleges.

Keywords: economics; ideological and political courses; teaching

China put forward at the 2016 National Conference on Ideological and Political Work in Colleges and Universities that traditional education in the classroom are the main method of teaching. But in the new era, we should take good advantage of the original resources and integrate the thinking courses. It will create a strong synergy. In recent years, undergraduate education has continuously improved its quality and it is of great practical significance to integrate thinking courses and teaching. It is also the realistic need to reform the ideological and political education and teaching of economics major, and the inevitable choice of integrating western economics into Chinese localization practice. In this new period, it will be the most important task to effectively carry out ideological and political work on campus.

1. The Connotation of Ideological and Political Courses

1.1. The Essence of Ideological Politics in the Curriculum is to Build People by Virtue

It is logical in theory to achieve coordinated education through ideological and political courses. However, the process of realization may have many difficulties. The root is the complexity of ideological education and human nature. It needs to set a benchmark and standard to guide students' lives and behavior. It is the goal and direction that the university should realize, and also the mission and responsibility that all the courses should

accomplish.

From a long-term perspective, the ideological and political course is one of the most important courses for implementing the fundamental task of establishing a virtue. It shoulders the arduous mission of establishing correct values for students. And professional courses are more shouldering the significant task of imparting professional theoretical knowledge and skills to students. Therefore, for a long time, there is a problem that the teaching of professional curriculum and ideological and political curriculum are separated in the undergraduate teaching system [1]. In December 2016, China stressed that cultivating students' political thoughts and ethics is a central part of university education. The study of professional courses and ideological and political education should develop at the same speed. The universities should run the ideological course throughout the whole process and strive to achieve a single "curriculum ideology" to a comprehensive "curriculum ideology" construction.

1.2. The Idea of Ideological and Political Courses is Co-Education

The aim of ideological and political courses is to realize the same orientation of all kinds of courses. Whether we can gather talents, cultivate talents and transfer talents for the realization of the great rejuvenation of the Chinese nation is the first indicator to analyze and evaluate the level of education in a school. The socialist education with Chinese characteristics itself is the combination and synthesis of the knowledge system and ideological and political education. It is precisely the dialectical unity of the two courses. The law of teaching and educating people, the law of students' growth and the law of ideological and political work are closely combined in ideological and political education. We should internalize the cooperative education into school construction and management, and use the first-class ideological and political education system construction to lead the first-class talent training system, so that ideological and political education to be soft, nourishing the spiritual strength of all things to integrate every classroom, through every step of the growth of students. Education should integrate professional knowledge with ideological and political resources, truly achieve the integration of morality and industry while teaching teachers should be good at discovering the ideological and political resources contained in economic

knowledge, grasp the actual economic situation of the current society and keep pace with the times. The idea of ideological and political curriculum advocated by colleges and universities is to better set up the behavior guide of building up people by virtue, so as to provide the best preparation for cooperative education.

1.3. The Structure of Ideological and Political Courses is Three-Dimensional Pluralism

The main purpose of the major course of economics is to train high-end specialized talents for the field of economic construction in China and to contribute wisdom and strength to socialist modernization. Because economic work often deals with money and interests, if the ideological and political elements cannot be integrated into teaching, it is easy to cause students to become mercenary in the process of growing up. Therefore, it requires teachers to actively explore the way of substantive intervention in students' personal daily life in education, combine teaching with the real economy and society, consciously convey to students their professional attitude in the face of economic events, and really touch the depths of their tacit knowledge of tacit knowledge. That will have a positive impact on students. At the same time, in a rational society, sensibility must be combined with reason, perceptual experience and intellectual cognition, in order to make it possible to truly make a certain value concept deeply, stable and lasting understanding and recognition. Therefore, curriculum ideological and political also requires that students be taught universal and objective knowledge, and further improve their rational cognitive ability and level, so as to promote the promotion and transformation of their tacit knowledge. And the interaction between knowledge teaching and spiritual growth, value shaping and ability enhancement is precisely the purpose of curriculum ideological and political.

