

# Practical Path of "Curriculum Ideology and Politics" in Teacher Education Program

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## ABSTRACT

The construction of "Curriculum Ideology and Politics" has been a hot issue in the reform of college curricula and teaching in recent years. In the teacher education program, comprehensive and effective integration of "Curriculum Ideology and Politics" can achieve the synergistic effect of curriculum construction, talent cultivation, and Curriculum Ideology and Politics, and lay a solid foundation for basic education teachers. The program is a good way to build a solid foundation for teachers in basic education. The integration of "Curriculum Ideology and Politics" into the teacher education curriculum is of great significance in realizing the goal of Ideology and Politics, improving the quality of teacher training, and promoting curriculum reform and innovation. Starting from the three links of education and teaching, namely, objectives, measures, and evaluation, the author puts forward the implementation paths of formulating appropriate objectives of Civics and Politics, creating natural teaching situations, and paying attention to diversified evaluation methods.

**Keywords:** *Practical path, Curriculum Ideology and Politics, Teacher education programs.*

## 1. INTRODUCTION

The construction of "Curriculum Ideology and Politics" has been a hot issue in the teaching reform of college courses in recent years, and how to skillfully integrate Curriculum Ideology and Politics into professional courses and achieve good results is the biggest difficulty in Curriculum Ideology and Politics education at present.

Curriculum Ideology and Politics is both an educational philosophy and an educational method (Wang et al., 2023). As an educational method, curriculum ideology refers to "integrating elements of ideological and political education, including theoretical knowledge, value concepts, and spiritual pursuit of ideological and political education, into various courses, to influence students' ideology, behavior and conduct subtly" (Wang & Shi, 2020).

The teacher education program is the main channel to cultivate primary and secondary school and kindergarten teachers' moral cultivation and educational ability, which plays a pivotal role in the process of teacher cultivation and is the most crucial content to improve the quality of teacher cultivation (Zuo et al., 2022). Therefore,

"Curriculum Ideology and Politics" should be effectively integrated into the teacher education program to achieve the synergistic effect of curriculum construction, talent cultivation, and Curriculum Ideology and Politics, to lay a solid foundation for primary education teachers.

## 2. THE SIGNIFICANCE OF IMPLEMENTING "CURRICULUM IDEOLOGY AND POLITICS" IN TEACHER EDUCATION PROGRAMS

The implementation of Curriculum Ideology and Politics in teacher-training courses is of great significance because teacher-training courses are related to the field of education and have a far-reaching impact on the quality and ideology of future educators and educational leaders, which is mainly reflected in the following three aspects:

### 2.1 Achievement of Moral Education Goals

Styles According to the Guidelines for the Construction of Curriculum Ideology and Politics

in Colleges and Universities (2020), professional courses in pedagogy should focus on strengthening the education of teachers' morality and ethics in course teaching, highlighting the classroom cultivation of morality, typical morality, and the rule of morality, and guiding the students to establish the professional ideals of learning to be a teacher, and behaving as a worldly model.

The teacher education curriculum for teacher education majors in colleges and universities is a curriculum system for cultivating a high-quality and specialized teaching force and is a key team for realizing the Party and the State's mission of establishing moral education. Teacher education programs should synergistically promote the shaping of values, the imparting of knowledge, and the cultivation of abilities. It should be good at integrating "Civic and political education", which is oriented to "educating people", into the teaching of professional courses, which is oriented to "educating talents", and it should scientifically explore the "Civic and political elements" in the professional courses. It also needs to scientifically explore the "elements of ideology and politics" in the professional courses, so that the two can be organically combined and intrinsically unified.

Xi Jinping pointed out that "talent cultivation must be a process of unifying nurturing and talent, and nurturing is the basis" (Ministry of Education Subject Group, 2019). This is the dialectic of talent cultivation, and the teacher education course "Curriculum Ideology and Politics" organically combines the skill cultivation of talents by the curriculum and the spiritual shaping that is fundamental to virtue, reforms and innovates the traditional curriculum and teaching methods, and realizes the goal of moral education in colleges and universities.

