



**RESEARCH ON THE IDEOLOGICAL AND POLITICAL
CONSTRUCTION OF UNIVERSITY COURSES**

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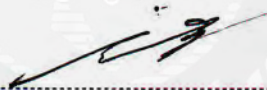
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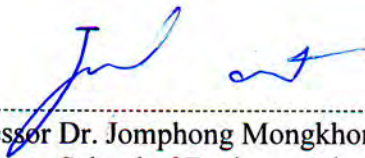
**RESEARCH ON THE IDEOLOGICAL AND POLITICAL
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**Thematic Certificate
To
JINGYI XU**

This Independent Study has been approved as a Partial Fulfillment of the Requirement of
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Date: 7 / Nov / 2022


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Declaration

I, JINGYI XU, hereby certify that the work embodied in this independent study entitled "RESEARCH ON THE IDEOLOGICAL AND POLITICAL CONSTRUCTION OF UNIVERSITY COURSES" is result of original research and has not been submitted for a higher degree to any other university or institution.


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ABSTRACT

College students are in a stage of unstable values and need to be actively guided. Full play to the role of classroom teaching as the main channel in ideological and political education in colleges and universities has become an important task of colleges and universities. Curriculum ideology refers to the organic connection of curriculum knowledge points and ideological and political elements by professional teachers in colleges and universities. At the same time imparting knowledge to students, to achieve ideological guidance for students. The practice of curriculum ideology and politics still faces many problems that need to be solved. Under the guidance of moral education theory, implicit and explicit education theory, and human cognitive behavior theory, this research clarified the concepts the effectiveness of curriculum ideological and political education, and constructs an evaluation standard. It measured the effectiveness of ideological and political education in colleges and universities from the actual changes of teachers and students in ideological cognition, ability literacy and practical actions. Through a questionnaire survey on the ideological and political construction of colleges and universities in Quanzhou City, Fujian Province, the existing problems were found. They mainly included the lack of proper publicity and guidance of curriculum ideological and political elements, lack of proper mining and integration of ideological and political elements of the curriculum, lack of innovation in educating people, and the lack of curriculum development. There were four problems, including the imperfect guidance and evaluation mechanism of ideological and political affairs. Taking the problem as the orientation, exploring effective countermeasures mainly includes deepening the ideological and political cognition of the curriculum, optimizing the ideological and political education methods of the curriculum, and establishing and improving the ideological and political system of the curriculum.

Keywords: the ideological education in curriculum, effectiveness of education, moral education, implicit and explicit education, human cognitive behavior theory

