Analysis of the Effectiveness of Ideological and Political Education for University Students Based on the Core Competence of Disciplines

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Abstract: Core literacy and ideological and political education (IPE) are both research hotspots nowadays, with the aim of effectively promoting the advancement of students' comprehensive quality and implementing the fundamental task of cultivating morality and talent. The practical teaching of ideological and political theory courses in universities plays a significant role in cultivating students' core literacy. The ideological and political courses in universities based on the cultivation of core competencies of university students should promote the reform of the teaching mode of ideological and political courses in universities, optimize the teaching links and methods of ideological and political courses in universities, enhance the comprehensive quality of ideological and political teachers in universities, and build a situational teaching environment that integrates in class and out of class. Actively carrying out practical teaching of ideological and political theory courses can clarify the value orientation, solidify the ideological foundation, enrich activity carriers, and specify construction goals for the cultivation of core competencies of university students. The teaching effect of IPE in universities under the traditional mode is not ideal. Students do not establish correct ideological cognition and values in IPE activities, which is not conducive to the advancement of students' comprehensive literacy and necessary social abilities, and is very unfavorable for their future employment and development. This article starts from cultivating the core literacy of university students, analyzes the current situation of IPE in universities, and proposes effective countermeasures.

1. Introduction

Since the 1990s, core competencies have become a significant theme in education and research worldwide, and have developed into the main concept of curriculum education reform in various universities[1]. Different eras have different needs for talents, and education must cultivate the talents needed for social development[2]. The ideological and political courses in universities are a significant component of China's higher education. They shoulder the special mission of promoting Marxist theory, promoting socialist core values, and cultivating talents with both moral and talent. This determines that their political and educational attributes are significantly different from general basic and professional courses[3].

The ideological and political theory course in universities is a critical course for cultivating morality and cultivating talents, which plays a significant promoting role in improving the core literacy of university students[4]. The cultivation of core literacy for university students requires a harmonious humanistic environment as the foundation, rich educational resources as the support, and diverse learning methods as the means. Through various forms of analysis, exploration, and practical operation of existing materials, it is necessary to achieve a specific understanding and practical implementation of core literacy[5]. In the traditional teaching mode, theoretical knowledge learning is the main focus, and there is no emphasis on the role of students as the main body, which makes it difficult for the IPE carried out to closely fit the actual life of students. The generation and development of core competencies among university students is not only a significant measure for universities to implement the fundamental task of cultivating morality and talent, but also an urgent need to evaluate the trend of global education innovation and development, and promote the

international competitiveness of China's higher education. In the current teaching practice of ideological and political courses, on the one hand, many teachers have strengthened communication and exchange between teachers and students through continuous advancement and innovation of teaching methods, accelerated the integration of students' political thoughts and practical actions, and achieved a certain degree of unity of knowledge and action. On the other hand, teachers often preach in the classroom, which makes students uninterested and unwilling to involve in ideological and political courses. There is less of interaction between teachers and students, resulting in knowledge not truly entering the mind and heart, and the overall effectiveness of ideological and political courses is not high. For ideological and political teachers in universities who take on the significant responsibility of educating university students on the "three perspectives", the cultivation of their core competencies plays a significant guiding role in the generation and growth of university students' core competencies[6].

Disciplinary core literacy "focuses on the essential attributes of the discipline and its significance and value in the learning of the subject. Secondly, it focuses on the growth process of students and its significance and value for their development. The innovation of IPE models in universities guided by core literacy is a significant reform direction in the new era and a significant measure to optimize and improve the effectiveness of IPE. In IPE, teachers should actively use internet technology to open up new teaching paths, in order to stimulate students' learning initiative and enthusiasm, and truly play the guiding role of IPE in students' ideological concepts.

2. The Current Situation of IPE in Universities

2.1. Advantages of Existing Teaching Models

The substance of ideological and political courses in universities involves many aspects such as politics, economy, history, philosophy, humanities, law, ethics, and religion. The main focus is on teaching theory, which is highly theoretical, systematic, holistic, and logical[7]. University ideological and political courses belong to public courses, and the objects taught by teachers are all students in the school. This large class teaching can not only fully utilize teacher resources, cut teaching costs, increase teaching efficiency, but also provide students with a good collective learning environment and create a good learning atmosphere. At the same time, it can also enhance communication and competition among students from different majors.

