

Exploring the Path of Building the Team of Ideological and Political Course Teachers in Colleges and Universities from the Perspective of "Big Ideological and Political Course"

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Abstract: "Big ideological and political courses" are a historical inevitability driving the transformation and a systematic project to build a comprehensive and all-round soul building and education system for the overall employee. The building of teachers is related to the growth and success of students and the high-quality development of universities. Enhance the building of teachers in all aspects and at multiple levels is an important guarantee for enhancing the professional quality of teachers, creating a new pattern of education, and building an education powerhouse. At present, there are still practical difficulties in the teaching staff, such as insufficient synergy that hinders the improvement of educational motivation, low comprehensive literacy that hinders the improvement of educational ability, and inadequate guarantee that reduces teaching effectiveness. By establishing a collaborative linkage mechanism, quality improvement mechanism, and guarantee mechanism for teachers, we aim to promote the construction of the teaching staff for the in universities.

Keywords: "Great Ideological and Political Course"; Teacher team building; Value; Route

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The key to running the 'Great Ideological and Political Course' well lies in the teachers, who should exert their enthusiasm, initiative, and creativity. To teach the "Great Ideological and Political Course" well, deeply, and thoroughly in society, it is necessary to introduce teachers from both inside and outside the school, create a diverse and specialized team of ideological and political teachers, and jointly form a strong educational force.

1. The Value Implications of Building the Team of teachers from the Perspective of "Great Ideological and Political Course"

(1) Enhance the quality of teachers and undertake the mission of educating students

The team of ideological and political course teachers in universities is the first resource to promote the development of higher education, and its construction quality directly affects the effectiveness of universities in cultivating new talents in the era. Currently, the world is undergoing unprecedented changes that are accelerating. The world situation is complex, intertwined, and unpredictable, with increasing instability factors and risks. As a key subject in shaping the soul, shaping life, and shaping people, comprehensively strengthening the construction of the ideological and political course team in universities can enable people with faith to speak out, enhance

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professional quality, and help young students improve their ability to cope with various risks and challenges at home and abroad, strengthen their ideals and beliefs, expand their theoretical horizons, deepen their theoretical understanding, fasten the first button of life, and achieve the unity of knowledge, will, and action.

(2) Create a nurturing atmosphere and construct a new pattern of nurturing people

We need to establish a work pattern of unified leadership by the Party committee, joint management by the Party and government, respective responsibilities of relevant departments, and coordinated cooperation of the whole society. The construction of the education pattern should not only fully play the key role of the school as the main battlefield and channel, but also play the supporting role of important battlefields and channels in families and society. As an important concept leading the innovative development of ideological and political courses, it emphasizes the joint participation, organic connection, and comprehensive promotion of multiple subjects. Strengthening the construction of the teaching staff in universities is conducive to increasing the attention and participation of the whole society in soul building and education, thereby enriching the teaching staff both inside and outside the school, enhancing the teaching staff strength inside and outside the school, and creating a new pattern of close cooperation among multiple subjects in education.

(3) Responding to the issues of the times and building a strong education country

A strong education leads to a strong country, and a thriving education leads to a prosperous nation. Educational confidence has always been a solid foundation for national development. Throughout human history, every powerful country in the world has been an education powerhouse, and education has always been a strategic investment for the future and the key to the rise of a strong nation. The key to achieving modernization of education lies in the modernization of the teaching staff. The great spirit leads the great cause, and the great cause calls for the great spirit. The spirit of educators, as a unique spiritual quality of the university teaching staff, is the spiritual guidance and belief support for the construction of a strong country. In the new era and new journey, effectively strengthening the construction of the "Great Ideological and Political Course" teacher team will help widely promote the spirit of educators, create a teacher team with strong international competitiveness and influence, and profoundly answer the fundamental question of "why and how to build an education power".

2. The Realistic Dilemma Faced by the Construction of Teacher Team from the Perspective of the "Great Ideological and Political Education Course"

Various universities have issued important documents and plans related to the construction of the ideological and political education teachers' team, facilitating the development of the teacher team towards a more comprehensive and standardized direction. However, due to changes in internal and external environments and subjective and objective factors, there are still some practical difficulties in the construction of the teaching staff.

(1) Lack of synergy hinders the improvement of educational efficiency

First, the cooperation between universities and social education subjects only stays at the level of simply inviting some industry elites, model worker, outstanding alumni and other social figures to the school to give lectures and exchange, resulting in the lack of awareness of the deep education effect of the "big ideological and political courses" undertaken by the education subjects who have fresh education resources, and the inability to achieve effective collaboration with the ideological and political teachers on campus. Secondly, the collaboration between various departments both inside and outside the school needs to be improved. At present, some departments outside the school have not established a sense of collaboration with departments within the school in a timely manner. Departments are in a state of "fighting alone" and "acting independently", and there are relatively few proactive connections in their work. Therefore, the initiative of collaborative education needs to be further

strengthened. Thirdly, there is a lack of collaborative education between education teachers and professional course teachers. Some professional course teachers lack theoretical guidance on how to carry out in courses, and ideological course teachers, due to their limited understanding of the knowledge system of professional courses, are unable to provide targeted ideological and political education guidance to teachers from different majors.

(2) Low comprehensive literacy hinders the improvement of educational ability

The team of ideological course teachers in universities emphasizes the emphasis on specialization and the combination of specialization and part-time teaching. The main teachers include Marxist theory subject ideological and political course teachers, counselors, psychological teachers, as well as external party and government cadres and well-known scholars. Among them, some ideological and political education teachers do not have a background in Marxist theory, and their understanding of Marxist theory is not deep or clear. Although universities have conducted a series of specialized training on the above-mentioned issues, most of them focus on policy lectures and expert lectures, with short training time and shallow training content, resulting in some teachers having low theoretical literacy. In addition, the cultural and digital literacy of the faculty of ideological and political courses in universities also needs to be improved. However, young students living in the "ivory tower" urgently need the careful guidance and cultivation of teachers. Therefore, this superficial and superficial training method reduces the effectiveness of cultivating new talents in the era.

