

Study on the Civics Programme and Curriculum Civics and Co-ordination for Human Development

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Abstract: *The proposal and practice of the collaborative nurturing model of curriculum Civics and Civics courses not only enriches the content of ideological and political education, but also innovates the channels of ideological and political education. Exploring the collaborative nurturing model of curriculum Civics and Civics courses in applied colleges and universities is conducive to enhancing the effectiveness of the work of ideological and political education in colleges and universities in the new era, and cultivating newcomers of the era of socialism with Chinese characteristics in the new era for the Party and the country.*

Keywords: Civics Programme, Curriculum Civics, Synergistic Parenting.

The ideological and political theory course in colleges and universities is a key course for implementing the fundamental task of cultivating moral integrity, and other various courses are synergistic courses for implementing the fundamental task of cultivating moral integrity. How to organically combine the two, give full play to the different roles of explicit education of ideological and political courses and implicit education of course ideology and politics, and build a big ideological and political education system of all-round education, is of great significance for the cultivation of young people of the new era who take the great rejuvenation of the Chinese nation as their own responsibility.

1. INSISTING ON THE CORE POSITION OF THE CIVICS PROGRAMME IN THE IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS

1.1 To give full play to the role of the main channel and position for ideological and political education in the Civics Classes

Ideological and political theory course is the key course for colleges and universities to implement the fundamental task of establishing moral education and cultivating new people who can take up the great responsibility of national rejuvenation, and it is the main channel and position for ideological and political education of college students. Therefore, strengthening the ideological and political education of college students has become the primary task of colleges and universities. Although all other courses at all levels have the function of educating people, they are not specialised courses for cultivating moral integrity, so teachers tend to neglect their educating function in the process of teaching. The concept of "curriculum ideology and politics" puts forward the "main channel and main position" of ideological and political education in colleges and universities from a single ideological and political class to all kinds of courses, forming a synergistic effect of educating people. In the synergistic process, due to the special status and role of ideological and political theory courses, they should play a good leading function to form a greater synergistic effect of cultivating morality and educating people.

1.2 Deepening the reform of the teaching of the Civic and Political Science Programme

1.2.1 Innovative teaching content of ideological and political theory courses

The teaching content of ideological and political theory courses is rich and complete, including the most basic principles of Marxist worldview and methodology, and covering the theoretical achievements of the Chineseisation of Marxism and the latest achievements of the Party's theoretical innovation. To impart these contents to students accurately and accurately, and really achieve the teaching effect of getting into the mind and heart, it is necessary to constantly innovate the teaching contents in practice. Firstly, the teaching content should be integrated, the teaching material system should be transformed into a teaching system, and thematic teaching should be carried out; secondly, the integration of disciplines should be strengthened, and the professional

knowledge learned by students should be integrated into the teaching of Civics and Politics through interdisciplinary teaching design and curriculum integration, so as to enable the students to better understand and apply what they have learnt. Thirdly, diversification of teaching content should be realised, and knowledge of history, culture and social sciences should be integrated into the teaching, so as to stimulate students' interest in learning and their thinking ability, and to improve the teaching effect.

1.2.2 Innovative teaching methods for ideological and political theory courses

Whether the teaching method is appropriate directly affects the teaching effect of good or bad, ideological and political theory course teaching content has a strong theoretical and political, to the students far away from the "big theory" into their willingness to accept the "small expression", so that the ideological and political course to become a good teacher and friend of the students' growth, we must continue to innovate the teaching methods of civics and politics. In order to transform the "big theory" that students are distant from into a "small expression" that they are happy to accept, and to make the Civics class become the students' good teacher and good friend, it is necessary to constantly innovate the teaching methods of Civics. To change the traditional teaching mode of teachers speaking and students listening, and the lack of interaction and participation, we should stimulate students' interest in learning and thinking ability through interactive teaching such as case study, group discussion and role play, and improve the teaching effect; we should make full use of information technology and intelligent teaching tools to enrich the content and form of teaching and provide students with more learning resources and communication platforms, so as to promote students' independent and cooperative learning; we should make use of inspirational teaching to make the Civics and Politics class become the students' teacher and friend in growth. learning; to cultivate students' innovative thinking ability, independent thinking ability and problem-solving ability through programmes such as heuristic teaching and problem-oriented teaching. Ideological and political education should be made to achieve the effect of water to the drain, into the brain and into the heart.

