

On the Current Situation of Ideological and Political Education Mechanism in Colleges and Universities

-- Taking Guangxi as an Example

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Abstract

Students' Ideological and moral quality determines the future of the country and the nation. In order to better improve the effectiveness of Ideological and political education in Colleges and universities, we need to constantly innovate the methods of Ideological and political education, constantly change the ideas of Ideological and political education, and construct and improve the corresponding system and mechanism. The mechanism of curriculum ideological and political education is an important guarantee and effective way for colleges and universities to carry out the comprehensive reform of "three complete education", which has been paid attention to by colleges and universities all over the country. Under the guidance of Marxist theory, through the research methods of literature, comparative analysis and case analysis, combined with the empirical investigation and research of several schools in Guangxi, and through the scientific analysis and summary of the survey results, this paper focuses on solving the problems of insufficient management and operation coordination in the construction of curriculum ideological and political education mechanism in Colleges and universities in Guangxi. In order to further construct and improve the curriculum ideological and political education mechanism in Colleges and universities in Guangxi, further expand and deepen the concept of curriculum ideological and political education, and better improve the effectiveness of curriculum ideological and political education.

Keywords

Ideological and Political Education; Colleges and Universities; Guangxi.

1. Research Background

Guangxi is located in the southwest border of China. Affected by geographical location, economic development level and other factors, there is still a certain gap in the implementation degree and mechanism construction of Ideological and Political Curriculum in Colleges and universities in Guangxi compared with central and eastern provinces. In view of this specific situation, how to better implement the new educational concept of "curriculum ideological and political education" in Colleges and universities in Guangxi and better serve the cause of higher education in Guangxi requires colleges and universities to continuously integrate educational resources according to their own characteristics, constantly build and improve corresponding mechanism guarantee, and strive to promote the All-round and comprehensive progress of curriculum ideological and political education in Colleges and universities in Guangxi Multi angle and deep promotion.

2. Research Significance

Curriculum ideological and political education is not only the complexity of Ideological and political education itself and the necessity of the development of Marxist educational thought,

but also the necessity of the in-depth development of Ideological and political education in Colleges and universities in Guangxi. This study will help to provide theoretical guidance for the further construction and improvement of the ideological and political education mechanism of colleges and universities in Guangxi, and also provide theoretical reference value for the construction and improvement of the ideological and political education mechanism of colleges and universities in other regions.

3. Overview of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

3.1. Concept of Curriculum Ideological and Political Education Mechanism

At present, there is a lack of academic expression on the definition of curriculum ideological and political education mechanism, but there is a lot of research on giving full play to the joint force of Ideological and political theory course and professional course and creating the collaborative education mechanism of the two kinds of courses. Some scholars believe that: "The cooperative education mechanism between professional teachers and ideological and political workers is to formulate different ideological and political education contents for students of different grades in terms of educational content; adopt different teaching methods for different ideological and political education contents in terms of teaching methods; and point out the core of opening up the cooperative education channel between professional teachers and ideological and political workers. First, change the educational concept of professional teachers to make the second is to strengthen the cultivation of professional course teachers' moral education ability, to realize the situation of "moral education in all courses and education for all teachers". "Counselors and professional teachers are important forces in the education community. The collaborative education mechanism is an important guarantee to improve the ideological and political education work system and improve the pertinence and effectiveness of Ideological and political education. It is also the meaning of curriculum ideological and political construction." "The collaborative education mechanism of Ideological and political education in Colleges and universities is a working mechanism matched by full-time and part-time teams. It guides professional teachers and ideological and political theory teachers to participate in general education such as ideological and political education from the aspects of system and performance, and actively builds new media platforms such as network education, to promote the positive exploration of the situation of full-time education of Ideological and political education in large courses." The curriculum ideological and political education mechanism not only contains the principles of the collaborative education mechanism between Ideological and political theory courses and professional courses, but also has its unique laws and system, which can better reflect the interaction and mutual restriction of various elements in the curriculum ideological and political education system and its systematic and coordinated operation mode of curriculum ideological and political education. The mechanism of Ideological and political education in curriculum mainly refers to "Building Morality and cultivating people" On the basis of the fundamental task, college professional course teachers fully understand the ideological and political elements contained in professional courses in the process of educating people, further refine and excavate the ideological and political education resources of professional courses in the process of teaching, and form a common goal of Ideological and political education with college party committees, education and teaching departments at all levels and ideological and political theory teachers The specific meaning can be summarized as follows: first, it includes various constituent elements of College Students' Ideological and political education; second, the exertion of its mechanism function is reflected in the mutual connection, interaction and promotion between various mechanisms, so as to form a reasonable structure It is in a good state of close

relationship, complete functions, strong guarantee and efficient operation; third, it follows certain education laws and operates stably according to certain ways and methods. At the same time, it is constantly adjusting and improving an open and dynamic education mechanism system. "The construction and improvement of curriculum ideological and political education mechanism is of great theoretical and practical significance for better understanding and mastering the law of Ideological and political education, making the educational concept of curriculum ideological and political education "more scientific and effective in Colleges and universities, and promoting the realization of the objectives and tasks of College students' Ideological and political education."

