

Research on the Effective Path of the Ideological and Political Educational Function of Economic Courses under the Background of New Economics and Management

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Abstract

Under the "New Economics and Management" construction project, the ideological and political education function of Anhui University of Finance and Economics has put forward new demands for students to explore actively, improve practical ability, and strengthen theoretical literacy. Therefore, the existing economic courses content, the ability of teachers to implement ideological and political education, and the teaching methods of ideological and political education are adjusted to optimize and update, so as to more effectively realize the ideological and political education function of economics courses.

Keywords

Economics Courses; New Economics and Management; The Effective Path.

1. Introduction

In 2016, Xi Jinping, President of China clearly stated at the National University Ideological and Political Work Conference: "It is necessary to make good use of the main channel of subject teaching, which the ideological and political theory courses must be strengthened during improvement. In addition to ideological and political courses, other courses must maintain a good section and plant a good field of responsibility, so that various courses and ideological and political theory courses can go in the same direction, forming a synergistic effect." In response to this policy, Anhui University of Finance and Economics is actively exploring the realization path of economics courses and ideological and political courses. However, as the new generation of information technology such as "Internet+", cloud computing, big data, and artificial intelligence is deeply integrated with economic society, education and teaching, new developments have been proposed for the training model of economic professionals under the "new economic management". The basic path of ideological and political education for economic courses is becoming more and more inapplicable.

2. The Basic Path of Economics Courses for Ideological and Political Education

By analyzing the curriculum system in the economics professional talent training program of Anhui University of Finance and Economics, and sorting out the ideological and political education path of economics courses carried out, the paper finds that the economics curriculum is the foundation, and the guidance of the tutor is the key and the whole planning is the core. On this basis, the path mainly through the establishment of economic courses, the ability of teachers to implement ideological and political education, and the teaching methods of ideological and political education by the School of Economics of Anhui University of Finance and Economics.

2.1. Setting up Economic Courses for Ideological and Political Education

Curriculum is the foundation of teaching. Without a good curriculum, curriculum ideology and politics cannot be implemented (Zhang Yumin, 2019) [1]. In terms of the curriculum concept, the training process of economics professionals should adhere to the concept of "one lesson, one policy". The teacher should pay attention to the excavation and refinement of ideological and political elements of each course, that refusing to mechanically apply ideological and political thinking. When every teacher does it, the organic integration of ideological and political thinking and curriculum characteristics can be achieved (Liu Qing and Hou Sen, 2020) [2]. In terms of curriculum goals, not only must integrate the ideological and political education concepts of economics majors, but also realize the education and teaching goals of "value guidance, knowledge transfer, and ability training" (Wanli, 2019) [3]. In the content of the course, economic innovation theories with Chinese characteristics should be presented, and the demonstration cases should be integrated into the new economic viewpoints in the practice of reform and development in China (Zhang Hongjun and Wang Chenshen, 2021) [4].

2.2. Teachers' Ability to Implement Ideological and Political Education

Teachers are the implementers of ideological and political education, their words and actions in classroom teaching will have a profound impact on students. Firstly, the teachers of economics majors should improve the ideological and political education awareness, and be inspired to consciously study economics teaching content, and explore the "ideological and political elements" in economics majors. Secondly, the teachers of economics majors should improve the ideological and political education ability (Chen Huadong and Su Weiwei, 2019) [5]. Professional course teachers must have noble ideological and political education qualities, have the ability to design courses, and have mastered the methods and teaching rules of ideological and political education, then they can devote themselves to the course ideological and political teaching with a respectful professional attitude and a good mental state. At the same time, the teachers will be more active to taking into account the heart of benevolence, caring to the students' ideological trends, and adjustment of the topic content and the rhythm of the class.

2.3. The Teaching Method of Ideological and Political Education

In the classroom, through the use of various methods such as problem explanation, case teaching method, situational teaching method, discussion teaching method, practical teaching method, etc., students' interest and enthusiasm in learning are stimulated, which it is much easier for students to understand the development of China's socialist market economy (Jing Huaifang, etc., 2021) [6]. Outside the classroom, teachers can use online teaching methods to timely supplement real-time cases that cannot be shown in offline classrooms. After-school homework, the teacher can let students conduct an investigation or research of current affairs in China's economy and society, that arousing students' in-depth thinking and strengthen students' patriotism. However, in practice, due to the lack of matching between teaching content and teaching methods, teachers pay attention to the first classroom and emphasize instillation in the classroom, and ignore the second classroom, which makes the communication and interaction between teachers and students not high, and it is difficult for students to digest and understand the economic theorin time. (Ma Yanyan and Ren Shuming, 2019) [7].

Due to lack of deep understanding about the ideological and political concept of economics courses, some teachers are unable to actively explore the ideological and political elements in the course. In addition, the old teaching methods and teaching models have made students difficult to transform economic theory into the ability to solve practical economic problems, which makes it superficial to improve the ideological and political education ability of professional course teachers.