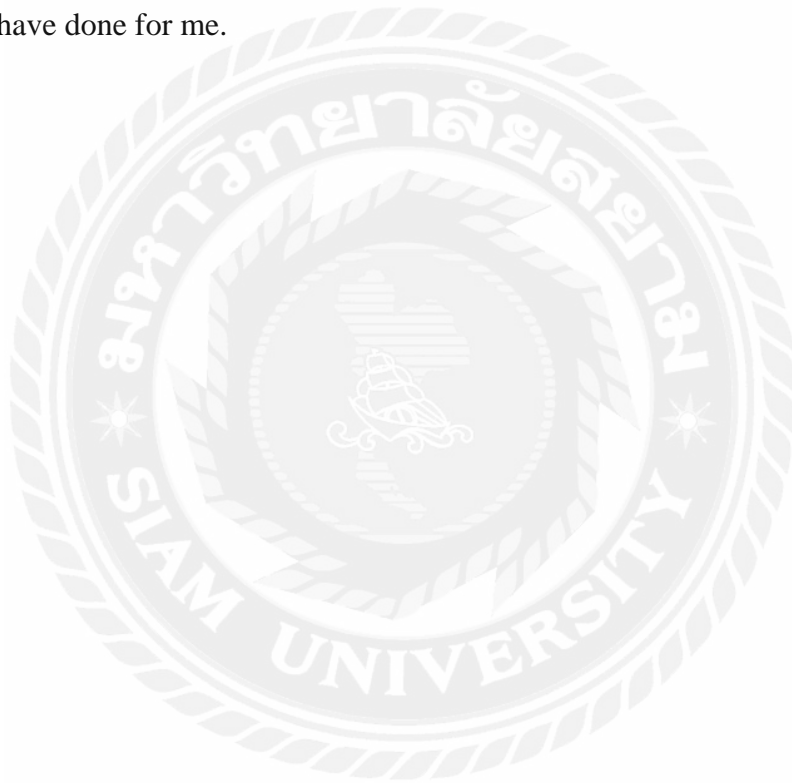


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1. Introduction

1.1 Research Background

In December 2017, the Ministry of Education of China issued the "Ideological and Political Work Quality Improvement Project Implementation Outline in Colleges and Universities", which for the first time took "curriculum ideology and politics" as the goal of classroom teaching reform, and coordinated the promotion of curriculum education (Gao & Zong, 2017). In 2019, the Central Committee of the Communist Party of China and the State Council issued "Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era"; These documents, such as the Opinions on the System of Ideological and Political Work in Colleges and Universities, have clear directions and clear goals, and provide scientific guidance for colleges and universities to improve the effectiveness of ideological and political work in educating people (Liao, 2021).

In recent years, curriculum ideology and politics have become a popular vocabulary in the field of education, which has aroused the research of many scholars. Although they have not carried out research on curriculum ideological and political theory for a long time, they have achieved a lot of research results (He, 2019). At present, the research perspectives of academic circles on curriculum ideology and politics mainly focus on the rise, concept, importance, relationship with ideological and political courses, challenges faced by college curriculum ideological and political construction, and improvement paths, etc. Most scholars' research on the difficulties faced by college curriculum ideology and politics is still at the level of theoretical analysis, and has not stepped into the ranks of empirical research. It can be seen that it is necessary to carry out research on the ideological and political construction of college courses around the effectiveness of ideological and political education in colleges and universities (Wang & Zhu, 2022).

Quanzhou City, Fujian Province attaches great importance to the ideological and political construction of courses, and fully implements the requirements of the Ministry of Education's "Guidelines for the Ideological and Political Construction of Colleges and Universities". Combined with the actual situation in Fujian Province, the Fujian Provincial Department of Education has issued the "Comprehensive Promotion of Ideological and Political Construction of Colleges and Universities". Plan" for the study and implementation of colleges and universities in Fujian Province. Since 2018, colleges and universities in Quanzhou City, Fujian Province have regarded curriculum ideological and political construction as an important task, and have continuously promoted the concept of curriculum ideological and political construction to be deeply rooted in the hearts of the people. Fujian Province has made every effort to create a demonstration course of ideological and political courses, taking ideological and political courses as the primary condition for selecting first-class undergraduate courses, promoting 1,789 upgraded first-class undergraduate courses to dig deep into the ideological and political education elements in the courses, and giving full play to the synergy between professional courses and ideological and political courses. human role. At the same time, 130 provincial-level "ideological and political courses", 60 excellent teaching projects for ideological and political education and 13 research projects on ideological and political education and teaching reform in courses (Chen, 2020). In 2021, Fujian Province will establish the country's first provincial-level college curriculum ideological and political education

alliance. Through the top-level design and mechanism reform, the ideological and political courses in Fujian universities have been developed, and the ideological and political construction of professional courses has been fully extended to all universities, and the effectiveness of education has been improved. Therefore, taking colleges and universities in Quanzhou City, Fujian Province as the scope of investigation, is of great value to the research on the ideological and political construction of college courses.

1. 2 Research Problems

In the ideological and political construction of college courses, teachers are the main body of implementing ideological and political courses, and students are the main body of receiving ideological and political courses. Course ideology and politics is a brand new challenge and a major test (He, 2019). Therefore, the problems existing in the ideological and political construction of the curriculum are as follows:

1. Since the concept of "Course Ideology and Politics" was put forward, colleges and universities at all levels have vigorously promoted the concept of "Course Ideology and Politics". However, at present, the teaching concept of "course ideology and politics" has not formed a consensus in colleges and universities. Not all college teachers and students accept its concept in their minds, and some teachers and students even don't care about it. There are still some colleges and universities. The problem of weak ideological cognition of teachers and students (Li, 2020).

2. Whether the teaching concept of "course ideology and politics" is implemented smoothly depends on whether the teachers and students in colleges and universities have the corresponding ability and literacy. In the face of collisions and conflicts between various values and social thoughts, the correct values of college students have not yet been formed, and their ideological and political abilities are not high enough to effectively accept curriculum ideology and politics (Lv, 2021). Although the school requires various courses to cooperate with ideological and political courses to educate people, some teachers also realize that they must play the educating role of their professional courses, and they also try to educate college students in their own classrooms. However, due to the ideological and political education of some teachers. The lack of human ability affects the effectiveness of the implementation of the teaching concept of "course ideology and politics" (Li, 2020).