3.2. Theoretical Basis of Curriculum Ideological and Political Education Mechanism

3.2.1. Marx's Theory of Man's All-round Development

Marx's theory of man's All-round development is an important part of the Marxist theoretical system. He expounds it in different works in different periods. This idea was discussed in his doctoral thesis; "In the manuscript of economics and philosophy in 1844, it is pointed out that only when labor is liberated can people's All-round development be realized; in German Ideology, through the investigation of social and personal development, Marx reveals the objective law of people's development and looks forward to the beautiful vision of people's free and All-round development, indicating that this thought is gradually maturing; and The Manifesto of the Communist Party of China has designed a set of systematic and perfect development countermeasures. Through continuous improvement of this theory, the theory of people's All-round development has become a complete scientific theoretical system. "People's All-round development is the overall improvement of comprehensive quality. It is an important theoretical basis in the reform of the concept of curriculum, ideological and political education. This theory embodies "Li De Shu Ren" Paying attention to Marx's theory of people's All-round development has methodological guiding significance for the reform of educational ideas and the innovation of educational methods in the new era. Marx pointed out that people's All-round development is also the All-round development of social practice activities, and the teaching of professional courses will be transferred to individuals through curriculum ideological and political practice activities The All-round development of people includes the development of intelligence, physical strength and moral level. Marx pointed out that "everyone's responsibility, mission and task is to comprehensively develop all his abilities, including thinking ability" This requires that we should further improve students' comprehensive ability in the course of educating people, and require teachers to pay attention to the improvement of students' intelligence and moral level in the process of educating people. This is an important guarantee for the All-round development of students. General Secretary Xi Jinping also pointed out many times that "cultivating socialist builders and successors in all aspects of moral, intellectual, physical, aesthetic and labor". This not only answers the primary question of Education under the conditions of the new era - who to cultivate, but also answers the important content of people's All-round development in the new era - the All-round development of morality, intelligence, physique, beauty and labor. This is the new requirement for the connotation of people's All-round development in the new era of socialism with Chinese characteristics and the latest development of the Sinicization of Marxist theory of people's All-round development.

3.2.2. Resultant Force Theory

"Resultant force theory" can be traced back to physics. In the field of social history, Engels explained his thought of social and historical resultant force. He believes that social history is produced in this way: many individual wills conflict due to their special living environment. This conflict forms the parallelogram of countless forces, in which each will is related to each other, Interaction with each other constitutes the joint force of society, which can create and

change history. Because everyone has different ideological will and different social environment, Engels theorized the complexity into simplicity through the parallelogram resultant force, and explained that the social and historical resultant force is the result of the joint action of each individual will. The resultant force of social and historical development contains many elements, some of which play a decisive role and some play an auxiliary role. Among them, the internal elements, that is, the individual's subject will, play a decisive role, which has a profound impact on the development process of social and historical development. The subject of social and historical development is real people. People transform the objective world through purposeful and conscious social activities. This thought has important guiding significance for the research of the concept of Ideological and political education in curriculum, especially when guiding teachers of various courses to give full play to the joint force of Ideological and political education. Among them, the interaction between subject and object jointly promotes the development of social history. The theory provides methodological significance for the construction and improvement of curriculum ideological and political education mechanism. Curriculum ideological and political education is a subsystem of Ideological and political education. Its operation originates from the mutual influence and interaction between subject factors and object factors. Its foundation must be based on the teaching practice of professional courses. The construction of curriculum ideological and political education mechanism must be based on Marxist theory, and understand the development and changes of the curriculum under the integration of Ideological and political elements in the teaching activities of professional courses. To effectively enhance the effect of College Students' Ideological and political education, we should not only pay attention to each element in the operation, but also pay attention to the action mechanism between them, so as to give full play to the positive role of each element and achieve the maximum resultant force.

3.2.3. Implicit Education Theory

Tacit knowledge and tacit curriculum are two major factors that constitute tacit education. Tacit knowledge theory is the basic theory that constitutes tacit education theory. This theory was first put forward by British scientist Michael Polanyi. He pointed out that this is a form of knowledge that cannot be expressed by systematic knowledge (words, numbers, charts and formulas), It is difficult to say, but it can be easily understood and has an important impact on our lives. Xi Jinping put forward the "eight reunification" at the forum of teachers of Ideological and political theory at school, which provided a basic guidance for further releasing the vitality of Ideological and political theory. In the "eight unification", "insisting on the unity of explicit education and implicit education" not only innovated and enriched the teaching of Ideological and political theory courses. At the same time, it provides a new vision for us to create a "great ideological and political" pattern at the hidden level. Curriculum ideology and politics is the process of digging deep into the tacit knowledge in professional courses and making it manifest. The ideological and political elements involved in the professional curriculum are skillfully integrated into the curriculum teaching, and the implicit education can achieve its effect smoothly through the subtle influence. The carrier that can carry tacit knowledge and act on the actual teaching process is the tacit curriculum. The tacit curriculum is different from the explicit curriculum. It is not limited to the fixed teaching form, but also more flexible and changeable. Its characteristic is "moistening things silently", giving full play to the moral education function of the tacit curriculum and imperceptibly infiltrating the moral education content into the professional curriculum teaching activities. Tacit education theory is of great value to the ideological and political education of curriculum. The combination of tacit education theory and ideological and political education is the theoretical basis of curriculum ideological and political education. Tacit knowledge points out that in the process of curriculum education, each professional course teacher has tacit knowledge, and each professional course also has tacit knowledge content; Hidden curriculum points out that in the process of

