

A Study on the Unification of Curriculum Ideological and Political Courses to Promote the Construction of “Major Ideological and Political Courses” in Applied Colleges in the New Era

Furong Lin¹

¹ School of Marxism, Xiamen Huaxia University, Xiamen, Fujian 361024, China

ABSTRACT

Curriculum ideology and politics is to guide students to cultivate their sense of social responsibility and set up correct values in the professional field, and its purpose is to make ideological and political education more targeted and effective. This paper discusses the curriculum design, teaching methods and evaluation system of ideological and political elements into professional courses, aiming at building the pattern of “major ideological and political courses”, actively seeking the correlation between professional knowledge and ideological and political education content, innovating the teaching method of “major ideological and political courses”, promoting the integration of ideological and political elements into professional courses teaching, and improving the evaluation mechanism of “major ideological and political courses”. It is essential to enhance the teaching effectiveness by overcoming professional barriers, and optimizing the entire process of the curriculum through a comprehensive education approach.

Keywords: Ideological and political course, Curriculum ideology and politics, New era, Applied undergraduate college, Major ideological and political courses.

1. INTRODUCTION

In recent years, to enhance the quality of talent cultivation, many applied colleges have elevated the importance of ideological and political education in the curriculum to a strategic height. The ideological and political education course, as the core of political theory courses, shoulders the crucial mission of nurturing students, encompassing responsibilities such as character building, ideological and political education, and soul shaping. On the other hand, curriculum ideological and political education, in the practice of teaching, carries the inheritance of the university's ideological and political education philosophy and is responsible for the tasks of knowledge impartation and value guidance.

This paper explores the integration of curriculum ideological and political education with ideological and political education courses, constructing a pattern of the 'major ideological and

political courses'. It actively investigates the correlation between professional knowledge and ideological and political education content, innovates teaching methods for the “major ideological and political courses”, and strengthens the evaluation mechanism and system. The aim is to break down professional barriers, optimize the all-students, all-process, and all-round educational approach of the curriculum, thereby enhancing teaching effectiveness and better guiding students to form correct values and life perspectives.

2. THE IMPORTANCE OF IDEOLOGICAL AND POLITICAL COURSES AND IDEOLOGICAL AND POLITICAL CURRICULUM COOPERATION EDUCATION

The importance of the coordinated improvement of ideological and political courses and ideological and political education in applied colleges in the

new era is demonstrated. Ideological and political courses, based on theoretical knowledge, focus on shaping students' political consciousness, moral concepts, and social responsibility, guiding them towards correct life goals, and strengthening the socialist core values. On the other hand, curriculum ideological and political education, as a crucial part of the new era higher education reform, integrates ideological and political education into professional education, aligning it with practical expertise. By guiding students through professional courses to form correct values and contemplate ethical principles, curriculum ideological and political education becomes more targeted and effective. This comprehensive integration enables students to develop not only in their professional fields but also fosters applied talents with a stronger sense of social responsibility and values, providing more in-depth and extensive support for the societal needs of the new era.

2.1 The Development History of Ideological and Political Education in China

The course of ideological and political education is an ideological and political education course set up by higher education in China to cultivate students' correct world outlook, outlook on life and values, and improve students' ideological and political quality. The ideological and political course is based on theoretical knowledge, emphasizes ideological guidance and the cultivation of values, pays attention to the cultivation of students' political consciousness, moral concepts and social responsibility, guides students to establish correct life goals, and enhances the identification of socialist core values. Since the founding of New China, ideological and political theory courses in Chinese colleges and universities have developed in twists and turns, improved in the reform, and accumulated valuable construction experience, which is mainly divided into three periods. First, the ideological and political theory course education and teaching before the reform and opening up. During this period, due to the special historical environment such as the struggle for hegemony between the United States and the Soviet Union, the educational and teaching objectives of ideological and political theory courses in colleges and universities were positioned to help students establish a Marxist world outlook and a revolutionary outlook on life. At this time, the development of ideological and political theory