3. At present, there are still many deficiencies in the ideological and political education in colleges and universities. Although major colleges and universities actively promote the teaching concept of "course ideology and politics", teachers and students in colleges and universities have rarely implemented specific actions. Colleges and universities have not yet implemented relevant external training and guidance on "course ideology and politics", and the mechanism and system for multi-departmental efforts to promote ideological and political education needs to be further improved (Lu, 2020).

To sum up, it is an urgent problem to study the specific factors that affect the ideological and political effectiveness of college courses. We can analyze and formulate corresponding countermeasures according to the influencing factors, so as to improve the problems existing in the process of curriculum ideological and political construction, so as to improve the college curriculum. Ideological and political effectiveness (Liao, 2021).

1. 3 Objectives of the Study

The goal of this research is to study the ideological and political construction of college courses around the effectiveness of ideological and political education in colleges and universities. It is hoped that the following objectives can be achieved through this research:

1. Through research, in order to better improve the effectiveness of college curriculum ideological and political education, find out the main influencing factors of college curriculum ideological and political construction.

2. In the process of research, find and summarize the common problems in the education mode of ideological and political courses in colleges and universities.

3. Propose specific measures to improve the effectiveness of ideological and political education in colleges and universities.

1. 4 Scope of the Study

This research mainly focuses on the ideological and political construction of college curriculum ideology and politics. From the perspective of students, it considers the function of students in ideological and political education, and from the perspective of teachers, it considers the self-education of teachers by curriculum ideology and politics (Lv, 2021). Therefore, when discussing the achievements and existing problems in the effectiveness of ideological and political education in colleges and universities, both teachers and students have taken into account the scope of consideration. The problems existing in the construction of the government are analyzed, the influencing factors of the effectiveness of education are analyzed, and the countermeasures to improve the effectiveness of education are proposed (Liao, 2021).

1. 5 Research Significance

This research focuses on the effectiveness of ideological and political education in colleges and universities, and conducts research on the ideological and political construction of colleges and universities. The significance of this research mainly has the following three points:

1. Enrich and expand the connotation and extension of ideological and political education in colleges and universities. The essence of curriculum ideological and political education is to integrate ideological and political education into all aspects of curriculum teaching to achieve the goal of comprehensive education (Qiu, 2017). The research on the ideological and political construction of the curriculum is to effectively combine the curriculum of different disciplines with ideological and political education, so that the educational effect of the curriculum is also integrated into the overall pattern of ideological and political education, enriching the theoretical system of the ideological and political education of the curriculum, so that moral education is not limited to In the ideological and political classroom, it goes deep into various courses in colleges and universities (Qi, 2020).

2. Provide theoretical support for colleges and universities to promote the education and teaching reform of "course ideology and politics". Curriculum ideology and politics is guided by the basic theory of Marxism, and is a teaching concept that achieves the effect of educating people by adopting invisible education in various courses (Lin, 2019). By studying the practice

of ideological and political courses in colleges and universities, we can comprehensively grasp the development status of ideological and political courses in colleges and universities, find out the shortcomings and problems, and make more targeted rectifications around the problems. Teachers can better carry out the ideological and political teaching practice of courses to provide theoretical guidance, help college teachers to consciously invest more efforts in ideological and political education, provide a certain degree of reference and reference for colleges and universities, and promote the quality and efficiency of college education. (Li, 2020).

3. "Course Ideology and Politics" is an important strategic and practical work to implement the education work, an important starting point to promote the reform of classroom teaching, and an effective way to improve the quality of education (Li, 2020). After studying the problems and countermeasures of curriculum ideological and political implementation in colleges and universities, we can have a deep understanding of the concept of curriculum ideological and political construction, better use and develop curriculum ideological and political concepts, and give full play to the role of classroom teaching in college students' ideological and political education. The important role in the process and the effect of educating people, deeply explore the ideological and political education resources of various courses, strengthen ideological and political education in the process of imparting knowledge, so that students can consciously strengthen ideological and moral cultivation in the process of learning scientific and cultural knowledge, and at the same time carry out in-depth Establish a correct outlook on life and values education, and strive to cultivate talents with all-round development of morality, intelligence, physique, aesthetics and labor (Chen, 2019).