disseminating knowledge to the educated, educators impose patriotic, professional, honest and friendly values on students through language hint, behavior imitation and value identification, so as to improve their ideological and moral consciousness, develop good ideological and moral quality and shape good behavior habits. Implicit education theory has important practical significance for curriculum ideological and political education, and also has guiding significance for the further improvement and development of curriculum ideological and political education mechanism. Implicit education can significantly reduce students' resistance and rebellious emotion under the "indoctrination" theory, effectively resolve the contradiction between educators and educatees through the way loved by students, and make good use of the situation and good inducement in order to make educatees unconsciously accept relevant theories. It is an effective part of Ideological and political education in colleges and universities.

3.3. Analysis on the Necessity of the Construction of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

"In an introduction to education, Ye Lan, a Chinese educationist, pointed out that the education system has two basic functions, namely 'the function of influencing social development' and 'the function of affecting individual development'.". The construction of curriculum ideological and political education mechanism has two functions: promoting social development and promoting human development. Education serving economic construction is the characteristic of education development in the world today. Especially under the guidance of China's basic line centered on economic construction, whether education can serve economic construction is an important sign to weigh the development direction of education. Education is a social phenomenon of cultivating people. Education has an essential connection with social phenomena. It adapts to the needs of social development in an increasingly complex form and serves the politics, economy and culture of a certain society. Education is also part of culture. The essence of education is to promote people's own development. It is a practical activity of human self production, self transcendence and the pursuit of free development.

3.3.1. The Needs of "Connotative" Development of Talent Training in Colleges and Universities in Guangxi

The development of the era of knowledge economy puts forward higher requirements for the quality of talents in all walks of life. In addition to more extensive scientific knowledge literacy and extremely exquisite practical ability, we should also have higher ideological and moral literacy. This requires colleges and universities to pay attention to the cultivation of talents, go hand in hand, pay attention to the cultivation of compound talents, cultivate morality: have a certain humanistic spirit, have correct values, and have a high sense of professional responsibility; Wisdom: with broad professional knowledge, unremitting research and the quality of daring to innovate; Body: healthy physique and sunshine image; Beauty: have a correct aesthetic concept and the ability to distinguish beautiful things; Lao: talents who are not afraid of hardship and are willing to contribute. By constructing and improving the mechanism of curriculum ideological and political education, colleges and universities in Guangxi can continuously expand the depth and breadth of education. According to the overall goal of cultivating the All-round development of "morality, intelligence, physique, beauty and labor", the scientific and cultural quality and moral sentiment level are taken as important indicators of education, so as to improve the curriculum ideological and political education activities in Colleges and universities in Guangxi in all aspects, Promote the All-round development of talents. The talent training system of colleges and universities in Guangxi is relatively perfect. The training of research talents and vocational skilled talents covers a comprehensive range and covers a wide range of disciplines. Therefore, in order to better adapt to the cultivation of compound talents, colleges and universities in Guangxi need to build and improve the curriculum ideological and political education mechanism, so that colleges and

universities can adhere to taking root and rely on the local in terms of education level, goal and audience, and strengthen their advantages, eliminate weaknesses, highlight characteristics and contribute for a long time according to the development characteristics of colleges and universities. In addition, due to the mechanism of Ideological and political education in curriculum, colleges and universities are required to follow the objective law of talent training and growth in the process of education; So that colleges and universities can make full use of their existing advantages and conditions, strengthen the targeted training of talents on the basis of fully considering the discipline development and the integration and relevance of professional courses, and try to eliminate overestimation and taking care of one thing and losing the other, so that colleges and universities in Guangxi can gradually form a pattern of mutual support in curriculum teaching, reasonable professional composition of teachers, and appropriate integration of curriculum content The curriculum ideological and political education system with prominent discipline characteristics and advantages can better meet the actual needs of students' "connotative" development.