## ***2.2 Achievement of Moral Education Goals***

The central committee of the communist party of China, the court in the comprehensive deepening the reform of the new age teachers team building of opinions in the stressed that teachers bear the dissemination of knowledge, thought, the historical mission of truth, is shouldering the era of mold, mold life, shaping soul, is the first resource in the development of education, is a country rich and strong, rejuvenation and the cornerstone of the people's happiness (Ministry of Education, 2018).

Teacher education programs cultivate teachers, essential successors and disseminators of human cultural knowledge, and improve the moral cultivation of teachers in teacher training colleges and universities about the growth and development of teachers from generation to generation. Based on the characteristics and importance of the teacher education program, which is related to both the development of teachers themselves and the cultivation of the next generation, more attention is paid to ideological and political education, and the investigation of Curriculum Ideology and Politics of the teacher education program is more urgent and necessary.

## ***2.3 Promoting Innovation in Curriculum Reform***

Teacher education programs in colleges and universities mainly include professional, general education, and subject teaching methodology courses. Traditional teacher education courses focus on the teaching of specialized knowledge and skills training, and the objectives of talent training, curriculum system, and course content setting rarely or do not consider the demand for Curriculum Ideology and Politics; the teaching of humanistic qualities such as students' outlook on life and values, and the clear requirements for the improvement of teachers' professional ethics are also seldom reflected in teaching. The teacher education program itself has strong educational significance, and the Curriculum Ideology and political factors embedded in the humanistic nature of the program can resonate with the educators and promote the innovation of the teacher education program.

## **3. THE PRACTICAL PATH OF IMPLEMENTING "CURRICULUM IDEOLOGY AND POLITICS" IN TEACHER TRAINING COURSES**

The practical path of implementing "Curriculum Ideology and Politics" in teacher training programs starts from three perspectives: objectives, measures, and evaluation:

### ***3.1 Objectives: Setting Relevant Political Objectives***

The first and foremost condition for the implementation of teacher training courses is the formulation of appropriate Curriculum Ideology and Politics objectives because teaching objectives

are the guidelines and basis for the teaching and learning of the curriculum. According to the categorization of different teaching objectives, teaching objectives can be divided into knowledge objectives, ability objectives, and emotional attitude and value objectives. Civic and political objectives focus on the realization of the objectives of emotional attitude and values, which is an important goal for cultivating future teachers with firm and correct political orientation and noble moral qualities. Suitable Civic and political objectives can be developed in four dimensions: Cultivating ideological morality, improving political literacy, cultivating a sense of social responsibility, and improving professional ethics in four dimensions.

Cultivating ideological morality means cultivating students with noble life pursuits, correct worldviews, values, and morality, as well as compliance with social, professional, and academic ethics. Enhancing political literacy: Teacher education programs should help students understand and master the Party's education policies, laws, and regulations as well as the latest developments in education reform and development. Cultivate a sense of social responsibility: Teacher education programs should encourage students to develop a correct concept of social responsibility and to recognize the importance and sense of mission of being a teacher. Enhancing professional ethics: Teacher education programs should focus on cultivating students' professional ethics and equipping them with educational ethics and professional conduct.

### ***3.2 Measures: Creating Natural Teaching and Learning Contexts***

At present, the teacher education courses "Curriculum Ideology and Politics" faces a big problem is that the introduction of Civics and Politics elements in the teaching process is relatively simple and one-sided, staying at the level of a case, a paragraph of the speech, and did not integrate Civics and Politics elements into the teaching context, and closely linked with the professional teaching content. The naturalness and infectiousness of the teaching situation is an important criterion for the evaluation of Curriculum Ideology and Politics teaching in professional courses of pedagogy. The naturalness of the teaching situation means that teachers take the initiative to design and create a genuine teaching situation that is compatible with the teaching

content and teaching methods during lesson preparation and teaching. The infectiousness of the teaching situation is the sublimation of the naturalness of the teaching situation, which is an important element in realizing the goal of Curriculum Ideology and Politics. Through the creation of a natural teaching situation, the content of ideological and political education moves people and emotions, into the brain into the theatre of the heart.