2. Literatures Review

2.1 The Ideological Education in Curriculum

Defining the concept of the ideological education in curriculum is the premise and foundation of research, and many researchers have conducted specific analysis and research on the concept of curriculum ideology and politics. According to Qi Jing, "course ideology and politics" is to "integrate Marxist theory throughout the whole process of teaching and research, deeply explore the ideological and political theory educational resources of various courses, and construct ideological and political theory courses and comprehensive literacy courses from a strategic height. Professional Education Curriculum 'Trinity' Ideological and Political Education Curriculum System" (Qi, 2020). Qiu Renfu believes that the teaching concept of "course ideology and politics" is only applicable to specialized courses, general elective courses, practical courses, etc. in colleges and universities, and requires them to assist ideological and political courses to play a role in educating people, so as to ensure that they are in the same direction as ideological and political courses (Qiu, 2018). Qiu Weiguang analyzes from the perspective of curriculum, thinks that curriculum ideology and politics is defined as an educational activity based on curriculum characteristics, and emphasizes that all colleges and universities give full play to the incentive effect of curriculum ideology and politics on ideological and political education (Qiu, 2017). Xie Yan interprets from the scope of curriculum ideology and politics, and believes that curriculum ideology and politics is not just

a specific course, it requires the full integration of ideological and political elements into each course system, and all college teachers should impart professional knowledge, while teaching professional skills, it preaches the moral education of students, and fully assumes the function of morality and cultivating people (Xie, 2019). Wang Haiwei and Wang Bocheng pointed out that ideological and political courses are centered on ideological and political courses, and various courses infiltrate ideological and political elements to varying degrees, which is a process of cultivating and delivering ideas and values (Wang & Wang, 2018). Gao Deyi and Zong Aidong understand from a specific practical level, and believe that curriculum ideology and politics is to integrate the cultivation and practice of socialist core values into the whole process of teaching and educating people, transforming disciplinary resources and academic resources into educating resources, and finally realize the "Knowledge transfer" and "value leadership" are organically unified (Gao & Zong, 2017). Liu Jianjun pointed out that curriculum ideological and political education is the ideological and political education for college students based on classroom teaching of various courses, and is the main channel for college education (Liu, 2020). Wang Xuejian and Shi Yan believe that curriculum ideological and political education refers to the integration of ideological and political education elements into various courses, which subtly affects students' ideology and behavior. At this stage, researchers generally believe that "curriculum ideology and politics" is a new and comprehensive curriculum concept. Under its guidance, various courses can achieve the goal of curriculum education (Wang & Shi, 2020).

Based on the analysis of the concept of the ideological education in curriculum by academic experts, author can express the concept of curriculum ideology and politics in this research: Curriculum ideological and political education not only belongs to the category of ideological and political education concepts, but also belongs to the category of ideological and political education methods. It mainly means that teachers of professional courses in colleges and universities excavate the ideological and political elements and moral education elements contained in the course, and adopt the integration and penetration methods. The teaching mode effectively connects the course knowledge points with the ideological and political elements, in order to achieve the ideological guidance, value guidance and solve the inner confusion of students while imparting knowledge to students.

2. 2 Effectiveness of Education

In the teaching of ideological and political theory courses, effectiveness refers to the actual effects produced by systematic Marxist theoretical education and ideological and moral education for students through the teaching of ideological and political theory courses. The effectiveness of ideological and political education refers to the degree of achievement of the goals of ideological and political education (Liao, 2021). If the process of ideological and political education is divided into three links: content construction, transmission and acceptance, then the effectiveness of ideological and political education refers to the organic integration of the effectiveness of these three links. On the concept of the effectiveness of curriculum ideological and political education, Wu Wenfei briefly stated the concept of curriculum ideological and political education effectiveness. The validity achieved by political education includes not only the validity achieved at the individual level, but also the validity

achieved at the social level.” At the personal level, it refers to the actual practice achieved by college students after conducting relatively implicit ideological and political education to college students by "discovering" and "refining" the cultural genes and value paradigms behind the course knowledge points. The degree of conformity between the effect and the goal of ideological and political education of the curriculum (Wu, 2019).