3.3.2. Urgent Need for the Construction of "First-class Disciplines" in Colleges and Universities in Guangxi

At present, the "double First-class" construction of colleges and universities in China is in the ascendant, and all provinces are making efforts to build First-class universities and First-class disciplines. According to the notice on publishing the list of world-class universities and First-class discipline construction universities and disciplines issued by relevant departments in 2017, among the officially confirmed and published list of world-class universities and First-class discipline construction universities and disciplines, there are 42 world-class universities, 0 in Guangxi and 465 world-class disciplines, Among them, only one discipline (Civil Engineering) from Guangxi University entered Guangxi. In addition, the Ministry of education requires local colleges and universities to strengthen the construction of national and provincial First-class undergraduate majors, and many colleges and universities in Guangxi are shortlisted for the construction of national and provincial First-class disciplines. Professional discipline construction is not only the cornerstone of talent training in Colleges and universities, but also an important index to evaluate the school running level of colleges and universities. First-class professional construction is a very important connotation of "double First-class" construction. The key to the construction of "First-class discipline" is the construction of First-class talent team. First-class talents need both knowledgeable professional knowledge and high moral quality. The cultivation of First-class talents requires a high-quality team of teachers. Therefore, only by continuously improving the comprehensive quality of teachers can we effectively promote the development of curriculum construction and discipline construction. The mechanism of Ideological and political education in curriculum points out that professional teachers should not only improve their ability of imparting scientific knowledge, but also improve their ability of moral education, so as to unify personal development with school professional construction. By continuously strengthening the overall situation consciousness, responsibility consciousness and integration consciousness of professional course teachers, strengthening the promotion of "connotation" on the basis of broadening the "extension" of course teachers' own ability, taking the concept of curriculum ideological and political education as the guidance and the mechanism of curriculum ideological and political education as the guarantee, and constantly innovating teaching methods and means to improve the teaching style and style of teachers, So as to forge a group of professional and excellent teachers with excellent political skills, solid professional skills, advanced educational ideas and firm ideal pursuit. "Make the curriculum teachers really become the leaders of the school's discipline construction and the guides of students' development, and take it as a sense of mission and responsibility to continuously implement it in the process of discipline construction and curriculum education, to realize the organic unity of preaching and teaching, to better serve the

construction process of "First-class discipline" in Colleges and universities in Guangzhou and Western China."

3.3.3. Serving the Practical Needs of Regional Economic Sustainable Development

Education is closely related to the development of social economy. Education is the basic way to cultivate labor force. Under the conditions of rapid economic development and rapid changes in science and technology, workers must have a certain level of knowledge, master the production tools under new technical means and engage in social production activities. "In addition, modern education can help workers master production tools, learn relevant technologies and enhance their proficiency. The most important thing is to improve the quality of workers, especially the quality of workers to deal with future challenges, which is the source power to ensure long-term economic growth and social progress." most colleges and universities in China are "jointly built by provinces and cities, focusing on cities" This determines that an important mission of colleges and universities is to serve the local social and economic development. China's one belt, one road and one ASEAN region, along the Guangxi coast, is a new way to take the initiative to open up the strategy of opening up. It is the frontier of Guangxi and ASEAN. It is playing a very important role in the context of the country's comprehensive opening up. One belt, one road, cannot do without the everfount of high-quality talents. Therefore, colleges and universities in Guangxi need to further build and improve the curriculum ideological and political education mechanism, so as to further strengthen the construction of characteristic majors to meet the needs of regional economic development, and effectively adjust the development indicators according to their own development requirements. The separate training of disciplines can not meet the requirements of Guangxi's internal and external talent development. One belt, one road, one can be used to build a more in-depth and broad exchange platform. We should do a good job in cultural exchanges in the process of technological exchange and foster patriotism in the process of technological integration. We will provide quality and strong talents for Guangxi's integration into the "one belt and one road" open pattern. One belt, one road, one belt, one road, is to guide students to participate in the related theoretical study and academic exchange activities. This will help students consciously integrate professional knowledge and national development strategy, and further understand the strategic position of "one belt and one road" decision-making. Broaden the horizon of knowledge, improve humanistic quality and comprehensive quality, strengthen the confidence in realizing the Chinese dream of the great rejuvenation of the Chinese nation, better contribute to the prosperity and stability of Bagui in the southwest frontier, and promote the great opening and development of Guangxi in the new era.

4. The Basic Situation of the Construction of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

In order to better understand the current situation of the construction of curriculum ideological and political education mechanism in Colleges and universities in Guangxi and provide guiding significance for further improving and perfecting the curriculum ideological and political education mechanism in Colleges and universities in Guangxi, based on the research of relevant experts and scholars, the author designs the questionnaire and interview outline of the research on curriculum ideological and political education mechanism in Colleges and universities in Guangxi, Data were collected from five colleges and universities in Guangxi Province by means of questionnaire survey and interview with professional teachers and administrative counselors. A total of 1000 questionnaires were distributed and 986 were recovered, with a recovery rate of 98.6%, including 970 valid questionnaires and an effective rate of 97%. The interview outline was 30 for teachers, 20 for administrative personnel, and 48

were effectively recovered, with an effective rate of 96%. By excluding invalid data, the data are counted and analyzed.