1.2.3 Innovative practical teaching mode of ideological and political theory courses

Innovative ideological and political theory course practice teaching mode firstly needs to build a practical teaching system that meets the requirements of the talent cultivation goals of the new era and is practicable, to ensure that the practical teaching activities are carried out throughout the whole process of teaching, so that the students can apply the knowledge they have learnt to the solution of practical problems, and to cultivate their practical and innovative abilities; secondly, it is necessary to formulate the implementation plan of the practical activities based on the content and characteristics of the courses, which should be standardized and operable. normative and operable, the practical content identified in the programme should be colorful and the form of practice should be flexible, so that students can experience the process of social life, enhance their sense of social responsibility and sense of mission; thirdly, we should formulate scientific assessment and evaluation standards to improve the quality and effectiveness of the practical activities, we should evaluate the students' practical ability and innovation ability, and give timely guidance and encouragement to students to promote students' Growth.

1.3 Strengthening the Civics and Political Science Teaching Staff

To cultivate students into new men of the times with ideals, beliefs and patriotic sentiments, teachers of civics courses must first become such people, so that they can better take up the responsibility of guiding students to grow up healthily and guiding them. To strengthen the construction of teachers of civics and political science, first of all, we should improve the political quality of teachers of civics and political science, and clearly put politics in the first place of teaching and educating people. We should firmly believe in Marxism, firmly believe in socialism and communism, maintain a high degree of consistency with the CPC Central Committee in political position, political direction and political path, and guide students to truly learn and understand Marxism by our own clear path and faith; secondly, we should enhance the theoretical Marxism of teachers of Civics and Politics, and make them well versed in professional knowledge, so as to be a good "teacher of the scriptures". Secondly, we should enhance the Marxist theoretical quality of teachers of Civics and Political Science courses, be proficient in professional knowledge, and be a good "scripture teacher". To study hard, study hard and study hard, and constantly consolidate professional skills, to respond to students with a thorough analysis of the doctrine, to persuade students with a thorough theory of thought, to guide students with the powerful force of the truth. Thirdly, we should improve the moral cultivation of teachers of Civics and Political Science, cultivate noble teacher ethics, and become a "human teacher". Keeping in mind the original mission, they should stick to their educational positions, be indifferent to fame and fortune, be selfless and dedicated, cultivate their personality with noble moral sentiments, and devote themselves to the great cause of cultivating morals and educating people in the new era.

2. GIVING FULL PLAY TO THE SYNERGISTIC ROLE OF CURRICULUM PHILOSOPHY IN THE IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS

2.1 Establishment of a special teaching reform project on "Civic politics in the curriculum".

2.1.1 Establishment of a special teaching reform project on "Civic and political thinking in the curriculum".

In the current higher education, the importance of the Civic and Political Science programme is becoming more and more prominent. In order to enhance the effectiveness of the Civics Programme in promoting moral education, it is necessary to set up a special teaching reform project for the "Civics Programme". In this way, the objectives and tasks of teaching reform can be clarified, and teaching reform work can be carried out in a targeted manner.

2.1.2 Determination of the goals and tasks of the special pedagogical reform "Civics in the curriculum".

The first step in setting up a special teaching reform project on "curriculum civics" is to define the objectives and tasks. The objectives and tasks of the reform can be defined through research and evaluation to understand the current problems and challenges of Civic and Political Education in the curriculum. The objectives may include improving the level of students' civic education and enhancing their civic education capacity.

2.1.3 Formulation of plans and measures for the reform of the special teaching of "Civics in the Curriculum".

After the establishment of a special teaching reform project on "curriculum ideology and politics", it is necessary to formulate specific reform plans and measures. According to the objectives and tasks, the focus and direction of reform can be determined, and corresponding plans and measures can be formulated. These plans and measures may include the innovation of teaching methods, the optimisation of teaching materials, and the establishment of evaluation mechanisms.