1.4. The Method of Ideological and Political Courses is the Combination of Explicit and Implicit

The major of economics pays attention to the training of economic theory and technical method and the ability of analysis. The training scheme emphasizes the quality of talents and pays more attention to the requirement of professional skills. In the course of actual teaching, in order to achieve the explicit training goal, the teaching and evaluation of hidden information such as ideology, morality and social value are often ignored. "What kind of people to train", "how to train people" and "for whom to train people" are the fundamental problems of talent training. Foreign useful practices can be used for reference, but fundamentally must take root in China's land to run education, adhere to the socialist direction of running schools [2]. The ideological and political education, such as political identity, national consciousness, cultural self-confidence and personality development, should be integrated with the economic knowledge and skills inherent in the curriculum, so as to realize the organic combination of explicit and implicit education, promote the free and all-round development of

students and give full play to the role of education and education. Focusing on curriculum construction and teaching activities, it has changed the original direction of curriculum teaching with the main purpose of knowledge imparting, so that ideological and political education can be integrated into all elements of education and teaching, fill the gap in the education link of economics curriculum, and make the ideological and political economic education mode of comprehensive and implicit integration into the nuances.

1.5. Ideological and Political Courses is Practical Innovation

Due to the subject attribute of economics, the subject is closely connected with western ideas, and college students may deviate from the track of local practicality while studying western economics. Therefore, when teaching professional knowledge of economics, teachers should combine the cases related to China's economic development to explain and take the study of the theoretical system of socialism with Chinese characteristics as the central content of ideological and political education teaching, which must be carried out in a targeted way. China is the second largest economy in the world and Marxist political economic economics is the basic theory to guide China's socialist economic construction. This theory guides China's successful economic growth miracle of 40 years of reform and opening up, and ushered in the great brilliance of New China in 70 years, which is a theory that can stand the test of practice. We need to sum up the laws and achievements of economic development from China's great practice, at the same time, we should absorb foreign economic thoughts, rationally reflect and moderately criticize, face up to the wrong views and thoughts of the people. It provides a solid economic theory for China to realize socialist modernization and forms the political economy of socialism with Chinese characteristics. Ideological and political course aims to combine economic knowledge with practice, transfer the idea of integrating theory with practice while solid basic education, and promote students' practical innovation in the field of economy.

2. Difficulties in Ideological and Political Science in Economics

2.1. Difficulties of Integration between Economics Professional Knowledge and Ideological and Political Education

The difficulty of ideological and political education lies in how to integrate the professional knowledge of economics with ideological and political education. In the principle of economics, we first put forward the hypothesis of rational economic man. The social people are self-interested people and they want to achieve the goal of maximizing their own economic interests for economic decision-making. But the maximization of market efficiency does not reflect social equity. Ideological and political education makes people integrate reason into sensibility in a more humane way.

As we all know, since the Renaissance in Europe, the human knowledge structure began to be gradually divided and refined, accompanied by the wave of three industrial revolutions, today's knowledge system has formed a monopoly of the expert system. Although this situation has greatly improved the level of human understanding and transformation of the world and improved the quality of life of the whole population, there are limits to the use of knowledge. The teaching and learning of professional courses gradually conceal the value of knowledge itself due to the axioms and the application of theorems. With the growing strength of our country, the position of socialist core values as the fundamental core of the whole society's cohesion is becoming more and more prominent. How to make socialist core values run through the whole process of social and economic operation becomes the primary problem to be faced in the course of ideological and political education. Looking back on the past, the spiritual link between value pursuit and knowledge exploration has existed in the embryonic period of human beings. It can only serve as a basic starting point in a field of practice. In the whole process of practice, it is necessary for each teacher to dig deeply into the value contained in the professional class, trace back to the initial mind of each knowledge system, and earnestly look at scientific knowledge from the perspective of humanistic concern, and consciously integrate the socialist core values into their respective teaching processes.