4.1. Achievements in the Construction of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

Since the "curriculum ideological and political" education concept was put forward, it has been highly concerned by the party, the state and all sectors of society, and relevant departments have given help in terms of policy support and financial guarantee. In addition, the continuous warming of curriculum thought and politics makes it gradually become the focus of academic concern, and the research on it is also increasing. In addition to the research on the theoretical background and practical significance of curriculum ideological and political education, many domestic scholars and experts have keenly noticed that the further development of curriculum ideological and political education needs to be guaranteed by the construction of relevant mechanisms, and have conducted research and exploration from different angles. Compared with the strong educational Province in the Middle East, Guangxi is still relatively short of educational resources, but various colleges and universities in Guangxi also keep up with the pace of the times, follow up the relevant exploration and practice of curriculum ideological and political education, and have made some achievements in the construction of education mechanism. It is mainly reflected in the following aspects:

4.1.1. The Understanding of the Concept of Ideological and Political Education has been Enhanced

With the gradual construction of the ideological and political education mechanism of the curriculum, colleges and universities in Guangxi have gradually got rid of the education method of Cultivating College Students' noble beliefs and noble sentiments only by relying on the ideological and political theory curriculum, but continue to broaden the breadth of Ideological and political education in Colleges and Universities, so as to give full play to the function of Ideological and political education in the teaching process of various professional courses. Among the several colleges and universities surveyed in Guangxi, the model of curriculum ideological and political education mechanism has begun to take shape, which has further enhanced the understanding of the leadership of colleges and universities on the concept of curriculum ideological and political education. Among them, Guilin University of technology has held two "curriculum ideological and political" lecture competitions to exchange and display the phased achievements of the work of "curriculum ideological and political education", At the same time, it also further promotes the re mobilization of the school's "curriculum ideological and political" work and the observation and training meeting of "curriculum ideological and political". Guangxi Normal University invited experts from Shanghai Education Commission to give special lectures to share the experience of curriculum ideological and political construction with teachers of all colleges of the University, and invited relevant majors in the field of curriculum ideological and political research to train full-time teachers of all colleges. Guangxi Medical University focuses on the spirit of general secretary Xi Jinping's speech at the national education conference to carry out ideological and political teaching competition, and strive to create curriculum ideological and political education courses, and further promote the ideological and political construction through a series of activities. Guilin University of Electronic Technology is closely related to the spirit of the important speech of general secretary Xi Jinping at the forum of teachers of Ideological and political theory at school and the requirements of the "new era of Ideological and political theory course of excellence" program of work. Under the theme of "never forget the original mind and remember the mission", we held the "new era ideological and political course and ideological and political excellence" in the new era. The implementation plan of curriculum ideological and political education of Guilin University of Electronic Science and technology, combined with the school's curriculum reform

project, has carried out the project establishment and construction of "excellent professional courses of curriculum ideological and political education". Various colleges and universities have held experience exchange meetings on curriculum ideological and political education construction, invited experts in relevant fields to hold lectures and held "golden Courses" Competition and other ways to improve the attention and attention of all departments and teachers to curriculum ideological and political education. These achievements preliminarily show that under the preliminary construction of curriculum ideological and political education mechanism, colleges and universities in Guangxi further broaden the breadth and depth of curriculum ideological and political education, and make the concept of curriculum ideological and political education go deeper into all processes of school teaching.

4.1.2. The Practice of the Subject of Ideological and Political Education has been Improved

Colleges and universities in Guangxi keep pace with the times and initially build a corresponding operation mechanism in continuous practice and exploration. This mechanism requires various departments of colleges and universities to carry out curriculum ideological and political education practice activities with multiple subjects and diversity. Different educational subjects should base on their own professional characteristics in curriculum ideological and Political Education activities, and excavate ideological and political education resources in courses and work in a planned and targeted manner, In this process, we should sum up experience, adjust and correct it in time, and gradually build a curriculum ideological and political operation mechanism with school and professional characteristics. Marxist theory and socialist core values should be fully reflected in the teaching and education process of any educational subject. This coincides with the educational purpose required by the curriculum ideological and political education mechanism. On the one hand, it is reflected in the teaching process of Ideological and political theory course. In addition to more vivid teaching methods and more diversified examination methods, certain extracurricular practical activities will be held regularly to enable students to enhance the cultivation of patriotic emotion in the process of practical learning through visiting and learning patriotism education bases, exhibition halls, museums and other places. On the whole, it improves the "rise rate" and "participation" of students. On the other hand, in the teaching process of professional courses, teachers will explain the "ethical way" of professional courses and warn students to remember the "way of survival and development" of their profession. In the whole learning stage of colleges and universities, the learning of students' professional skills occupies the main course time. Professional course teachers integrate the "way of moral education" in the teaching process, which plays an important guiding role in the improvement of students' personality and the cultivation of professional quality. In the survey, when asked the students "will your professional teachers intersperse the content of Ideological and political education in the classroom (such as current affairs, politics, professional ethics, etc.)", 78.19% of the students said that their professional teachers will intersperse some content of Ideological and political education in the process of classroom teaching. This shows that under the concept of Ideological and political education, the concept of Ideological and political education is gradually improving and expressed in the curriculum. In addition, as an important part of the daily ideological and political work management of students in Colleges and universities, counselors sometimes teach students military theory courses and situation and policy courses. In the teaching process, counselors can deepen the role of education and promote the development of Ideological and political education through learning and communication with ideological and political theory teachers. In the survey of "the teacher you think has the greatest impact on your growth in the University", students said that counselors, professional teachers and ideological and political theory teachers have a great impact on them. For example, when asked about the question "what are the main ways for you to receive ideological and political

education in school", more than half of the students choose "through the study of Ideological and political theory courses, routine moral education of counselors, party and League theme activities and participation in social practice", and "the penetration of professional teachers in the teaching process" 41.28% of the students also chose the way under the concept of Ideological and political education. This shows that the practice of curriculum ideological and political education of multi main sports people in Colleges and universities in Guangxi has achieved initial results, the role of curriculum ideological and political operation mechanism has also been brought into play, and the circle of curriculum ideological and political multi main sports people has been preliminarily constructed.