(3) Inadequate operating mechanism reduces teaching effectiveness

From the perspective of the "Great Ideological and Political Course", the evaluation content of universities is mostly based on the course evaluation of teachers, neglecting the satisfaction evaluation of students towards the teaching team. Although some universities have set up refined evaluation content, the evaluation mainly focuses on teachers' teaching achievements, scientific research achievements, competition achievements and other items, and rarely evaluates the process of teachers' daily teaching and students' individualized teaching. In addition, some universities lack an effective management system for the use of funds for the "big ideological and political courses" teaching staff, and there are many problems in the use and management of ideological and political course teaching funds, which reduces the initiative and effectiveness of ideological and political course teachers' education and teaching.

3. The Practical Path of Building the Team of Teachers from the Perspective of "Great Ideological and Political Course"

We must closely focus on the fundamental task of cultivating morality and talents, take effective optimization measures in combination with the current practical problems, and it is necessary to comprehensively bolster the development of the ideological and political educational workforce.

(1) Building a collaborative mechanism for teachers of the 'Great Ideological and Political Course'

Firstly, strengthen cooperation between universities and external functional departments. Universities should sign agreements with enterprises to deepen collaborative cooperation in areas such as technological innovation, talent cultivation, and discipline construction, and achieve mutual synergy and complementary advantages between both parties. In addition, joint construction activities of party branches should be organized with government departments, following the common goal orientation of both parties, encouraging ideological and political teachers to serve the local area, conducting in-depth research and exchanges with government departments, and increasing teachers' practical teaching abilities.

Secondly, strengthen the collaboration between the political teacher team and external personnel. The ideological and political work team should regularly hold online and offline symposiums with the red practice base

instructors to exchange and share their experiences and problems in ideological and political education, such as the cognitive level and learning attitude of young students towards red culture, the key and difficult points of red base lectures, etc. Targeted measures should be proposed to achieve ideological unity, goal alignment, resource sharing, and better build a collaborative education community.

Finally, promote ideological education teachers to work in the same direction as curriculum teachers. Teachers of political courses should actively participate in the construction of political education in the curriculum, work together with professional course teachers to explore the elements of ideological education, promote the organic connection between ideological elements and the teaching content of political courses through academic salons, project cooperation, collective lesson preparation, and other methods, timely guide students' ideological values, break down the curriculum and professional barriers in the education process, jointly do a good job in educating all staff, throughout the process, and in all aspects, integrate the construction of ideological and political education in the same curriculum, achieve resonance between both parties, and promote mutual growth in teaching and learning.

(2) Establish a sound mechanism for improving the quality of teachers

One is to accumulate theoretical knowledge and enhance professional skills. The teaching staff should trace back to the source, start from classic works, deeply study the original text, and deeply understand the Marxist standpoint, viewpoint, and methodology. In addition, teachers should be encouraged to participate in various training activities and strengthen their theoretical foundation through communication, learning, and sharing. The second is to expand the breadth of horizons and strengthen humanistic literacy. Teachers must maintain a clear theoretical consciousness, be good at expanding their knowledge reserves from other philosophical, social, and natural science knowledge, and achieve an effective combination of knowledge reserves and teaching abilities to help ideological and political courses become more vibrant. The third is to broaden learning channels and improve practical abilities. Universities should develop a teacher digital training system to meet the demand for improving the digital literacy of their teaching staff, continuously enhance the level of teachers' use of technologies such as big data and artificial intelligence, and provide technical support for the development of teaching and research.

(3) Improve the practical and feasible guarantee mechanism for the 'Great Ideological and Political Course'

One is to improve the policy system. Colleges and universities should improve their admission standards, strictly control the admission process, formulate detailed selection policies when hiring and selecting ideological and political course teachers, and comprehensively assess teachers' political foundation, professional abilities, humanistic qualities, and professional aspirations. In addition, separate plans or evaluations should be designed and implemented for the promotion of ideological and political education teachers, providing a certain degree of material and spiritual encouragement to teachers who have outstanding performance in teaching and research.

The second is to set up special funds to give full play to the initiative of teachers. We should motivate teachers through salary rewards and professional title evaluations, especially encouraging young teachers to actively apply for national, provincial, and school level projects, and provide reasonable financial support based on the level of the project. At the same time, we will increase support for ideological and political education teachers in projects such as the "Changjiang Scholar Award Program," "National Thousand Talents Program," and "Four Batches."

The third is to create a multidimensional evaluation and feedback system. Firstly, we adhere to the principle that student evaluation runs through multiple dimensions of teaching. By establishing a comprehensive student evaluation system, encouraging students to anonymously or anonymously provide feedback on their learning experience, course gains, and improvement suggestions, we ensure the authenticity and pertinence of teaching evaluations. Secondly, organize peer evaluations among teachers both inside and outside the school. Regularly organize teaching observation, seminars and other activities to create a positive atmosphere of interaction and

cooperation. Finally, expert supervision and evaluation will be conducted by hiring a team of ideological and political education experts from both inside and outside the courses.

4. Conclusion

The construction of the ideological teacher team in universities from the perspective of the "Great Ideological and Political Education Course" has important theoretical significance and practical value for improving the professional quality of teachers, building a new pattern of social education, and constructing a socialist modernized education power. Strengthening the construction of the teaching staff is an endless process, which helps universities to implement the fundamental task of cultivating morality and nurturing new talents who shoulder the mission of the times.

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