3. New Demand for the Ideological and Political Education Function of Economic Courses under the Background of New Economic Management

In order to adapt to new technological changes such as the Internet, big data, cloud computing, and artificial intelligence, Anhui University of Finance and Economics takes "students" as the center that adjusts the training objectives and programs of discipline professionals, scientifically constructs students' knowledge structure, and focuses on training students' professional thinking and professionalism. It is expected to cultivate high-level applied economic management professionals who are more suitable for the economic and social development of regions and industries in the new era. Under this training goal, the teaching philosophy, teaching content, and teaching methods of economics courses have been reconstructed accordingly. Therefore, the ideological and political education function of economics courses has also produced new demands.

3.1. Passive Acceptance of Students Turns into Active Exploration

The function of ideological and political education in economics courses is usually that teachers make relevant curriculum teaching plans, dig out ideological and political elements and teach them in the classroom. In this process, students passively accept the knowledge system from teachers themselves. Under the "new economic management", the professional knowledge of economics disciplines is combined with the professional knowledge of information technology and other disciplines, and students are required to have a basic grasp of modern science and technology such as the Internet, big data, and artificial intelligence. At this time, passively accepting the teacher's teaching will not be able to give full play to the initiative of the students to explore themselves. Teachers should guide students to use the modern science and technology they have mastered to actively explore the ideological and political elements behind economic phenomena.

3.2. Transform Students' Theoretical Study into Actual Practice

To establish a correct career outlook, students must strengthen the practice links and cultivate the ability to solve practical problems. Under the "new economic management", it is required to focus on training students' professional thinking and professional skills. In addition to intensively conducting professional internships and surveys, while explaining economic theory knowledge in daily classrooms, attention should be paid to the cultivation of students' ability to solve economic problems. For example, after teaching the demand theory in microeconomics, students can observe the difference in domestic mask demand between the early and late stages of the new crown epidemic in China, and consider the reasons for the government to formulate such policies, thereby increasing students' patriotic sentiment.

3.3. The Actual Practice of Students Strengthens Theoretical Literacy

Marxism tells us that from theory to practice, and from practice to theory, such repetition is a natural process of acquisition. Therefore, paying attention to the process of processing and refining students' practical experience is an important way to cultivate students' theoretical literacy. It is also an important way to train students' thinking mode and professional skills under the "new economic management" to emphasize the requirements of innovation. For example, students refine theories through practical research on consumption quantities and consumer prices, as well as subject analysis, which not only cultivates students' ability to conduct scientific research, but also cultivates the habit of self-confidence, responsibility, endurance and independent thinking.

4. The Effective Path for Ideological and Political Education of Economic Courses under the Background of New Economic Management

Anhui University of Finance and Economics has implemented the "New Economics and Management" construction project, so that the ideological and political education function of economic courses has new needs for students to actively explore, improve practical ability, and strengthen theoretical literacy. Therefore, it is necessary to make precise adjustments to the economics curriculum, teacher's ability, teaching methods, etc., in order to obtain the effective effect of economics curriculum in ideological and political education under the new situation.

4.1. Optimize and Update Economic Courses for Ideological and Political Education

The construction of economics courses is the core path to effectively realize the function of ideological and political education. Therefore, the overall ideological and political system of economics courses should be optimized and the ideological and political teaching content of economics courses should be updated in time, and the construction of superior characteristic courses should be emphasized. In terms of the curriculum concept, in addition to continuing to adhere to the talent training concept of "one lesson, one policy", it is necessary to focus on "students" and continue to deepen ideological and political education in accordance with the law of student growth. In terms of curriculum objectives, the school should integrate the ideological and political education concepts of economics major courses with the overall educational goals. In terms of curriculum content, the school should increase the proportion of students thinking, discussing, and practicing Chinese social and economic development issues, and reducing the proportion of textbook knowledge instillation.

4.2. Cultivate and Continuously Improve Teachers' Ideological and Political Education Ability

The construction of the teaching staff is the key path for economic courses to effectively realize the function of ideological and political education. The "Teacher Ability Development Center" of Anhui University of Finance and Economics serves as a platform. Through the establishment of a sound institutional system, combined with the construction of an ideological and political system for economic courses, it effectively enhances teachers' ideological and political education and teaching ability. At the same time, the teacher should pay attention to improve the scientific research capabilities continuously. Only when teachers continue to engage in scientific research, they impart the latest scientific knowledge to students. Through the process of interaction between teachers and students, students' creativity and initiative can be stimulated, and students' professional thinking can be tempered to ensure the quality and effectiveness of the lectures.

4.3. Diverse and Innovative Teaching Methods for Ideological and Political Education

The use of diverse and innovative teaching methods for ideological and political education is an important path for economic courses to effectively realize the function of ideological and political education. When conducting ideological and political content such as case teaching and situational teaching in traditional classrooms, information technologies such as the Internet, big data, cloud computing, and artificial intelligence can be used to simulate the specific scenarios of economics majors, so that economics majors can have a more intuitive and in-depth understanding of China's social and economic development and evolution. The teacher can dynamically pay attention to new situations and new issues that arise in the process of ideological and political education, and pay close attention to the changes in students' thinking, reality and actual life.

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