2.2. Difficulty of Playing the Role of Teacher Integration

The ideological and political courses should play the role of bridge to link through the key subject of teachers, which puts forward higher requirements for every curriculum teacher. Not only to master the knowledge of professional courses, but also to master the social value behind each knowledge. In other words, it is necessary to deal with the dialectical relationship between knowledge and morality. "Talent Training Dialectics" contains an important level is to deeply understand the dialectical relationship between morality and knowledge, knowledge should contribute to moral understanding, knowledge should serve the cultivation of morality, because morality is true knowledge. Morality is not just conduct and morality. Any one-sided understanding of morality will hinder the practice of ideological and political curriculum. So every teacher has to understand morality in a broader field. Morality not only embodies "public morality" and "private morality", but also deeply embodies the law of natural development and the law of human social development. The ultimate destination of all humanities and natural disciplines is to understand the law of human social development and the law of natural development. Therefore, every teacher should deeply understand the purpose of the professional knowledge learned, grasp the "Talent Training Dialectics" and the dialectical relationship between morality and knowledge, which can effectively prevent the phenomenon that ideological and

political education is separated from professional teaching in the process of knowledge broadcasting.

2.3. Deficiencies in the Collaborative Education System

In the actual work, due to the influence of many subjective and objective factors, it is difficult to form a perfect mechanism of ideological and political education cooperative education. Hence, there are also a series of problems in the formation of cooperative education mechanism.

First of all, the work concept of collaborative education is thin. Curriculum education is a systematic and complex project. The "Eight unification" were proposed by the general secretary. It is not only a requirement for ideological and political theory courses, but also applicable to other courses. It is clearly proposed that we should adhere to the unity of explicit education and implicit education, excavate the ideological and political education resources contained in other courses and teaching methods, and realize the all-round education of the whole staff. Ideological and political course is neither a single curriculum nor an isolated activity. Ideological education is not a superficial work. Teachers and students in colleges and universities should integrate ideological and political courses into their daily teaching work. Teachers should understand what they really want to convey behind the course and fully explore the hidden elements. Therefore, teachers and relevant departments should deeply understand the profound essence of this courses. We should abandon prejudice, break down barriers, and jointly serve the construction of curriculum politics. Secondly, the mechanism of collaborative education is not perfect enough. For the courses of ideological and political, we should always keep in mind that it is an important carrier and concrete practice to carry out moral education. In the concrete practice, the course thought politics is also the entire talented person training system concrete way and the implementation method. At present, the curriculum ideological and political lack of strong policy support, reasonable institutional arrangements and complete supervision and evaluation mechanism. It has not yet constructed a complete and solid cooperative education mechanism.

3. Necessity of Ideological and Political Courses in Economics

3.1. Ideological and Political Course is the Embodiment of the Practicality of Economics

Through the exploration of integrating politics into the construction of professional knowledge, students can not only master the economic theories and analytical methods in teaching materials, but also flexibly use these theoretical methods to analyze and discuss economic activities in real society. Students should be encouraged to actively think about the policy situation, analyze the current situation of China's national conditions and the current situation of party development, and treat the economic phenomena in society scientifically and dialectically in combination with the strategic policy of socialist development with Chinese characteristics.

Ideological and political courses can establish students' patriotism, love the party feelings, improve students' national pride, identity, and encourage students to have a stronger sense of responsibility and mission.

In order to strengthen the professional practicality and reflect the positive value orientation with practical significance, teachers should pay attention to whether the economic cases of curriculum adoption is of practical significance in teaching formal knowledge and skills. In the course of teaching, although techniques and methods are fixed, the content always has the standard of its social value judgment, so as to influence the students through hidden information, such as positive values. The economic examples used in curriculum teaching should also reflect the positive requirements of social values and norms. In the process of technical training and practical operation, teachers are advocated to provide direct empirical evidence for positive social norms and value orientation through empirical regression, so as to convince people, educate people with data, methods and empirical results, and truly realize that theory serves society.

3.2. Ideological and Political Courses are the Guarantee of Training High-Quality Talents

Socialism with Chinese characteristics has entered the new era, universities should conform to the changes in the economic situation of the new era, and realize the fundamental task of building up people by virtue. After graduation, most of the students trained in economics are employed in the economic and financial fields of our country, and work is closely related to money and interests. In this process, there are inevitably moments of ideological bias. There are also cases of such violations in history and in reality. Teachers can introduce some classic examples of corrupt elements through case teaching, so that students can learn from them and cultivate students' sense of responsibility for professional ethics and monks [3].

