

A Case Study of “Curriculum Ideology and Politics” Teaching Design Thinking from the Perspective of College Students -- “Management” Course

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Abstract: Curriculum ideological and political teaching design is the cornerstone of education, which breaks the reality of disciplinary knowledge division and helps to achieve the goal of education morality and educating people. based on the teaching reform thought of “curriculum thought and politics”, this paper, taking “management” as an example, gives full play to the core guiding role of socialist values and the communication and transmission role of courses, conducts teaching design centering on the cultivation of students' quality and the improvement of their comprehensive abilities, so as to realize the value rationality of modern university curriculum design.

1. Introduction

General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work of Colleges and Universities that classroom teaching should be used as the main channel to make various courses available. With the ideological and political theory course to peer, to form a synergistic effect. It is the duty and obligation of the teachers of the people and the education of the school to immerse ideological and political education in every link of teaching and implant it into every student's heart. In this context, higher education is faced with a series of problems that need to be reconsidered and reformed. In particular, it is necessary to comprehensively analyze the teaching objectives, scientifically handle the teaching contents and actively explore the teaching methods in the teaching process, so as to realize the value guidance and cultivate outstanding talents serving the society.

2. Review of Relevant Literature

Teaching design is a systematic method to analyze and study the problems and needs of the interrelated parts in the teaching process. The process of delineating the teaching system^[1] is a discipline that proposes the optimal teaching method prescriptions, which can make students' knowledge and skills change as expected.

The cognition of instructional design mainly goes through two stages: one is the teaching centered instructional design represented by Gagne, the other is Merry Er represented by “learning” as the center of the teaching design. Chinese scholar Hogg Kang once put forward the teaching design of “teaching and learning”, existing evidence. It is shown that the teaching system can be planned and designed by the method of equal emphasis on teaching and the related teaching activities are attached to it, so that the expected teaching objectives can be achieved and better teaching effects can be achieved. However, there is no further design mode and frame proposed by the academic circle.

Curriculum ideological and political education refers to the integration of ideological and political education into all aspects of curriculum construction and classroom teaching. Meanwhile, it guides students to set up correct world outlook, values and outlook on life, realizes the combination of ideological and political education and professional development education, and trains students to become all-round talents with both ability and integrity.

The realization of the teaching effect in the course of “curriculum ideology and politics” cannot be separated from the students, and the teaching can only be achieved by scientific and reasonable design and the method of deep and simple. The function of moral education is integrated into the teaching of classroom knowledge, so that students learn to think, learn to educate. This paper is a new attempt and exploration under the current domestic and foreign research background, adding value guidance into the teaching design link of “teaching and learning”, and integrating the ideological and political elements with Chinese characteristics into the reform of teaching design from the perspective of students.

3. The Feasibility of the Teaching Reform of “Curriculum Thought and Politics” in Management

“Management” is the core course and professional basic course of management discipline, as well as the basic course of many other related majors. This course is widely accepted by a large number of undergraduate students majoring in management, economics and other disciplines. Therefore, from the point of view of the nature of curriculum, the reform and exploration of “curriculum thought and politics” in management plays a powerful role in promoting the formation of a full-staff, whole-process and all-round educational atmosphere.

In this paper, the teaching design of “curriculum thought and politics” of management is based on following the law of education and returning to educating people, so as to activate the moral education function of curriculum. Yes, the course reform idea of promoting students' deep learning is explored and practiced to form the synergistic effect of win-win cooperation between education and economic and social development. The feasibility of curriculum ideological and political reform in management is analyzed as follows.

3.1 Characteristics of Knowledge

Management science is the basic theory science that studies the common principle in all management activities. It is the management from the perspective of general principle and general situation. The science of studying the laws of activities and management^[2]; Management science not only has a wide range of applications, but also involves a wide range, which needs to abstract and summarize the management ideas, principles and methods with universal significance from different types of management practices. It is a very comprehensive subject, closely related to economics, sociology, psychology, mathematics, computer science and so on. This general and multidisciplinary feature of knowledge can have a profound impact on students of economic management.

Therefore, starting from the knowledge characteristics of management, the curriculum should take the socialist core values as the core education direction, and take the political identity and the state as the core education direction. Home consciousness, cultural self-confidence to focus on the top floor of the teaching system design, the many originated in Europe and the United States the theory of management, management methods and tools used to extract Chinese culture gene and value in the teaching paradigm, transformed into socialist core values, so as to guide students to learn Chinese characteristic socialist construction and realizing the great rejuvenation of the Chinese nation great target of the Chinese dream, this greatly activate the course of the moral education function and the synergy of subject knowledge, but also make our teaching guide and promote students with a valuable guide and the feelings deep learning in China.