The latest model is a modern teaching method using multimedia as the main medium, also known as the information processing teaching mode. Due to the numerous application advantages of the Internet, which not only has strong openness, but also involves multiple fields and a wide range, it will also promote IPE, resulting in significant changes in teaching programs and methods, enriching and enriching educational resources. Teachers should play a leading role in the teaching of ideological and political courses, and can inspire students to actively think and explore independently in certain aspects and issues. Through internet channels and channels, teachers can collect and integrate various information resources during the process of lesson preparation, which can utilize various forms of information to attract students' attention and attention, thereby enabling students to have a deeper understanding and grasp of the content they have learned, continuously expanding their horizons, and enriching their knowledge accumulation[8].

2.2. Disadvantages of Existing Teaching Models

With the introduction of internet teaching models, it will have a certain impact on the authority of IPE[9]. With the practice of "Internet+" in IPE, the teaching techniques used by teachers have become more diverse, and they also have a larger amount of teaching resources, which will undoubtedly impact the authority of traditional IPE[10]. The traditional teaching mode is conducive to the transmission of systematic knowledge and the organization and control of the entire teaching process by teachers. However, it may also neglect the main role of students due to the lack of necessary teacher-student interaction, which can easily lead to students losing interest in learning and generating learning aversion. Table 1 is a survey on the effectiveness of IPE in a certain

university. From Table 1, it can be seen that over half of university students are not interested in ideological and political courses, and a considerable portion consider them as affiliated subjects.

Table 1 Investigation on the effectiveness of IPE in a certain university

Topic	Option	Proportion (%)
Are you interested in ideological and political courses	Interested	10.4
	Generally interested	30.8
	Uninterested	58.8
What do you think is the position of ideological and political courses among all courses	Important	19.3
	Generally important	37.8
	Affiliated disciplines	42.9

Students can quickly and easily query the content of IPE through the use of internet means. However, the vast amount of information on the internet is mixed, with many negative information that can affect the construction of students' correct values. Teaching is originally an activity process that integrates teaching and learning, and schools and teachers have always been struggling with how to impart knowledge to students, rather than how students learn knowledge and improve their literacy. Many teachers do not realize the importance of IPE and do not possess keen observation in their daily teaching work. Due to the low level of professional quality, it is not possible to fully adapt to the new ideological and political teaching objectives proposed under the setting of "Internet+". Only by grasping the core competencies of the subject can higher education reflect the true value of IPE and promote the cultivation of core competencies among university students.

3. New Ideas for the Reform of IPE in Universities

3.1. Utilizing the Internet to Enrich Teaching Content

Technology connects people with information, dreams connect people with the future, and the internet creates infinite possibilities. Teachers can share some websites related to teaching courses with students, utilize the convenient advantages of the internet, track hot information in a timely manner, pay attention to the growth of academic dynamics at any time, and build a theoretical online classroom, which will help cultivate the academic cultivation and theoretical interest of university students. At the same time, teachers should also leverage their professional advantages to provide students with more abundant and high-quality teaching resources to meet their learning needs. Teachers can integrate high-quality teaching resources suitable for students through WeChat, MOOCK, and WeChat education public platforms, enrich the content of ideological and political courses, expand and extend knowledge, and vividly explain the key and difficult points in the course in combination with textbooks. It can not only help students answer questions, but also fully leverage the advantages of information technology, stimulate students' exploration interest, and achieve better teaching results.

In the era of internet information, the rapid growth of the market economy and the impact of network culture have led to modern changes in the values and ways of thinking of university students. Therefore, IPE must also start from a practical perspective, and after truly understanding the status of university students, carry out effective innovative models to solve the practical problems they currently face. Teachers can further strengthen the implementation and implementation of core literacy concepts in IPE courses, actively offering education in various aspects such as mental health, moral cultivation, ideal beliefs, professional ethics, etc., in order to effectively promote the advancement of students' subject core literacy.