The training of economic professionals should not only train high-end talents who fit in with socialist economic construction, but also cultivate talents with deep patriotism and noble moral quality. Universities should take this important exposition on the development of education as a guide, solve the primary problem of "cultivating who" from the depths of the soul and solve another two fundamental problems of "cultivating people for whom" and "how to cultivate people" from the teaching practice.

In order to make the ideological and political courses better in economics, universities should grasp the overall direction, strengthen process supervision and performance evaluation. The core of teaching work is to give play to the organization's ideological guiding function. In this way, we can improve the curriculum's quality and carry out the responsibility of creating people by virtue. In order to further implement the procedure, universities should make several corresponding guarantees. It is of vitally significance to establish an effective leadership decision-making mechanism. Besides,

it should make clear the motive mechanism of building up people by virtue and perfect the training mechanism of talents. In order to improve teachers' ability in many ways, it is necessary to perfect teaching evaluation mechanism, form scientific incentive mechanism, and strengthen teachers' awareness of cultivating people and scientific research. We can try the joint cultivation between university and university or between university and enterprise, improve the guarantee mechanism of innovation guarantee, and stimulate teachers and students' awareness and ability of innovation and entrepreneurship.

3.3. Ideological and Political Courses is the Cornerstone of the Development of Social Practice

In the new era, the main contradictions in our society have changed. The good life includes the need for higher quality education. It shows that ideological and political courses plays an important role in the education of our country.

With the increasingly detailed division of professional division of labor, the integration of economics and ideological and political curriculum seems to be gradually decreasing. Ideological and political education seems to be just a matter for teachers of ideological and political theory and theory. Economics curriculum and curriculum teachers have nothing to do with ideological and political courses, which leads to the phenomenon of insufficient attention and unconsciousness in school ideological and political education. Individual even counterproductive [4]. As early as 2014, the concept of "ideological and political courses" was put forward by the Shanghai Education Commission and tested in some universities in Shanghai, which achieved good results. China's instructions provided strong support for the further development of curriculum thought and politics. There is no doubt that the integration of ideological and political curriculum is an important direction of the development of the social practice of the new era. Therefore, it is of great significance to understand and grasp the connotation, characteristics and difficulties of ideological and political education, and actively seek countermeasures to give full play to the ideological and political education functions of various courses, promote the same orientation of ideological and political courses. It is of great significance to train the socialist builders and successors with all-round development of moral, intellectual, physical and labor, to meet the needs of the people for a better life, and to realize the great rejuvenation of the Chinese nation Chinese Dream.

4. Ideological and Political Practice in Economics

4.1. Teaching Content

Economics major includes microeconomics, macroeconomics, econometrics, international economics, investment, finance and other professional courses, as well as Marxist basic principles, political economics, socialism with Chinese characteristics political economics, Chinese modern economic history and other related ideological and political courses [5]. Teachers

majoring in economics should not only have theoretical knowledge, but also have international vision. They should set up the teaching idea of educating people in an all-round way, constantly improve the level of teachers' ethics, broaden the way of teaching and educating people in teaching practice, strengthen the consciousness of building up people by virtue. Focusing on the teaching contents of various subjects of economics, teachers should arrange their study contents and curriculum schedule reasonably. In addition to introducing economic theory to students, teachers should bring this important speech into the classroom [6]. They should also integrate the current economic reform principles and policies of our country into classroom teaching, make full use of the living cases in China's economic operation and development and life, explain the teaching contents thoroughly, run ideological and political education through the whole process of microeconomics study, and train students to establish a correct outlook on life, values and world outlook.

