

# Research on the Construction and Practical Cases of Teaching Innovation Teams from the Perspective of Ideological and Political Education in Courses

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**Abstract:** This paper conducts an in-depth study on the construction and practical cases of teaching innovation teams from the perspective of ideological and political education in courses. By analyzing specific examples of teaching innovation team construction, it discusses how to effectively integrate elements of ideological and political education into the teaching of professional courses, achieving an organic unity between ideological and political education and professional education. The research focuses on the role, construction objectives, specific measures, and practical effects of teaching innovation teams in the construction of ideological and political education in courses. The results show that the construction of teaching innovation teams not only enhances the ideological and political literacy and teaching abilities of the teaching staff but also significantly strengthens the educational effect of ideological and political education in courses.

## 1. Introduction

This study focuses on the construction and practical cases of teaching innovation teams from the perspective of ideological and political education in courses, aiming to explore new pathways for cultivating composite talents in higher education. By conducting an in-depth analysis of the role, objectives, measures, and effects of teaching innovation teams in ideological and political education in courses, combined with various research methods and extensive data collection, this study aims to provide new ideas for the construction of teaching teams in universities and demonstrate the value of ideological and political education in courses in practical applications.

## 2. Overview of Ideological and Political Education in Courses and Teaching Innovation Teams

### 2.1 The Connotation and Requirements of Ideological and Political Education in Courses

The connotation of ideological and political education in courses lies not in being a specific course or category of courses, but rather in being an educational and teaching philosophy. This philosophy emphasizes that all courses in universities should have the dual functions of imparting knowledge, cultivating abilities, and conducting ideological and political education, carrying the important role of cultivating college students' world outlook, outlook on life, and values. It requires teachers to intentionally, organically, and effectively conduct ideological and political education among students during the teaching process, regarding the cultivation of students' ideological and political qualities as the primary goal of course teaching and combining it with professional development education. Additionally, ideological and political education in courses focuses on refining the cultural genes and value paradigms contained in professional courses, transforming them into effective teaching carriers that embody socialist core values in a concrete and vivid manner, and incorporating spiritual guidance at the level of ideals and beliefs into knowledge learning<sup>[1]</sup>.

The requirements for ideological and political education in courses mainly include the following points: Firstly, it is necessary to combine knowledge imparting with value leading, utilizing topics and content that can cultivate college students' ideals and beliefs, value orientations, political beliefs, and social responsibilities. Secondly, it is essential to comprehensively improve college students'

abilities to analyze issues based on facts and distinguish right from wrong, enabling students to become talents with both morality and ability, achieving comprehensive development. Thirdly, it is important to adhere to principles such as seeking truth from facts, innovative thinking, and highlighting key points, combining the characteristics of each course to identify moral education elements and conduct non-systematic and decentralized education.

## **2.2 The Definition and Characteristics of Teaching Innovation Teams**

Teaching innovation teams are composed of a group of teachers with creativity and passion for teaching who are dedicated to exploring and practicing innovative methods of education and teaching to enhance students' learning outcomes and teaching quality. This team typically consists of interdisciplinary teachers who each possess rich teaching experience and professional knowledge, enabling them to inspire each other, jointly discuss and address challenges in the field of education.

The characteristics of teaching innovation teams are mainly reflected in the following aspects: Firstly, cooperation and sharing, where team members openly share teaching resources, experiences, and methods, jointly promoting teaching innovation. Secondly, practical exploration, through experimentation and practice, continuously trying out new teaching modes and methods to find the most suitable teaching approach for students. Thirdly, learning and growth, where team members focus on their own professional development and learning, continuously enhancing their educational level and teaching abilities<sup>[2]</sup>. Fourthly, social impact, through the team's efforts, providing better educational resources and services for schools and communities, promoting the progress and development of education.

## **2.3 The Correlation Between Ideological and Political Education in Courses and Teaching Innovation Teams**

There exists a close correlation between ideological and political education in courses and teaching innovation teams. On the one hand, teaching innovation teams serve as important carriers for the effective implementation of the ideology of ideological and political education in courses. Team members integrate elements of ideological and political education into professional course teaching through exploring and practicing innovative teaching methods, achieving an organic combination of imparting professional knowledge and value guidance. On the other hand, ideological and political education in courses also provides teaching innovation teams with broader space for development. Under the guidance of ideological and political education in courses, teaching innovation teams can more deeply explore the ideological and political elements in professional courses, innovate teaching methods, and enhance teaching quality and educational outcomes.

Furthermore, the correlation between ideological and political education in courses and teaching innovation teams is also reflected in their mutual promotion. In the process of exploration and practice, teaching innovation teams continuously sum up experience and lessons, improve teaching methods and means, providing strong support for the in-depth implementation of ideological and political education in courses. At the same time, the in-depth implementation of ideological and political education in courses also provides new ideas and directions for teaching innovation teams, driving continuous innovation and development in the field of education and teaching.

