

# Realization of “Curriculum Ideology and Politics” Based on Philosophy Theory

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**Abstract:** The article expounds the necessity of “Curriculum Ideology and Politics” in China, analyzes the current situation of “Curriculum Ideology and Politics” and the practical problems faced, and proposes to use philosophy to promote the “Curriculum Ideology and Politics”. Taking the “Electrical Engineering” course teaching as an example, it specifically analyzes and expounds the application of six philosophical thoughts, which can supplement the existing method library of “Curriculum Ideology and Politics”.

## 1. Introduction

Since 2016, general secretary Xi Jinping proposed at the National University Ideological and Political Work Conference that various courses should be in the same direction as the ideological and political theory courses to form a synergistic effect. The concept of “Curriculum Ideology and Politics” has been officially promoted throughout the country. In May 2020, the “Guiding outline of Ideological and political construction of curriculum in Colleges and Universities” was issued, which puts forward specific goals and measures, paving the policy path for “Curriculum Ideology and Politics”, and is conducive to the full realization of the goal of establishing morality and fostering people. However, professional course teachers are not ideological and political teachers, and they are often unable to implement the ideological and political courses. In view of this situation, many teachers and teams have conducted practical explorations and put forward a series of specific methods for integrating curriculum ideological and political content into professional courses, such as science and technology national conditions law, current affairs tracking method, film and television material method, horizontal and vertical comparison law, professional association ideas, discipline allusion method, scientific spirit method, scientific ethics method, mind mapping method, discussion method, etc. [1-2]. However, the application of philosophical theories in “Curriculum Ideology and Politics” is rarely mentioned. This article is guided by the specific goals and requirements of curriculum ideology and politics, and proposes how to apply philosophy to the “Curriculum Ideology and Politics”. And take the “Electrical Engineering” course teaching as an example to analyze and discuss the validity and feasibility of the proposed scheme.

## 2. The Necessity and Prominent Problems of “Curriculum Ideology and Politics”

The ancients said: teachers, preach and teach, and dispel doubts. The ancestors put the word “preach” before “teach” and “dispel doubts”, which shows that the ancestors attached great importance to cultivating students' correct outlook on life, values and world outlook. Sima Guang also wrote in the “Zi Zhi Tong Jian” that “who have all talents and virtues are called saints, have not both talents and virtues are called fools, have more virtues than talents are called gentlemen, have more talents than virtues are called villains.” People who are knowledgeable and talented but do not have good thinking qualities are quite scary. However, for a long time, parents of students and society have neglected the role of “preach”. In the setting of professional courses in colleges and universities, they often pay more attention to the two aspects “teach” and “dispel doubts”, and assigning the main task of “preach” to the ideological and political courses, leading to the formation of “double skin” between ideological and political courses and professional courses, which has seriously affected the quality of talent training. The Chinese government led by the general

secretary Xi Jinping has repeatedly emphasized the importance of “Curriculum Ideology and Politics” after fully studying the effects of Shanghai’s curriculum reform. “Curriculum Ideology and Politics” is a brand-new teaching concept. It requires professional courses to focus on the fundamental purpose of “establishing morality and fostering people”, and fully excavate and refine the scientific and humanistic spirit, ethical norms, feelings of home and country related to the course content, to achieve the same direction of professional courses and ideological and political courses, and realize the organic unity of knowledge transfer and value guidance, and build an all-people, all-process, and all-aspects “three-dimensional education” pattern. The proposal and implementation of “Curriculum Ideology and Politics” is conducive to the ideological value guidance throughout the whole process of education and teaching, and is conducive to the realization of the “concentric circle” of educating people in colleges and universities. Therefore, the necessity of “Curriculum Ideology and Politics” is self-evident.