4.1.3. The Creation of Ideological and Political Education Atmosphere in the Course is Highlighted

The preliminary construction of curriculum ideological and political education mechanism in Colleges and universities in Guangxi makes the effect of curriculum ideological and political education continue to improve, and the atmosphere of curriculum ideological and political education continues to highlight. In strict accordance with the preliminary requirements of the construction of education mechanism, colleges and universities have made efforts to continuously strengthen teachers' ability to educate people, explore the methods of Ideological and political education in courses, and take a series of management and assessment measures to make the creation of Ideological and political education atmosphere in courses more in line with the requirements of Ideological and political education and the goal of talent training in Colleges and universities, and integrate ideological and political elements into professional courses, Innovate the teaching integration methods of teachers of various courses, so as to achieve the optimal result of educating people, so as to continuously improve the ability of educating talents and the level of moral education in the atmosphere of Ideological and political education. It is mainly reflected in: college students have significantly increased their attention to the effect of Ideological and political education of school teachers and administrative counselors. When investigating the question of "in addition to teachers' words and deeds, which of the following options do you think are also conducive to ideological and political education for college students" "Managers should be consistent with their words and deeds, manage and educate people, school service personnel, serve and educate people, good school spirit, discipline and culture" And others play a very important role in shaping a good educational atmosphere. This shows that college students' thoughts are more positive and progressive, and they are more concerned about the educational effect, especially the impact of the educational effect on the school educational environment. At the same time, it also shows that college students' collective concept is strengthened, and most students can put collective interests first and pursue their life goals with a more positive and happy attitude. No, the same teachers have different personalities and teaching characteristics because of their different majors. Students have different feelings in the teaching process of different teachers, and the educational atmosphere they create is also different. However, in general, students also have certain needs for the creation of the ideological and political education atmosphere of professional teachers. When asked about students "If professional teachers give you ideological and political education, what do you want to do?" 72.43% of the students chose "professional ethics". In addition to "teamwork spirit, innovation ability and patriotic enthusiasm" More than 50% of the students have chosen "what do you think should be the assessment standard for excellent teachers", and more than 60% of the students choose "teachers' teaching ability, teachers' style and morality" This shows that college students pay more attention to teachers' ability, temperament and quality, and think that these qualities of teachers will make themselves feel the energy brought by teachers, which is conducive to creating a good atmosphere of curriculum ideological and political education, so as to stimulate their upward spirit and become a new era of three concepts of integrity and full of positive energy.

4.2. Problems in the Construction of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

Due to the fact that Guangxi is located in a remote area and is relatively short of high-quality educational resources, although colleges and universities in Guangxi often organize relevant leading teachers to study the courses of brother colleges and universities in the middle and eastern region, and use the experience in the construction of Ideological and political education mechanism in their affiliated colleges and universities, due to some subjective and objective reasons, There are still some problems in the process of constructing and perfecting the mechanism of curriculum ideological and political education in Colleges and universities in Guangxi. These problems are mainly reflected in the following aspects.

4.2.1. Management and Operation "Less Communication, Shallow Implementation"

Management and operation mechanism is the primary link of curriculum ideological and political education mechanism. As a new educational concept, curriculum ideological and political education points out that all kinds of courses have the responsibility and mission of Ideological and political education, which should be the main trend of education in Socialist Colleges and universities at present and in the future. The leadership of colleges and universities should pay high attention to the unified management and operation mechanism, and actively organize, implement, coordinate and command the work by establishing a command department led by the Party committee of colleges and universities and the party committees of secondary colleges. All kinds of course teachers, experts and scholars in Colleges and Universities should also respond positively and devote themselves to the front-line Course Ideological and political teaching process. However, due to the relatively backward educational resources and lack of construction experience in Guangxi, the communication of the concept of curriculum ideological and political education is not smooth in the process of constructing the mechanism of curriculum ideological and political education, resulting in the problem of poor coordination between professional teachers and, between professional teachers and ideological and political teachers, and between various departments. Based on the analysis of the questionnaire survey data, the author found that some university leaders still have chaotic coordination between departments and teachers in the process of implementing the concept and building the mechanism, and the arrangement is not reasonable, resulting in some professional course teachers' failure to really "break the ice" ideologically when participating in the teaching of Ideological and political education. When investigating the students' "how to treat the relationship between College Students' Ideological Cultivation and professional ability development", more than 50% thought that "the former or the latter is more important and cannot be developed together". This shows that the management of colleges and universities has not effectively coordinated and paid equal attention to the work of professional course teachers and ideological and Political Theory Teachers in educating people, resulting in the students' understanding of curriculum ideological and political education is not deepened enough, and they do not understand the elements of Ideological and political education in professional courses. In addition to the survey of students' recognition in the learning process, the survey of collaborative education also includes the survey of professional course teachers and administrative counselors. After collecting and sorting "how do you implement the concept of Ideological and political education in the course? What problems do you encounter?" from the administrative counselors, it is found that the administrative counselors have less participation in Ideological and political education in the course, and are mostly responsible for the specific tasks uploaded and assigned. Among them, the college counselors will also use the growth and success course and employment guidance course to carry out ideological and political education, However, counselors are not all from the same class. They have less communication with ideological and political teachers in their daily work. In some courses, they