## **3. Case Analysis of Teaching Innovation Team Construction**

### **3.1 Case Selection and Background Introduction**

This study selects a teaching innovation team from a domestically renowned university as the research object. This team has achieved remarkable results in the construction of ideological and political education in courses in recent years. The university is located in an area rich in educational resources, possessing excellent teaching staff and advanced teaching facilities. With the country's emphasis and investment in higher education, the university actively responds to the national call, dedicated to cultivating socialist builders and successors with comprehensive development in

morality, intelligence, physique, aesthetics, and labor. Against this background, the teaching innovation team emerged, aiming to integrate elements of ideological and political education into professional course teaching through innovative teaching methods and means, realizing an organic combination of imparting professional knowledge and value guidance<sup>[3]</sup>.

### **3.2 Construction Objectives and Strategy Formulation**

The construction objectives of this teaching innovation team mainly include two aspects: firstly, to enhance the ideological and political literacy and teaching abilities of the teaching staff, enabling teachers to better integrate elements of ideological and political education into professional course teaching; secondly, to strengthen the educational outcomes of ideological and political education in courses, cultivating composite talents with noble moral character and professional skills. To achieve these objectives, the team has formulated detailed strategies, including strengthening teacher training, improving the curriculum system, innovating teaching methods and means, etc. At the same time, the team also focuses on cooperation and exchange with relevant departments both inside and outside the school, jointly promoting the in-depth development of ideological and political education in courses.

### **3.3 Specific Measures and Implementation Process**

#### **3.3.1 Methods for Integrating Ideological and Political Elements into Professional Courses**

This teaching innovation team has formed a distinctive ideological and political curriculum system by deeply exploring the ideological and political elements in professional courses and combining them with course content, for example, introducing relevant historical events, biographies of figures, and other materials in professional courses to guide students in thinking about the value of life and social responsibility; cultivating students' critical thinking and problem-solving abilities through case analysis, group discussions, and other methods. In addition, the team also pays attention to incorporating the latest theoretical achievements of ideological and political education into course teaching, making course content more in line with the development of the times and student needs<sup>[4]</sup>.

#### **3.3.2 Team Collaboration and Resource Sharing Mechanisms**

This teaching innovation team has established a comprehensive team collaboration and resource sharing mechanism. Team members regularly engage in exchanges and seminars to share teaching experiences and resources. Additionally, the team has built a teaching resource library that includes courseware, lesson plans, teaching videos, and other materials, facilitating mutual learning and reference among teachers. Furthermore, the team emphasizes cooperation and exchange with other teaching teams both inside and outside the school, jointly promoting educational and teaching reforms and innovations.

#### **3.3.3 Approaches to Enhancing Teachers' Ideological and Political Literacy**

This teaching innovation team focuses on improving teachers' ideological and political literacy. By organizing specialized training, lectures, and other activities, experts and scholars are invited to impart theories and methods of ideological and political education to teachers. At the same time, teachers are encouraged to participate in relevant academic conferences and seminars to broaden their horizons and perspectives. In addition, the team has established an assessment mechanism for teachers' ideological and political literacy, incorporating it into the teacher evaluation system to motivate teachers to continuously enhance their ideological and political literacy and teaching abilities.

### **3.4 Evaluation of Practical Effects**

#### **3.4.1 Enhancement of Teachers' Ideological and Political Literacy and Teaching Abilities**

After a period of practical exploration, the teaching innovation team's teachers have significantly improved their ideological and political literacy and teaching abilities. Teachers now have a deeper

understanding of ideological and political education and can better integrate ideological and political elements into professional course teaching. Meanwhile, teachers' teaching methods and means have become more diversified and flexible, better stimulating students' interest and enthusiasm in learning.

### **3.4.2 Strengthening of the Educational Effect of Ideological and Political Education in Courses**

Through the implementation of a series of measures and methods, this teaching innovation team has significantly enhanced the educational effect of ideological and political education in courses. Students not only acquire professional knowledge and skills in their professional course studies but also cultivate noble moral character and social responsibility. At the same time, students' overall quality has also been comprehensively improved, including critical thinking, innovation ability, team collaboration ability, and other aspects. These achievements provide useful references for the construction of ideological and political education in courses at universities.

## **4. The Role of Teaching Innovation Teams in the Construction of Ideological and Political Education in Courses**

### **4.1 Facilitating Deep Integration of Professional Courses and Ideological and Political Education**

Facilitating deep integration of professional courses and ideological and political education is one of the important objectives of teaching innovation team construction. In traditional teaching modes, professional courses and ideological and political education are often regarded as two separate fields lacking organic connections. However, with the deepening of educational reforms, people have gradually recognized the close connections and complementarity between professional courses and ideological and political education. Through the efforts of teaching innovation teams, ideological and political education elements can be cleverly integrated into the teaching of professional courses, enabling students to receive the influence of ideological and political education while learning professional knowledge. This deep integration not only helps improve students' professional literacy but also cultivates their moral character and social responsibility, laying a solid foundation for their future career development.