This research also divides the connotation of the effectiveness of ideological and political education in college courses in detail, mainly including two aspects: First, from the perspective of students, it refers to the use of relatively implicit methods to explore the ideological and political content of various courses (Jiang, 2021). After students have ideological and political education, students are willing to accept ideological and political education, and take the initiative to internalize the ideological and political content and spirit involved in the course into their thoughts, and consciously put them into action; After implementing the ideological and political teaching of the curriculum, after carrying out the ideological and political education for the students, their own changes in the ideological and political literacy, teaching ability, professional quality and other aspects (Luo, 2020).

2.3 Moral Education

German educator Herbart's moral education theory points out that any teaching must be educational, and teaching cannot be separated from education. Moral education should be based on knowledge education, and teaching should be the most important means of moral education. Herbart's moral education theory changed the previous situation of "education" and "teaching" being separated from each other, so that the two could integrate and promote each other to form a more scientific and effective pedagogical theoretical system. First, the concept of curriculum ideological and political teaching is to rely on professional curriculum teaching to give full play to the value of educating people; second, curriculum ideological and political teaching is educational, which is reflected in the educating function and value guidance. It can be seen that Herbart's concept of moral education provides important theoretical support for the implementation of curriculum ideological and political construction (Ge, 2021). Scholar Kohlberg pointed out that moral education should take students as the main body, and resolutely oppose the traditional indoctrination moral education method, which ignores the "free will" of students, the level of development and free activities of students. In the practice of moral theory activities, a single educational method will make education boring and will not attract students' attention and enthusiasm for learning. School moral education is also one of them. School moral education refers to the purposeful, planned and systematic positive understanding, experience and practice of educated people in accordance with certain social or class requirements, so that they can form the moral education required by a certain society and class. Activities (Shang, 2021). Disciplinary moral education is a branch of moral education theory, which refers to the penetration of moral education into the teaching of various disciplines, the integration of moral education and the teaching of various disciplines, and the emphasis on moral education not only the exclusive task of moral education classes or moral education teachers, but should be expanded to all disciplines. Teachers of all disciplines shoulder the responsibility of moral education (Huang, 2021).

This research believes that disciplinary moral education can infiltrate moral education into the teaching of disciplinary knowledge, infiltrate moral education into the words and deeds of

teachers of various disciplines, and infiltrate moral education into extracurricular educational activities of various disciplines, so as to have an impact on students' moral growth. Subtle influence (Huang, 2021).

2. 4 Implicit and Explicit Education

Explicit education refers to the tangible education in which the educated are consciously influenced by organized, planned, direct and explicit educational activities. Implicit education refers to the educational process in which the educated are unknowingly affected by the implicit purpose, unplanned, indirect, and implicit social activities under the macro leadership (Liu, 2018). The hidden education theory originated from the concept of "hidden curriculum" or "hidden curriculum" proposed by American educator and sociologist P.W Jackson in his book "Life in classrooms" in 1968, he believes that in addition to knowledge, students can also obtain psychological training and development such as values, attitudes and motivations in school; he proposes that educators can use invisible courses as a carrier to influence students' values and morals, ideological concepts and emotional attitudes, so that students can His personality develops in "Silence is Better than Sound" (Huang, 2020).

Compared with explicit education, the educational content of implicit education is not as explicit and clear as explicit education. It means that in recessive education, the educated is in a spontaneous state and can give full play to the initiative of the educated (Jiang, 2021).

In this study, through implicit education, students can not only acquire knowledge at school, but also obtain psychological training and development such as values, attitude and motivation; teachers can use implicit curriculum as a carrier to influence students' values, morality, ideology, and emotional attitude, so that students' personalities can be developed (Jiang, 2021).

2. 5 Human Cognitive Behavior Theory

Cognitive-behavioral theory of people is a set of methods to change bad cognition by changing thinking or beliefs and behaviors, and it is an integration of cognitive theory and behavioral theory. Cognitive theories are various psychological theories about the internal processes of learning in an organism, such as the acquisition and memory of information, knowledge, and experience, the achievement of epiphanies, the interconnection of ideas and concepts, and problem solving (Luo, 2020). In essence, the cognitive process is an information processing process, in which the individual's processing and processing of the external input information always affects his own behavior. Only when individuals form a correct and upward rational cognition of the external input information can they effectively guide practice and promote the implementation of goals. Behavioral theory refers to a process of linking goals with intentions and behaviors. In cognition, emotion and behavior, cognition plays a mediating and coordinating role. Behavior is the action taken by an individual under the domination of certain ideological cognition and emotional will. In essence, the process of practice is a process of information output, which is a process in which an individual processes and processes the input information from the outside, and then uses the part recognized by him to take care of reality and guide his own action and practice (Zhao & Xu, 2022).