fail to pass on the ideological and political ideas of the course, which is mostly on the case, resulting in the low effect of collaborative education. After collecting and sorting the professional course teachers "do you communicate and cooperate with the relevant teachers of the Marxist College of our university on how to effectively integrate the ideological and political elements into the professional courses? Are the exchanges frequent?" it is found that the professional course teachers have a certain understanding of the ideological and political concept of the course, but due to their heavy teaching and scientific research tasks, The number of communication with teachers of Marxist theory on the integration of Ideological and political elements is less, the communication depth is not enough, the communication is sometimes only a mere formality, and there is a lack of some daily communication and cooperation, which makes the synergy of Ideological and political education in the curriculum low.

4.2.2. Education Methods are "More Traditional and Less Innovative"

Systematic and perfect curriculum ideological and political education mechanism can promote the innovation of education methods. Although colleges and universities in Guangxi have gradually established relevant education mechanisms, due to the imperfect mechanism construction and the innovation of education methods, the ways and methods of curriculum ideological and political education are still traditional and achieve half the result with half the effort. The survey results show that when asked whether your department has any teaching courses under the educational concept of "curriculum, ideological and political education", 21.5% of the students said "yes, but have not attended classes", and 25% of the students said "have not attended relevant courses". This shows that the ideological and political related courses have not formed an effective scale in several colleges and universities in Guangxi. Through further investigation on this issue, it is found that when investigating the question of "if you have taken relevant courses, what is the teaching method of" curriculum thought and politics "in your college and department", 66.82% of the students said that they still use the conventional "teaching in class" and "hiring experts and scholars for special lectures and practical teaching" when taking relevant courses The proportion of "Mu class and other online teaching" is relatively low. Although there is a certain proportion, it has not yet formed a certain scale. This phenomenon leads to the question of "what are the methods for teachers in your department to use the concept of" curriculum thought and politics "in classroom teaching". Although some teachers have also tried some new teaching methods in some professional courses, such as topic-based teaching method, flipped classroom and situational demonstration method, the traditional teachers "speak in one voice" There is still a certain proportion of teaching methods in the surveyed schools. This shows that although colleges and universities in Guangxi have also taught courses related to ideological and political education, and adopted new teaching methods to teach relevant courses, a considerable proportion of course teaching adopts traditional classroom teaching methods, and some teachers' classroom is still "one speech hall". In the specific teaching link, when asked about the students' "how the professional course teachers fit the professional course content with the ideological and political elements", 24.92% of the students thought that the ideological and political elements were well integrated in the teaching process of the professional course, but they often adopted the method of "mechanically copying" and did not integrate with the professional course teaching materials, resulting in the students' rigid learning process and large span, The effectiveness is poor. In addition, 25.39% of the students thought that teachers did not integrate ideological and political elements in the process of teaching professional courses, and the way was too monotonous and simple, which failed to arouse students' interest in learning. Although the course of Ideological and political education is not a new course, if you want to have a vivid course of "curriculum ideological and political education", it is also a tree without roots and water without source without teaching materials. When asked whether there are special teaching materials and the practicability of teaching materials in the "curriculum ideological

and political" class of your department, 34.11% of the students said that "there are special teaching materials but the practicability is general", and 21.96% of the surveyed students said that there are no special teaching materials. The lack of teaching aids or the poor practicability of teaching aids will indirectly affect the teaching content of teachers, which is not conducive to the effective development of Ideological and political courses. The survey results show that in several colleges and universities in Guangxi, both teaching contents and teaching methods are relatively old and have some problems. The innovation degree of teaching methods is not enough, which is not conducive to give full play to the effective fit and integration of professional courses and ideological and political elements, and the effect of teaching and education is relatively low.

4.2.3. Education Effect "Less Outstanding, Less Feedback"

In the survey, the author found that in several colleges and universities in Guangxi, although the curriculum ideological and political education mechanism has been preliminarily constructed, it is not perfect, which makes the overall education effect of the curriculum ideological and political education mechanism not obvious. Like other courses, the process of Ideological and political education in curriculum is mainly realized through teachers' words and deeds. How to investigate the educational effect of teachers and how to make the educational effect of curriculum ideological and political education continue to play needs the corresponding feedback guarantee mechanism. However, according to the statistical results, nearly 60% of students still think that the cooperative work of various departments and the effect of education are "general or even bad". In the return visit survey on students' "through a series of studies, you think that infiltrating ideological and political elements into professional course education has the effect on students' growth and success", it shows that 34.89% of students think it is more useful, and about 28% of students think that the effect of Ideological and political education is "a little useful or even useless". In the correlation survey, 49.22% of the students thought that "the professional course knowledge is very authoritative and there are many places worth learning, but the humanistic quality is not high enough to play the role of an example". This shows that for professional course teachers, their professional theoretical literacy is excellent, but they ignore the shaping and improvement of humanistic literacy. Their oral influence is more prominent, but they lack a certain role model, which makes the moral education of students in the actual process of Ideological and political education of professional courses not prominent and effective.