3.2 Learning Characteristics

“Management” in the first and second semester for admission to the undergraduate and graduate students of the first semester of school, means that the student has just entered the new stage of learning, professional skills and professional research is still at the early stage, when the activation course of moral education function, by breaking the original subject of thinking, will house the feelings, the sense of national pride, legal consciousness, social responsibility, cultural self-confidence, humanistic spirit and so on factors of ideological and political education into the

teaching of management, with the discourse system of a new era in combination with the teaching content, because, because, because of the potential speak good Chinese management story, The integration of socialist core values education into teaching, attracting students to improve their professional quality and skills with national feelings and responsibility, and promoting students' deep learning under the guidance of socialist core values can better achieve the unity of professional knowledge teaching and education goals. Therefore, the construction of “curriculum ideological and political education” in management is not only to comply with the requirements of curriculum reform, but also an active exploration to improve the effectiveness of ideological and political education in universities.

4. The Teaching Design Thought and Analysis of “Curriculum Thought and Politics” in Management

4.1 Course Teaching Design Ideas

Management “course education reform to marxism-leninism and MAO zedong thought, deng xiaoping theory and” three represents “important thought, the concept of scientific development, and xi jinping, the new era of Chinese characteristic socialism as the guiding ideology, to strengthen the ideological education in the process of classroom teaching and value guidance as the core, to guide students to set up the correct outlook on life, values, world view [3] for the purpose, through innovative teaching method, enriching the connotation of the courses, optimizing teaching design, improve the methods of classroom management and so on, We will integrate core socialist values, the spirit of the 19th National Congress of the CPC, and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into curriculum teaching activities to create a strong atmosphere of all-round education.

4.2 Teaching Objective Design

Under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, it can cultivate students' ideal, belief, value orientation and political belief Way and method of upward, social responsibility, adhere to the knowledge and the combination of value guidance, by focusing on problems, study of thesis, literature review and other ways to implement the concept of improve students' skills, cultivating students' consciousness of contingency, comprehensively improve students' cause as well, the ability to distinguish between right and wrong, let the student be having both ability and political integrity, the courage to bear, serve the society. Specifically, it can be divided into the following trinity teaching objectives:

Knowledge objective: To master the basic theoretical system and knowledge in the field of business administration so that students can understand the new trends in this field; tong Guide students to do influential research through classical research analysis.

Ability objective: To integrate the core socialist values and the educational requirements of excellent traditional Chinese culture into the teaching content, according to the progressive growth characteristics of students' professional learning and students' response to social problems The teaching path of moral education is designed scientifically and systematically, and solidified in the teaching syllabus, so as to give full play to the moral education function of the course and enhance students' thirst for knowledge and sense of social responsibility. Cultivate students' innovation ability, scientific research ability and social service ability.

Value guidance: through three steps in the teaching process, namely teachers' explanation and students' learning of ideology and politics; Group discussion, students understand ideological and political; Mission driving, the students' practical education, management and education courses knowledge fusion (combining), play the character of management course itself, refining patriotic, rule of law, responsibility, self-confidence, humanistic spirit and so on elements, enhance the students' ability of four (value judgment, value choice and value shaping ability), stimulate students' “four confidence” (system confidence, roads, theory of confidence, and culture), promote the students' ability and innovative consciousness. Let the management class carry the socialist core

values education concretely and vividly.

4.3 Teaching Content Design

“Management” course education should fully consider the characteristics of different professional learning and teaching requirements, the reserve management is mainly on the basis of traditional content, advancing with The Times, constantly absorbing new theories and methods, can combine Chinese and western management theory, so as to guide students to capture the forefront of the discipline theory, specific ideas are as follows.

“Management”, including course content management and management, evolution of management theory, management, ethics and social responsibility, decision making and planning, organizing, leading, motivating, controlling, innovation, such as the content of the nine project, arranged after each project management case analysis and academic hot discussion, theory with practice, to strengthen the students focus on the social hot spots and academic frontier thought ability and training. In addition, extended links are provided after class, including bibliography, website and public account, etc., in order to expand students' field and arouse their interest in scientific research in the field of management.

The construction of integrating professional education and socialist core values education: taking management course as the carrier, exploring the combination of knowledge teaching and value guidance to activate the moral education function of the course. The specific content of the reform is to organically combine ideological and political elements with the curriculum content, integrate traditional Chinese management thoughts and culture into the curriculum content, combine ethical education of managers with ideological and political thoughts, combine Marxist philosophical methodology with existing management methods and tools, and enrich enterprise cases under the background of China.

Identify the key points and difficulties: This course focuses on the attributes of management, management theory and its evolution, management functions and its embodiment and application in practice. The difficulties are the attributes of management, the comments on various management schools and the combination of management theory and practice.