3.2. Strengthen the Construction of Teacher Teams

Against the backdrop of the continuous growth of the Internet, significant challenges have been posed to teachers' teaching work. As a leader in cultivating the core literacy of university students, the construction of ideological and political courses in universities must pay attention to the current

situation and advancement of teachers' core literacy. As guides and demonstrators of moral education and values, teachers subtly influence students' moral cognition and value judgments, playing a guiding, demonstrating, and motivating role in the formation of good moral qualities for students. The overall grasp of professional knowledge structure, the ability to flexibly express subject thinking in multiple ways, familiarity with subject content, integration of information technology and ideological and political courses are the four primary subject qualities that ideological and political teachers should possess, as shown in Figure 1.
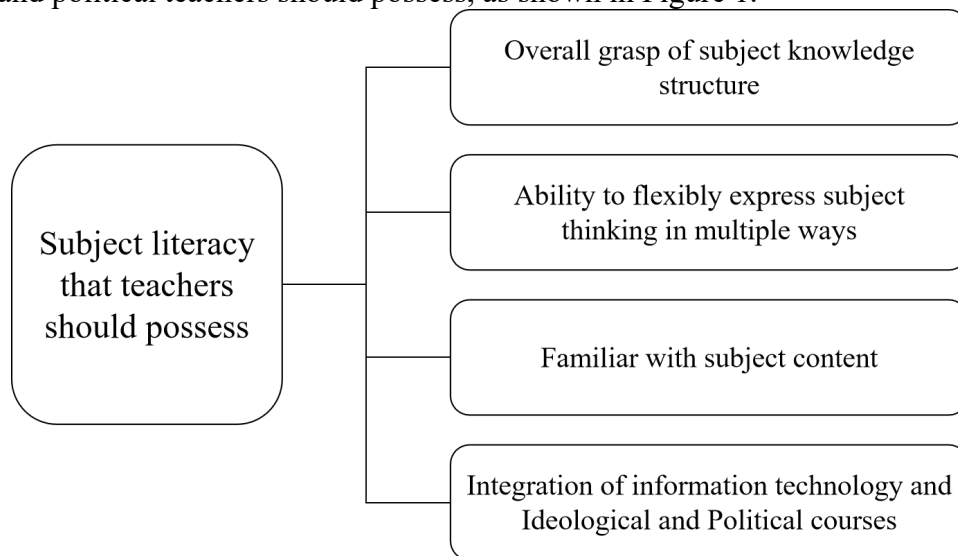

Figure 1 Disciplinary literacy that ideological and political teachers should possess

As a teacher of ideological and political courses in universities, one should not only have strong political literacy and solid Marxist theoretical knowledge, but also have interdisciplinary and extensive knowledge; Not only should we focus on the forefront of theory, but also on the growth of social practice. In the era of the Internet, teachers should also make full use of network technology on the basis of solid professional knowledge and teaching skills, enhance the vividness and novelty of teaching activities, and provide better ideological guidance to students. The country and society should actively pay attention to the work of ideological and political course teachers in universities, respect their status and support their work, enhance the happiness of ideological and political course teachers in universities, and enable them to fulfill their mission in the journey of socialist modernization without any worries. While being good guides for cultivating university students' core literacy, they should continuously improve their own core literacy, and progress and grow together with university students.

4. Conclusions

Core literacy is a work of great concern in the context of quality education, and it is also a substance that needs to be paid attention to in the implementation process of education and teaching in various disciplines. The reform of IPE in universities is an inevitable trend of historical development. IPE is a very significant aspect of the implementation process of higher education and teaching activities. Innovation in the model of IPE in universities guided by core competencies can effectively optimize IPE teaching, providing a good guarantee for the advancement of the comprehensive quality and ability of university students. From the perspective of core literacy, ideological and political course teachers should update their educational concepts, transform their teacher functions, and become guides for university students' learning, encouragement for exploring scientific spirit, leaders for the growth of ideals, beliefs, and morals, and cultivators for the growth of core literacy among university students. In the context of the new era, higher requirements have been put forward for university students, which not only require them to have a good theoretical foundation, but also require them to have good core competencies, such as innovation ability, independent exploration ability, etc. The teaching practice of ideological and political courses in

universities based on the cultivation of core competencies of university students should guide them to learn ideological and political courses well, and cultivate their essential character and key abilities to promote their own growth and adapt to society in ideological and political courses.

Acknowledgements

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