This study believes that from the perspective of students, the process of college students receiving ideological and political education is a process from cognition to identification, internalization into their own thoughts, improvement of ideological and political ability, and implementation of actions. From the perspective of teachers, the process of teachers implementing ideological and political teaching in courses is to first integrate ideological and political elements with professional knowledge through the study of ideological and political content, and then carry out ideological and political education for students. Teaching ability and professional quality have been improved (Lu, 2020).

2.6 Past Research

Chinese scholars closely follow this fact and analyze the influencing factors of the ideological and political education effect of the curriculum from multiple perspectives. For example, Qiu Weiguang believes that the effect of ideological and political education in courses is affected by "teachers, teaching materials, resource mining and system construction"(Qiu, 2017); Gao Yan believes that the effect of ideological and political teaching in colleges and universities is uneven, mainly affected by "management concepts, reform measures, teaching methods and institutional mechanisms". Most scholars have also put forward many solutions and construction paths to improve the effectiveness of education (Gao, 2017). For example, Liu Xin mainly focused on the three aspects of "colleges, teachers and courses" to discuss the construction path to improve the effect of ideological and political education in college courses (Liu, 2018).

Colleges and universities by strengthening ideological and political education is a worldwide issue. Scholars in Western countries such as Europe and America have put forward many theoretical viewpoints for reference when discussing the effectiveness of "ideological and political education". First, scholars' research on ideological and political education mainly focuses on the permeability of moral education, which is implied in education such as civic education, civic moral education, and democracy (Li & Zhang, 2018). For example, the relevant courses in the United Kingdom are called "citizenship education", which mainly trains people how to be good citizens. France has opened a course with the content of "civic and moral education", which emphasizes popular sovereignty, democracy, patriotism and ethics. education. "History education" in the United States means that by taking a history education course, students can enhance their patriotism and shape citizens with American cultural values and political concepts. Second, scholars also investigate the cognition and behavior of educated people. The "midwifery technique" proposed by the famous ancient Greek educator Socrates advocates that the educated should be guided to explore independently, think independently, and discover the truth through the form of conversation, discussion or debate. The value clarification model proposed by American scholars L. Raths, M. Harmin and S. Simon advocates that the real needs of people should be taken as the starting point, the subjectivity and initiative of the educated should be paid attention to, and the educated should be encouraged by creating a good situation Need to lead the activities, gain awareness, and form correct values (Shang, 2021).

In terms of countermeasure research on the ideological and political construction of college courses. Gao Deyi constructs "course ideology and politics" from the aspects of

relevant reforms in teaching methods, formation of excellent teacher teams, and network media carriers (Gao, 2017). Qiu Weiguang believes that teachers are the key, textbooks are the support, and institutional guarantees are an important countermeasure (Qiu, 2017). Li Ruzhan and Zhang Dongdong believe that we should start from three aspects: first, strengthen teachers' moral education awareness and ability; second, accurately excavate and integrate ideological and political resources; third, further improve teaching evaluation (Li & Zhang, 2018). Through such a series of comprehensive reform practices, a relatively scientific and reasonable teaching system has been formed for the ideological and political construction of the curriculum.

In a word, through the relevant research of scholars in various countries, this research believes that teachers and students are important groups in the implementation of ideological and political courses in colleges and universities. The cognition and behavior of teachers and students in colleges and universities will have an important impact on the ideological and political construction of college courses. From the perspective of these two groups, we analyze the problems existing in the ideological and political construction of college courses, and discuss the countermeasures to improve the effectiveness of ideological and political education in colleges and universities (Liao, 2021).