4.3. Analysis on the Causes of Problems in the Construction of Ideological and Political Education Mechanism in Colleges and Universities in Guangxi

At present, there are some problems in the construction of curriculum ideological and political education mechanism in Colleges and universities in Guangxi. There are many reasons for these problems. There are some factors, such as the responsibility of the management is not implemented in place, the ability level of teachers at the implementation level is not high enough, and the feedback mechanism at the guarantee level is not perfect. Only by analyzing the reasons that restrict the overall effectiveness of Ideological and political education mechanism in Colleges and universities in Guangxi, can we provide guidance for further construction and improvement of relevant mechanisms.

4.3.1. Insufficient Implementation of Collaborative Education Mechanism

"Curriculum ideological and political" is not only to properly teach the content of Ideological and political theory course in the teaching process of professional courses. It is to truly "keep a good canal and plant a good responsibility field" in any course by deeply excavating the ideological and political elements contained in professional courses, supplemented by the communication and cooperation among teachers of various courses. The construction and improvement of Ideological and political education mechanism in Colleges and universities in

Guangxi can effectively promote the construction of "great ideological and political" pattern. However, because the mechanism of Ideological and political education in curriculum is still in the preliminary construction stage, it is still in the exploration period. In the investigation of several colleges and universities in Guangxi, it is not difficult to find that although the construction of curriculum ideological and political education mechanism has achieved relatively good results in Colleges and universities in the middle and eastern regions, the learning level of colleges and universities in Guangxi is not strong enough, resulting in the whole education link of colleges and universities in Guangxi, whether in departmental coordination or teaching practice, The study of the collaborative education mechanism in the curriculum ideological and political education mechanism is still not deep enough, and there are still omissions in the implementation work.

4.3.2. The Improvement Mechanism of Teachers' Ability is not Perfect

Moral quality. Teachers are the new force for the effective development of curriculum ideological and political education. The vast majority of teachers in China are dedicated, exemplary and have good professional ethics. However, under the influence of globalization and utilitarianism, some educators are induced by material interests to breed money worship, egoism and hedonism. They unconsciously teach utilitarian ideas in the process of teaching, which is easy to mislead students into wrong values. In addition, for some professional course teachers, because they have scientific research projects, pay attention to scientific research and ignore teaching, although some teachers are engaged in the teaching of courses related to ideological and political education, they think that their scientific research progress is delayed and their separation is weak, and they think that the curriculum ideological and political education cannot solve their own professional title and job evaluation through effective evaluation indicators. Therefore, when engaged in the teaching of Ideological and political related courses, there is little heat, there is a perfunctory attitude, and even some teachers have a certain state of disgust and exclusion. Engaging in the teaching of relevant courses with this teaching mentality is easy to make students have negative emotions, which is not conducive to the cultivation of students' thought of serving the society and contributing to the society. It has a certain negative impact on students' moral education, and affects the further improvement of the effectiveness of curriculum ideological and political education.

4.3.3. The Education Guarantee Mechanism has not Yet been Generated

The existence and development of anything needs the help of certain resources as its strong backing. The reform of "curriculum ideological and political" education concept in Colleges and universities is no exception. Its smooth development is inseparable from all subjects such as the state, society, schools and students. These subjects provide all possible resources they can provide to ensure the effective implementation of "curriculum ideological and political" education concept. At present, the main problem in the process of college curriculum ideological and political education is that a long-term guarantee mechanism for curriculum ideological and political education has not been established.

5. Conclusion

The value attribution and ultimate goal of Ideological and political education is to promote the free and All-round development of students. The construction of curriculum ideological and political education mechanism is to realize the effective integration of Ideological and political theory courses and professional courses in Colleges and universities, and break the phenomenon of "two skins" of curriculum education in colleges and universities, which is not only the objective requirement of educational progress, but also the development direction of social progress. The construction of Ideological and political education mechanism in Colleges and universities in Guangxi is a process; First of all, it must be based on the characteristics of

Guangxi's specific geographical environment and educational environment, highlight its characteristics and learn from each other. Secondly, in the construction and implementation of the mechanism, ideological attention is the primary link, coordinated promotion is the basic link, improving ability is an important link, and improving evaluation is the guarantee link. Finally, the mechanism of Ideological and political education in Guangxi curriculum should be sustainable and referential. It should not only ensure long-term operation in specific areas, but also provide samples for other areas.

The construction of Ideological and political education mechanism in Colleges and universities in Guangxi is a profound and complex problem, which needs to be continuously explored, developed and improved in the specific education practice combined with the specific practical process. In the process of continuous exploration, development and improvement, the concept of curriculum ideological and political education will further deepen into the minds of college leaders, teachers and students, and truly achieve the "fragrance" of Ideological and political elements in various courses, so as to continuously guide students' ideological behavior, shape healthy personality and promote All-round development.

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