However, the construction of “Curriculum Ideology and Politics” is still in the early stage of exploration, the concept of “three-dimensional education” has not been deeply rooted in the hearts of the people, and the relevant supervision and rewards and punishment mechanisms are not perfect. In this exploration stage, the following outstanding problems mainly appeared. (i) The depth and breadth of the content selection of “Curriculum Ideology and Politics” was not enough, and some contents were superficial, which could not effectively arouse students’ interest. (ii) The integration of “Curriculum Ideology and Politics” content and professional courses is not enough. Many of the contents are simple superposition of professional courses and ideological and political courses. In the process of switching between professional and ideological and political content, students tend to get distracted and the teaching effect is poor. (iii) Some teachers have insufficient ideological and political literacy and lag behind in their ideological concepts, making it difficult to take on the important task of “Curriculum Ideology and Politics”. To solve these problems, it is necessary for professional teachers to strengthen their study, keep pace with the times, in-depth specialization, grasp the overall situation while doing nuances, properly incorporate ideological and political content in relevant theories, and integrate theoretical content with ideological and political content, to realize the silent ideological and political education. To achieve this goal, the philosophical theory can take up this important task. The philosophy itself is a theoretical and systematic worldview, a high-level summary of natural knowledge, social knowledge, and thinking knowledge, and a unity of worldview and methodology. It encompasses all aspects of life and learning, and it is easier to integrate with professional knowledge. The following takes the course teaching of “Electrical Engineering” as an example to analyze the specific application of philosophy in “Curriculum Ideology and Politics”.

### **3. The Application of Philosophical Theory in “Curriculum Ideology and Politics”**

#### **3.1 The Identity and Struggle of Contradictions--Man and Nature in Harmony**

Dialectical materialism believes that there are two attributes of contradictory identity and struggle within and between things, and the two are mutually connected and complementary. The charging and discharging process of the capacitor reflects the contradiction and unity. When the voltage across the capacitor increases, the capacitor takes electrical energy from the power supply and stores it in the form of electric field energy to realize the charging process; when the voltage across the capacitor decreases, the capacitor releases the electric field energy and returns it to the power supply to realize the discharge process. During the entire charging and discharging process, the exchange of energy between the capacitor and the power supply embodies the conflicting nature; at the same time, no matter what the state of the energy is, the total energy in the capacitor and the power supply must be conserved, reflecting the identity of contradiction. The contradiction and unity of contradiction is embodied in all aspects of the development of things, but the two sides of the contradiction can still be in a harmonious state. Therefore, teachers could enlighten students to think about which things around are a pair of contradictions, and remind students that man and

nature are a pair of contradictions. People should not be unrestrained in taking from nature, and should not only consider human activities to harm and destroy nature. The harmony state between man and nature is realized in the process of constantly solving the contradiction between human needs and protecting nature.

### **3.2 The Objectivity, Absoluteness and Relativity of Truth--Pursuit Truth**

Truth exists objectively and does not depend on human will; truth is absolute, and its content shows the certainty of the material world and the infinite development of the material world; but the process of human understanding of truth is conditional and limited, namely truth is also relative. In the classroom, teacher could use the even that Kirchhoff proposed Kirchhoff's law at the age of only 21 to inspire students to reflect on what they are doing every day at a similar age. In this way, teacher could further educate students to pursue the truth actively and courageously like Kirchhoff; to realize the content in the textbook is not necessarily 100% correct, and the teacher's point of view may not be completely correct; to know it is necessary to look at what they have learned from a dialectical and developmental perspective, the knowledge in textbooks is likely to be part of the truth, and the rest need us to continue to explore and discover.