courses focused on the construction of curriculum system, and the curriculum settings were greatly adjusted. The second is the development course of ideological and political theory education and teaching after the reform and opening up. The third is the innovative development of ideological and political theory courses in colleges and universities in the new era. With the deepening of major adjustments and changes in the world economy and politics, the international environment is becoming more complex and volatile. Uncertainties and instability in international relations continue to grow. In particular, since the 18th CPC National Congress, the momentum of the world economy has slowed down. Despite the absence of major breakthroughs in the new round of scientific and technological revolution and industrial revolution, the growth rate of major developed economies has reached or even exceeded their potential growth rate. Relatively strong growth rates are often accompanied by a marked rise in inflation, rising trade protectionism, and the downside risks of the world economy are gradually increasing. At the same time, with the deepening of the reform of China's political and economic system, the development of industrial restructuring, innovation and sharing economy, and the injection of new economic elements such as e-commerce platforms and we media, the Chinese economy has entered a period of relatively stable reform and adjustment. China's political restructuring, rule of law and ecological progress have entered a critical period at the same time. Since the 18th CPC National Congress, socialism with Chinese characteristics has entered a new era. The Party and the state have paid great attention to the work related to the education and teaching of ideological and political theory courses, and ideological and political education has entered a new period of innovative development.

2.2 The Necessity of Promoting Curriculum Ideological and Political Construction

Curriculum Ideology and Politics is an important measure of China's higher education reform in the new era, and it is a kind of exploration to integrate ideological and political education into all professional courses. It emphasizes the organic combination of ideological and political education and professional education. Through the teaching content and form of professional courses, students are guided to establish correct values and outlook on life in the

professional field. At the same time, the thinking of social problems and ethics is enhanced, so that the ideological and political education is more targeted and effective. After more than 10 years of brewing, the curriculum ideological and political education finally put forward a clear instruction at the 2016 National Ideological and Political Work Conference, requiring all kinds of courses and ideological and political theory courses to go in the same direction and form a synergistic effect. On April 12, 2018, the "Basic Requirements for the Teaching of Ideological and Political Theory courses in colleges and Universities in the New Era" required the implementation of the main responsibility of colleges and universities, the establishment of a sound teaching management system, and the promotion of various courses and ideological and political theory courses in the same direction to form a synergistic effect. On September 17, 2018, the Ministry of Education's Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving the Ability of Talent Cultivation, Article 9 proposed to strengthen curriculum ideological and political thinking and professional ideological and political teaching. In the process of building the overall pattern of "three-in-one education" for all employees, the Ministry of Education strives to promote colleges and universities to comprehensively strengthen curriculum ideological and political construction, strengthen every teacher's moral awareness, organically integrate ideological and political education elements into each course, launch a number of high-quality professional courses with remarkable educational effects, and create a number of curriculum ideological and political demonstration classes. Select a group of excellent ideological and political teachers to form a pattern of education in which professional course teaching and ideological and political theory course teaching are closely combined and walk in the same direction. On August 14, 2019, Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era proposed to solve the problem of coordination between various courses and ideological and political courses, build a curriculum system with comprehensive coverage, rich types, progressive levels and mutual support, so that various courses and ideological and political courses can walk in the same direction and form a synergistic effect. On September 2, 2019, the "Action Plan for the Improvement of Ideological and Political Theory Courses in Colleges and Universities in the New

Era" improved the construction pattern of ideological and political courses in colleges and universities. It is crucial to proactively establish the model of "ideological and political courses + Ideological and political courses," develop specialized work plans, and systematically advance the development of "ideological and political content within the curriculum." This ensures alignment between various courses and ideological and political content, fostering a synergistic effect.

2.3 The Importance of Collaborative Education between Ideological and Political Courses

The goal of talents training in colleges and universities is to unify the cultivation of talents with the cultivation of talents, aiming at cultivating socialist builders and successors with excellent professional quality and noble ideological character. The ideological and political courses of the curriculum are aimed at cultivating talents who meet the needs of socialist construction and develop in an all-round way, and they have a high degree of consistency in educational ideas. It is an important strategy for applied colleges and universities in the new era to put curriculum ideological and political courses together to improve the quality of talent training. In this process, as the core of ideological and political theory courses, ideological and political courses assume the important responsibilities of curriculum education, ideological and political education, forming soul education and carrying out the fundamental task of moral education. As a specific educational practice, curriculum ideological and political education directly inherits the ideological and political education ideas of colleges and universities, and undertakes the teaching tasks of knowledge imparts and value guidance. In the current application-oriented colleges and universities, the key measures to improve the quality of talent training are to identify the true, good and beautiful ideological and political education resources contained in each course, dig deep into the vivid and effective educational factors, organically integrate them with the basic principles and cutting-edge knowledge of the major, and turn the classroom into a wonderful course closely linked with the ideological and political education and the major. First of all, as a series of courses of ideological and political theory courses, ideological and political courses play an irreplaceable role in college talent training. It is not only the main way of curriculum education, but also the core content of ideological and political