### **4.2 Enhancing the Ideological and Political Literacy and Teaching Abilities of the Teacher Workforce**

The ideological and political literacy and teaching abilities of the teacher workforce are crucial factors determining the effectiveness of ideological and political education in courses. Teaching innovation teams emphasize enhancing the ideological and political literacy of teachers by organizing training, seminars, and other activities to help them deeply understand the connotations and requirements of ideological and political education, thereby improving their awareness and abilities in this field. Simultaneously, the teams also focus on upgrading teachers' teaching abilities by encouraging them to explore innovative teaching methods and means to better meet the needs of ideological and political education in courses<sup>[5]</sup>. By continuously enhancing the ideological and political literacy and teaching abilities of the teacher workforce, we can ensure high-quality progress in the construction of ideological and political education in courses, providing robust support for students' comprehensive development.

### **4.3 Enhancing the Educational Effectiveness and Social Impact of Ideological and Political Education in Courses**

Enhancing the educational effectiveness and social impact of ideological and political education in courses is an important pursuit in the construction of teaching innovation teams. By deeply exploring the ideological and political elements in professional courses and combining them with the development of the times and student needs, teaching innovation teams can design targeted and effective programs for ideological and political education in courses. These programs can not only

stimulate students' interest and enthusiasm in learning in the classroom but also guide them to hone their moral character and grow their talents through practice. At the same time, by strengthening connections and cooperation with various sectors of society, teaching innovation teams can bring the achievements of ideological and political education in courses to a broader stage, enhancing their social impact and recognition. This not only helps to increase the school's popularity and reputation but also contributes to cultivating more outstanding socialist builders and successors.

## **5. Issues and Challenges**

### **5.1 Common Issues in the Construction of Teaching Innovation Teams**

During the construction of teaching innovation teams, several common issues are often encountered. Firstly, there may be significant differences in the academic backgrounds, teaching philosophies, and teaching styles among team members, which can lead to disagreements and communication barriers in team cooperation. Secondly, as teaching innovation requires substantial time and energy for research and practice, team members may face multiple pressures from teaching, research, and personal development, making it difficult to balance these tasks. Additionally, the lack of effective incentive mechanisms and evaluation systems is also a common issue in the construction of teaching innovation teams, which can affect team members' enthusiasm and participation, thereby hindering team development.

### **5.2 Challenges and Difficulties in the Implementation of Ideological and Political Education in Courses**

Similarly, numerous challenges and difficulties are encountered in the implementation of ideological and political education in courses. On the one hand, due to the differences in content and form between professional courses and ideological and political education, effectively integrating ideological and political education elements into professional courses to achieve coordination and mutual promotion between them is an issue that needs to be addressed. On the other hand, some teachers lack a deep understanding of ideological and political education in courses and sufficient awareness and abilities in this field, which can affect its implementation effectiveness. Furthermore, students may have resistance when receiving ideological and political education in courses. How to stimulate their interest and enthusiasm in learning, so that they can receive good ideological and political education while acquiring professional knowledge, is another difficulty that needs to be overcome in the implementation process of ideological and political education in courses.

### **5.3 Coping Strategies and Suggestions**

In response to the aforementioned issues, here are some coping strategies and suggestions. Firstly, teaching innovation teams should establish effective communication mechanisms and a cooperative atmosphere, encouraging exchanges and collaboration among team members to jointly explore teaching innovation methods suitable for the team. At the same time, training and support for team members should be strengthened to help them improve their teaching abilities and awareness of ideological and political education. Secondly, in the implementation of ideological and political education in courses, emphasis should be placed on the integration and optimization of course content, identifying points of convergence between professional courses and ideological and political education to enable mutual integration and promotion. Meanwhile, teachers should pay closer attention to and analyze students' learning situations, flexibly adjusting teaching content and methods based on students' learning needs and interests to stimulate their interest and enthusiasm in learning. In addition, schools should establish comprehensive incentive mechanisms and evaluation systems, recognizing and rewarding teachers who excel in teaching innovation and ideological and political education to motivate more teachers' enthusiasm and participation. Simultaneously, the assessment and feedback of the implementation effects of ideological and political education in courses should be strengthened, promptly identifying issues and taking measures for improvement.

to ensure high-quality implementation.

## 6. Conclusion

In summary, this study conducts an in-depth analysis of the practices of teaching innovation teams in the construction of ideological and political education in courses, summarizing a series of effective experiences and main findings. The research reveals the crucial role of teaching innovation teams in the implementation of ideological and political education in courses and how to promote the deep integration of professional courses and ideological and political education through team collaboration, resource sharing, and the enhancement of teachers' ideological and political literacy. However, facing the future, the construction of ideological and political education in courses and teaching innovation teams still requires continuous exploration and improvement. This study also points out existing limitations and further research directions, such as differences among team members, teaching pressures, and challenges in the implementation of ideological and political education in courses. In the future, we anticipate more researchers focusing on this field, jointly promoting the in-depth development of ideological and political education in courses and the construction of teaching innovation teams, and contributing to cultivating well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor qualities.

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