### **3.3 Practice is the Only Criterion for Testing Truth--Active Practice**

Practice is the only criterion for testing truth, and there is no other criterion. Without experiments to test in practice, the correctness of the theory cannot be guaranteed. According to this philosophical principle, experiments are actively introduced in the teaching of "Electrical Engineering". For example, when learning Kirchhoff's law, ask students to actually measure whether the algebraic sum of currents at the nodes of the circuit is really zero, and whether the algebraic sum of voltage in a loop is really zero; when learning Thevenin's theorem, ask students to really measure whether the original external volt-ampere characteristic relationship of the active two-terminal linear network is consistent with the external volt-ampere characteristic relationship in the Thevenin equivalent circuit. In the experiment, students are guided to understand the necessity and importance of the experiment from a philosophical perspective. Experiment is the last door to truth. Without experiment, there is no truth. Before the start of the experiment, if teachers help students realize the importance of the experiment, students will naturally preview, do experiments and write experiment reports on their own. In this way, teachers can successfully turn students' passive behaviors into active actions, improve students' enthusiasm, leading to the formation of ideological foundation for successful experiments.

### **3.4 Quantitative to Qualitative Change--Meditation Accumulation**

Quantitative change and qualitative change are the two states and forms of the connection and development of things. They are interdependent and interlinked. Quantitative changes can cause qualitative changes, and after achieving qualitative changes, new quantitative changes will begin on a new basis. The two states alternate cycles. It promotes the development of things, as the saying goes, "if you don't accumulate steps, you can't reach a thousand miles, if you don't accumulate small streams, you can't make a river or sea." This philosophy principle can be applied in the teaching process of the transient analysis of the circuit in Chapter 3 in "Electrical Engineering". When the circuit is in a steady state, the capacitor is equivalent to an open circuit. Once a short circuit, voltage change, or other parameter change occurs, the capacitor will start charging or discharging. After a long time, the circuit will reach a new steady state, and the capacitance is equivalent to an open circuit. The whole process is an instance from quantitative change to qualitative change. It reveals that students need to accumulate more in their usual study, and they must have patience and perseverance, because the qualitative changes only happen when the accumulation of new knowledge to a certain amount.

### **3.5 Whole and Part--Have a Big Picture**

The whole plays a role of domination and control over the part, and local changes may also cause changes in the whole. For example, when a three-phase asynchronous motor is used, in order to control the cost, ensure the processing quality, and obtain the highest productivity, it is often necessary to adjust the speed, and the size of the speed needs to consider the specific material type of the workpiece and the tool, the size of the workpiece, and the processing technology. These factors cannot be considered alone. This case can be used to educate students to have a global view. That is to say, they should not only to see the small gains and losses, but also to pay attention to the overall situation. An occasionally unsatisfactory result in an exam or competition does not mean a failure of the overall situation. Actively analyze the reasons for the unsatisfactory results and overcome them, and you can still ensure that the overall performance is improving.

### **3.6 Primary and Secondary Contradictions--Grasp the Key Points**

The primary contradiction and the secondary contradiction are a pair of dialectical relationships, which depend on each other, influence each other, and can even transform into each other under certain conditions. For example, when dealing with actual circuit problems, the actual components are often idealized, that is, the main electromagnetic properties of the device are grasped, and other secondary factors (such as the resistance of the connecting wire are ignored), so as to establish an ideal circuit model that is convenient for analysis and calculation. This case can be applied to educate students that they should also handle the relationship between the primary contradiction and the secondary contradiction in their daily study and life. Everyone's energy and time are limited. How to get the best results within a limited time requires us to not only grasp the key points and handle the primary contradictions well, but also to make overall plans and properly handle the secondary contradictions.

## **4. Conclusion**

In conclusion, the current "Curriculum Ideology and Politics" is in the early stage of exploration. In order to better realize the goal of establishing morality, college education must accurately grasp the degree of "Curriculum Ideology and Politics" to ensure the main status of the ideological and political course and the auxiliary status of the content of "Curriculum Ideology and Politics" in other professional courses. The content of "Curriculum Ideology and Politics" cannot be separated from the theoretical content of the course, and various methods can be adopted, such as the method of applying philosophical thinking proposed in this article, to effectively integrate the ideological and political content and theoretical content, and achieve the ideological and political system education unconsciously.

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