4.2. Teaching Organization

As a new type of educational idea and practice, ideological and political courses is not only a great change to ideological and political education, but also to the whole education. For this change, it needs good institutional mechanism to guarantee it first. For the ideological and political construction of the curriculum, we should first do a good job in the preparation of teaching organization. All teaching units and departments should focus on the teaching objectives of value shaping, ability training and knowledge imparting required by the ideological and political construction of the curriculum and provide corresponding conditions for teaching management and teaching service for the construction of the ideological and political courses [7]. On the one hand, university should do a good job in the teaching management of ideological and political courses. Relevant teaching units and departments should give full play to their own management functions, such as planning, organization, coordination, control, evaluation and supervision. In order to scientifically standardize the development of ideological and political construction of courses, it is worth considering to establish a complete teaching management system, perfect the methods of classroom teaching management and the system of curriculum setting management and curriculum standard audit, optimize the system of teacher training and teaching evaluation, and implement the system of school leaders and teaching supervision and listening to classes. On the other hand, it is also necessary to do a good job in the teaching mobilization of ideological and political courses. Colleges should actively mobilize college teachers to participate in the ideological and political construction of the curriculum, providing the necessary personnel security and training opportunities, establishing a long-term cooperative and exchange mechanism. Everyone should give full play to the important role of Marxism College and make it the backbone of supporting

the ideological and political construction of economics in this process.

4.3. Teaching Methods

4.3.1. *Traditional written form*

The traditional teaching method is more suitable for the knowledge points with strong theory, importance and difficulty. This teaching method needs to combine the current state, the Party's policy line and the current situation of China's economic development as far as possible in order to make the theory and practice more closely linked. For the key chapters, teachers can sum up and arrange the special topic teaching according to the contents of the chapters of the economics textbook

4.3.2. *Multimedia teaching*

Multimedia teaching method combines modern high and new technology in teaching practice. Multimedia teaching not only facilitates the display of a large amount of data and information, but also attracts students' attention and arouses interest in learning and discussing. Therefore, it can be widely applied in the reform of ideological and political teaching in economics. Teachers can consider properly playing audio and video clips describing China's economic development in class to enhance students' feelings of identifying with and loving the motherland.

4.3.3. *Case analysis*

Case-based teaching method requires teachers to select cases from the perspective of moral education, combined with the current development of China's national conditions, select hot cases for analysis and discussion. On the basis of the development of the current national conditions, the theory is combined with practice to stimulate students to understand the current situation of the national conditions. It not only improves the richness and practicability of teaching content to provide great support, but also helps to train students to gradually form economic analysis thinking.

4.3.4. *Extracurricular development*

In addition to teaching in the classroom, teachers should actively carry out the second classroom activities so that students can give full play to their own initiative, participation and creativity as well. It can be combined with the content of relevant chapters of economics, using the group form to encourage students to carry out market research activities, especially the market research related to the national economy and people's livelihood commodities, so that students can realize that shaking changes have taken place in the life of the people since the reform and opening up. Students can also be organized to visit enterprises, and compare the production situation of enterprise workers before liberation, and really feel the changes in national conditions. After the research, the students are allowed to give speeches and teachers should reviewed the whole second class.

4.4. Teaching Evaluation

The knowledge and skills in professional courses can be tested by comprehensive testing. But how to test the effect of ideological and political education is much more difficult. Hence, how to integrate the "value orientation" embodied in ideological and political education into the evaluation index system of economic curriculum effect in colleges is one of the most important problems.

The evaluation of the ideological and political effect of the curriculum may be more qualitative. We can try to summarize the effect of the ideological and political courses and the aspects to be improved from the students' real feelings and evaluation feedback and to find out problems from the communication with the students, as well as from the promotion of the values shown by the students, so as to perfect the teaching design of the ideological and political course and optimize the teaching effect. First of all, Universities can try to incorporate students' ideological and political achievements and academic performance into the assessment criteria for students to promote excellence. Two-way evaluation is needed between teachers and students. Then, in order to improve the evaluation and evaluation mechanism of teachers, universities should put into practice the one-vote veto system for teachers' ethics. In addition, it is necessary to improve the system and standards for the evaluation and employment of professional titles in institutions of higher learning [8]. The relevant departments should implement the dynamic management of posts and realize the concept of teaching and educating people first. Finally, the educational function of professional courses and the effectiveness of teachers' moral education are evaluated to promote the unity of

ideological and political and economic discipline construction.

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