3. Finding and Conclusion

This research focuses on the effectiveness of ideological and political education in colleges and universities to study the ideological and political construction of colleges and universities. Under the guidance of moral education theory, explicit and invisible education theory and human cognitive behavior theory, through the combination of literature review and theory, it is concluded that the influencing factors are the ideological cognition, ability literacy and practical actions of teachers and students in colleges and universities. Three aspects are analyzed, and through the analysis, it is found and summarized that the problems existing in the ideological and political construction of college courses are as follows:

1. Course ideological and political publicity and guidance are not in place. For teachers, not all teachers accept their ideas in their minds, do not realize the profound significance of ideological and political education to students, society and the development of the country, and lack a macro grasp of the importance of ideological and political courses (Ge, 2021). For students, the rapid development of the economy has a certain degree of impact on the world outlook and values of college students. Some college students pay more attention to the realization of personal values, and some college students do not have a deep enough understanding of the ideological and political aspects of the curriculum, and even have large deviations (Lin, 2019).

2. The excavation and integration of ideological and political elements of the course are not in place. From a teacher's point of view, professional teachers do not fully tap educational resources because they do not know the content of ideological and political education for students, do not understand the skills of ideological and political education, and do not use ideological and political education teaching methods. From the perspective of students, students will feel that the ideological and political classrooms are boring, teachers cannot skillfully integrate ideological and political elements in professional courses, students cannot emotionally identify with the teaching content of ideological and political courses, and cannot

better accept ideological and political knowledge (Li, 2020).

3. The innovation of educating people is not in place. The ability of ideological and political education in college courses is mainly reflected in teachers. However, in reality, some teachers lack the corresponding ideological and political education ability. When most professional teachers carry out ideological and political teaching of courses, they cannot effectively cope with the changes of the times and students, and innovate their own teaching methods, but still follow the previous boring teaching methods. Teachers lack internal motivation to educate people and will not take the initiative to participate in the guidance and training of ideological and political courses (Wang & Shi, 2020).

4. The guidance and evaluation mechanism of ideological and political courses is not perfect. Although colleges and universities are currently actively promoting the ideological and political construction of courses, the relevant training and guidance outside the "ideological and political courses" have not been implemented in place, and a reasonable evaluation system has not been established (Lin, 2019).

4. Recommendation

The ideological and political construction of college courses involves not only different types of courses, but also different levels of subjects. In view of the existing problems of college curriculum ideology and politics, the following suggestions are put forward for the ideological and political construction of college curriculum:

1. Deepen the cognition of ideological and political education in the curriculum and enhance the consciousness of action. For teachers, teachers themselves should strengthen their understanding of curriculum ideology and politics from the ideological level, insist on repeatedly learning theoretical knowledge of ideological and political education, continuously expand the depth and breadth of theoretical knowledge of ideological and political education, and actively participate in conferences on curriculum ideology and politics, lectures, forums and other theoretical training (Luo, 2020). For colleges and universities, colleges and universities should attach importance to the construction of curriculum ideological and political related systems, especially in the aspect of rewards and punishments. Through appropriate external forces, teachers can deeply understand the school's emphasis on curriculum ideology and politics, and help them to further understand curriculum thinking. The important value of politics and the deepening of teachers' curriculum ideological and political awareness (Lin, 2019).

2. Optimize the ideological and political teaching methods of the course and enrich the emotional experience. Teachers in colleges and universities need to base themselves on their own advantages, revitalize their own advantages, and carry out ideological and political teaching of courses based on their own advantages and characteristics, so as to avoid the behavior of mechanically imitating and forcibly grafting, but to infiltrate and infect students by moistening things in a silent way (Qi, 2020). For colleges and universities, in order to improve the educational effect of curriculum ideological and political education, colleges and universities should carry out curriculum ideological and political teaching based on the school's own distinctive characteristics and the comparative advantages of school moral education (Wang, 2020).

3. Establish and improve the curriculum ideological and political system, and improve the curriculum ideological and political education environment. It is necessary to strengthen the construction of the training and training mechanism for the ideological and political education team of courses. Colleges and universities can carry out normalized and systematic targeted and exemplary curriculum ideological and political teaching guidance training (Yang, 2021). It is necessary to strengthen the coordination and communication mechanism construction of the curriculum ideological and political education team. Colleges and universities can strengthen the exchange of information between ideological and political teachers, professional teachers and other personnel by holding regular seminars and communication meetings on course ideology and politics (Zhang, 2021). It is necessary to strengthen the construction of the evaluation and incentive mechanism for curriculum ideological and political education. Colleges and universities can evaluate and supervise teachers' participation in curriculum ideological and political teaching by establishing scientific and effective evaluation and supervision mechanisms (Zhang, 2022).



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