2.2 Establishment of a teaching team for "Civics in the curriculum"

2.2.1 Importance of Teacher Development

Teachers are the core force of curriculum civic education, and the establishment of a strong teacher team is crucial to enhancing the effectiveness of curriculum civic education in promoting morality. Therefore, it is necessary to strengthen the construction of the teaching team and improve the theoretical quality and teaching ability of teachers in Civic and Political Education.

2.2.2 Cultivating teachers' theoretical qualities in civic education

In order to improve the level of teachers' civic and political education, teacher training and training activities can be carried out to enhance the theoretical quality of teachers' civic and political education. Experts and scholars can be invited to give lectures and training, and teachers can be organised to attend academic seminars and teaching seminars to strengthen their academic research and teaching abilities.

2.2.3 Improvement of teachers' pedagogical skills and educational and teaching experience

In addition to the theoretical qualities of Civic and Political Education, it is also necessary to improve teachers' teaching ability and educational and teaching experience. It is possible to promote exchanges and co-operation among teachers through teaching observation and teaching exchanges to improve their teaching ability and education and teaching experience.

2.3 Creation of a model programme on "Civic and political thinking in the curriculum"

2.3.1 Criteria and methods for selecting model curricula

The creation of a model curriculum for "curriculum thinking and politics" requires the selection of a suitable programme to serve as a model. Criteria and methods for selecting model programmes can be formulated on the

basis of teaching effectiveness, teaching resources and other factors. Excellent programmes can be selected as models through evaluation and assessment.

2.3.2 Design and development of content and teaching materials for model curricula

After the selection of a model curriculum, the design and development of course content and teaching materials need to be carried out. The content and teaching materials of the course can be determined by combining the characteristics of the discipline and the needs of students. At the same time, it is also necessary to focus on the innovation and practice of the curriculum to improve students' experience and ability in civic education.

2.3.3 Evaluation and improvement of the implementation of the model curriculum

During the implementation of the model curriculum, evaluation and improvement are needed. The effectiveness and problems of the programme can be understood through student evaluation and teacher assessment. Based on the assessment results, timely improvements and adjustments can be made to enhance the quality and effectiveness of the model curriculum.

3. FORMATION OF A LARGE PATTERN OF COLLABORATIVE EDUCATION BETWEEN THE CIVICS PROGRAMME AND THE CIVICS COURSE

3.1 Constructing a "5+1+x" system of ideological and political education

Taking the five main courses offered by the Department of Ideological and Political Theory of the university as the core, taking the Practice of Ideological and Moral Cultivation and Behavioural Norms as the starting point, and taking Civics in Courses as the grasping hand, the university has made efforts to create X professional courses incorporating "Civics and Politics Elements", and has deeply explored the ideological and political education resources of all kinds of courses, so as to form a circle effect from "Civics Course" to "Civics in Courses". The circle effect from "Civic and Political Courses" to "Civic and Political Courses" is formed to build a multi-level, complementary and organically integrated system of ideological and political education.

3.2 Optimising the teaching system, integrating teaching resources, and forming a large pattern of collaborative education

Relying on local characteristic resources, taking major current events, important festivals and anniversaries as nodes, taking patriotic education as the core, integrating teaching resources, innovating teaching methods, revising the teaching syllabus, strengthening the teaching design, incorporating the core elements of ideological and political education such as national sentiments, vocational morality, collaborative spirit, and dedication to the society into the professional curriculum system, and actively exploring the organic combination of explicit education of civic politics courses and implicit education of civic politics of courses. We will also actively explore the organic combination of explicit and implicit education on ideology and politics in the courses, and form a big pattern of collaborative education.

3.3 Implementation of the "twinning" project between teachers of the Civics Programme and teachers of specialised subjects

In the teaching system in which all types of courses are taught in the same direction as the ideological and political theory courses, the ideological and political theory courses remain the core area, and the teachers of the ideological and political theory courses are still the main disseminators of the scientific theories of Marxism. The implementation of the "twinning" project between teachers of ideology and politics and teachers of professional courses has allowed teachers of ideology and politics to join the team of "course ideology and politics", so that one or two teachers of ideology and politics join each professional course, and teachers of professional courses, teachers of ideology and politics, counsellors, and all kinds of social resources have become a "community of educating people". The professional teachers, political science teachers, counsellors and all kinds of social resources will be formed into a "community of educating people", so as to realise the resonance between knowledge transmission and value education.

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