Creating a natural teaching context can be done through some of the following strategies. Planning diversified teaching contents: introducing theoretical knowledge and practical cases related to Civics and Politics, covering educational ethics, disciplinary Civics, and educational reform and development. Through diversified teaching contents, students' interest in Civic and political education is stimulated and their knowledge and understanding of Civic and political topics are enhanced. Use of heuristic teaching method: cultivate students' ability to think and analyze problems by guiding them to think actively and explore independently. You can stimulate students' thinking and discussion by asking guiding questions, organizing group discussions, and carrying out case studies, forming an atmosphere of collision of ideas and common exploration. Create an interactive learning environment: In the classroom, teachers can set up group discussions, role-playing, scenario simulation, and other activities to encourage students to actively participate and interact. At the same time, teachers should fully listen to students' voices, pay attention to students' problems, and thought dynamics, and give full respect and response to students' opinions and views. Stimulate emotional resonance and emotional identity: Through teaching educational cases with ideological and contagious power, as well as guiding students to activities of emotional expression and emotional resonance, students' emotional experience and resonance are stimulated. This helps to enhance students' commitment to and sense of mission in education and to cultivate their love and sense of responsibility for the teaching profession.

### ***3.3 Evaluation: Focusing on Multifaceted Process Evaluation***

Curriculum Ideology and Politics diversified evaluation, including diversifying the subject, evaluation method, and evaluation standard. Teacher students are learners, feelers, and beneficiaries of Curriculum Ideology and Politics

teaching in teacher education programs, and the evaluation of Curriculum Ideology and Politics teaching should be based on the supply side and input side (i.e., teacher educators) examination, and it should be more important to be examined on the demand side and output side (i.e., teacher students). The criteria of evaluation include two dimensions classroom evaluation and continuity evaluation. The two dimensions include the acquisition of teacher educators' knowledge of the elements of Curriculum Ideology and Politics in education and the degree of their application of Curriculum Ideology and Politics education knowledge (competence) based on their professional perspectives; and teacher educators' behaviors and conduct, teacher ethics and morals, and the height and breadth of their ideals and beliefs in their study, life and future work, which are developmental and long-term goals and require continuous follow-up evaluation.

There are various strategies for assessing multiple variables. Evaluating comprehension and understanding measures students' mastery and understanding of Civics and Politics. Written tests and oral defence can be used to test students' understanding and application of theoretical knowledge of Civics and Politics. Evaluation of thinking and analysis: assessing students' ability to think and analyze. Open questions can be set to ask students to analyze and explain some educational cases or phenomena to assess their ability to think deeply about Civics and political issues. Teamwork evaluation: assessing students' teamwork ability and cooperative spirit. Students' performance and contribution to teamwork can be observed through group discussion and project cooperation. Practice and application evaluation: assessing students' ability to apply Civics theory to actual educational practice. Students can be asked to write educational practice reports, design lesson plans, or demonstrate teaching methods, etc., to assess their ability to transform Civic and Political objectives into practical actions. Evaluation of personal qualities: assessing students' ideological and moral qualities and professional ethics. The effectiveness of students in terms of their Civic and Political objectives can be assessed by observing their speech, behavior, attitudes, and values.

In addition, comprehensive evaluation should be emphasized, combining a variety of evaluation methods and tools, and avoiding the use of written test scores alone as the main basis for evaluation. The evaluation results should be able to objectively reflect the actual level and development of students

in terms of the objectives of Civics. It is worth noting that the evaluation of Curriculum Ideology and Politics should emphasize the combination of process and result, focusing on the cultivation of students' ability to think, innovate, and practice, as well as their moral character and professional conduct. The overall effect of Civic and Political Education and the comprehensive quality of students should be reflected through a comprehensive evaluation.

#### **4. CONCLUSION**

High-quality Curriculum Ideology and Politics is a two-way run between teachers and students, and it is also a problem to be solved by running a good Curriculum Ideology and Politics in the new era. This paper discusses the integration of Curriculum Ideology and Politics into the professional curriculum of teacher education in higher education institutions from the micro level, combining theory with practice. This paper puts forward the realization path of "Curriculum Ideology and Politics" from the micro level of education and teaching. The construction of Curriculum Ideology and Politics is a systematic project, and the key to Curriculum Ideology and Politics education lies in the teachers, its effectiveness depends to a large extent on the active participation and effective cooperation of the teachers, teaching and support staff, leaders of the institutions and related organizations. Therefore, in the next step of the research, the construction of Curriculum Ideology and Politics should be placed in the whole teaching system, and through systematic construction, Curriculum Ideology and Politics and teacher education programs should be synergistically promoted.

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