5. The Teaching Strategy of Ideological and Political Elements in Management Course

5.1 Teaching Strategy

Teaching methods and teaching means: indoctrination and infiltration, explicit education and implicit education. In teaching, “go deep Fall into thin and small, all ready to do real “, pay attention to the diversity of the classroom and the effectiveness of the discourse communication, to avoid additional type of blunt, labels, moralizing, in-depth analysis of the different students' learning needs, psychological characteristics, growth pattern and value orientation, insist on for what, because of from time to time, because of the potential new, carefully lit students focus on management courses, students knowledge of the resonance, emotional resonance, value, so as to enhance students' value judgment, value choice and value shaping ability.

A large number of active learning modules, problem-oriented and task-driven teaching are adopted to help graduate students develop their ability of independent learning and innovative learning in scientific research practice. Thus cultivating “the new man of The Times who is responsible for the great rejuvenation of the nation” can help college students fully grasp the essential operation and system of socialism, understand the essence of socialism with Chinese characteristics, firm their ideals and beliefs, and practice the core socialist values.

Taking traditional culture, social hot speculative issues and advanced figures as the case themes, the paper combines traditional Chinese management ideology and culture with socialism with Chinese characteristics, managers' ethical education with ideology and politics, marxist philosophical methodology and management methods and tools to enrich enterprise cases in the context of China. Case teaching resources are constantly perfected and teaching links are rationally designed^[4]. For example, under the current epidemic situation, real-time update cases will take local

enterprises as cases for real-time analysis, reflecting ideological and political thoughts, integrating socialism with Chinese characteristics in management science, and giving play to the moral education function. It fully shows that college students can only gain growth and progress when they link their life purpose with the future and destiny of the country, promote the progress and development of China, and lay the foundation for the realization of the Chinese dream.

5.2 Think from a College Student's Perspective

Starting from the real life, enrich the teaching content and make the subject content more profound. The fundamental goal of education is to educate people by virtue [5], and its fundamental foothold lies in “educating people”. Will “course education” concept and management knowledge of teaching, the combination of the educational target throughout the whole process of course education, properly blend in ideological and political education content management knowledge, enrich the teaching content of management, make the content of management become more depth and national characteristic, make the teaching of management eventually return to the true purpose of “education”, a real role to enhance university courses, to university students will set up overall contact between disciplines, and truly achieve the exchange between knowledge and migration, becoming the society really need, develop comprehensive skills, This is also an important direction to steadily promote the reform of ideological and political education to form a great ideological and political education system under the background of the new era. Under such environment, it is easy to cultivate college students to form an optimistic and enterprising attitude towards life. Through teachers' words and deeds, they can make correct judgments about social diversity, life course, right and wrong, right and wrong, good and evil, beauty and ugliness, and truly understand a serious and pragmatic attitude towards work.

Take the student experience as the first priority to build personalized curriculum. Through the innovation of teaching methods, make the classroom atmosphere more warm, so that one-way communication between teachers and students into interactive communication. The traditional curriculum teaching focuses only on the imparts of professional knowledge involved in management, but ignores the educational function of the curriculum itself.” Course education”, requests the teacher should not only have abundant professional knowledge accumulation, and to keep in mind that the basic task of the course education, in the process of curriculum teaching use appropriate methods to professional knowledge in relation to the ideological content, during the process of imparting professional knowledge on student's emotional response, with teachers' personality and knowledge active classroom atmosphere, lets the student in the resonance behavior of experience and the emotion experience, so as to play the role of promoting students deep learning.

From the internal motivation of students, the formation of a progressive curriculum system. Improve the teaching effect, make ideological and political education more powerful, and give full play to the supporting role of university courses for talents.” Curriculum thinking and politics” is a kind of teaching design concept of the whole process and all-round education under the background of the new era. Combining the curriculum concept of “curriculum ideology and politics” with the traditional curriculum model, it can improve the effectiveness of ideological and political education in the overall planning by enriching educational content and innovating educational methods. Through the systematic and continuous infiltration of ideological and political contents in course teaching, the channel of ideological and political education communication can be widened, and the ideological and political education can be more powerful in the unity of knowledge imparting and value guiding. By integrating abstract political elements into life, college students can reflect on practical problems and urge teachers to pay more attention to new issues in the new era, which lays a perfect foundation for us to shape personality and internal motivation.

From the perspective of personal growth, pay attention to after-class feedback, timely adjustment of the teaching program. Teaching is called teaching because it consists of two parts: teaching and learning. Most people think of teaching as the teacher in class. The time for teaching and learning to solve doubts is neglected in the communication between teachers and students. And that's exactly the important process After the teacher gives a lecture, college students should pay attention to

feedback their own feelings. Besides knowing teachers' teaching concepts and thoughts, we should also timely feed back our academic needs and understanding to teachers. Avoid differences or even misunderstandings in the teaching process due to different understandings. Let the teacher not only “teach” tirelessly, but also understand how his students “learn”, so as to achieve mutual understanding and mutual tolerance of “teaching”.

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