education, soul education and the implementation of the fundamental task of moral education. Through the course of thinking and politics, students can have an in-depth understanding of the national conditions, social conditions and world conditions, form a correct world outlook, outlook on life and values, and cultivate noble moral sentiments and social responsibility. Secondly, the course of ideological and political education is to integrate ideological and political education into each course, so that ideological and political education becomes an important part of students' overall development. By digging deeply into the true, good and beautiful ideological and political education resources contained in each course, students can constantly strengthen the correct ideological guidance in the process of learning professional knowledge. The organic integration of ideological and political education with professional knowledge can cultivate students' innovation ability, social responsibility and comprehensive quality. Curriculum Ideological and political education will turn the classroom into a platform for seamless connection between ideological and political education and professional education, providing students with a more comprehensive education. Thirdly, in the current application-oriented colleges and universities, strengthening the unified promotion of curriculum ideological and political courses is a key move to improve the quality of talent training. Teachers identify the ideological and political education resources contained in each course, integrate the ideological and political content into the teaching, and realize the organic combination of ideological and political and professional knowledge; By setting up interdisciplinary courses, introducing professional cases and designing professional ethics courses, teachers strengthen the practical operation of ideological and political education in the curriculum. The school has established a scientific and standardized evaluation mechanism, which can not only evaluate students' mastery of professional knowledge, but also evaluate their ideological and political accomplishment and moral quality. It can be seen that the unification of ideological and political curriculum in promoting the construction of "major ideological and political courses" in applied undergraduate colleges in the new era not only reflects the need of socialist modernization with Chinese characteristics in the new era, but also takes national rejuvenation as its own responsibility; It not only combines the law of growth and talent of contemporary young college students, but also builds an education system of all-round cultivation

of morality, intelligence, physical education, the United States and labor, forms a higher level of talent training system, improves the mechanism and system of whole-process education and all-round education, promotes the construction of "major ideological and political courses" in colleges and universities in the new era, and is very necessary to train new people who can be worthy of the great responsibility of national rejuvenation.

3. ANALYSIS OF THE CURRENT SITUATION OF APPLYING IDEOLOGICAL AND POLITICAL COURSES IN UNDERGRADUATE COLLEGES AND UNIVERSITIES

Education is important to society. In the process of cultivating students, applied undergraduate colleges need not only to impart professional knowledge, but also to cultivate students' sense of social responsibility and values. In order to achieve this goal, it is an important move to integrate ideological and political elements into the whole process of education. At present, applied undergraduate colleges have made some achievements in the ideological and political aspects of the curriculum. Most colleges have carried out the practice of curriculum thinking and politics, and have integrated the elements of ideological and political education into various courses. Some applied colleges are actively exploring curriculum ideological and political models in different subject areas, such as engineering, medicine and liberal arts, to meet the needs of students in different majors. In addition, some colleges are also actively promoting the research and reform of curriculum ideology and politics. However, in practice, there are still a series of problems and challenges in how to cultivate morality and cultivate people, effectively integrate ideological and political elements, improve teachers' quality, guide students' attitude, and establish an evaluation system.

3.1 The Course Design of Integrating Ideological and Political Elements into Specialized Courses Needs to Be Further Improved

How to ensure that the ideological and political elements integrated into specialized courses conform to the characteristics of the discipline, which can convey the guiding ideology of the Party without affecting the imparting of professional

knowledge requires careful design and repeated discussion. Course teachers need to fully understand the characteristics and needs of each discipline to ensure that the ideological and political elements integrated into professional courses can not only meet the requirements of ideological and political education, but also integrate with professional knowledge to form an organic whole. This requires teachers to have a high degree of educational accomplishment and innovative thinking in course design and content selection, as well as the ability to balance the relationship between ideological and political elements and professional knowledge. However, at present, there are still deficiencies in the course design of applying the ideological and political elements into the professional courses of undergraduate colleges. First of all, there is a lack of consistent guidelines. Although integrating ideological and political elements into professional courses is an important goal of current education, the lack of uniform guidelines and standards has led to certain differences in implementation among different schools and teachers. This will make the integration effect effective. Secondly, the training and quality of teachers are insufficient. Teachers play a key role in the curriculum design that integrates ideological and political elements into their majors. Improving teachers' ideological and political literacy is to ensure that teachers can guide students effectively and is the key to balance professional knowledge and ideological and political elements. However, some current teachers are not able to strike a good balance between professional knowledge and ideological and political elements. On the one hand, teachers need to impart a large amount of professional knowledge in class, so it is difficult for them to have enough time and energy to carry out in-depth discussions on ideological and political content. On the other hand, due to the lack of corresponding professional training and guidance, many teachers are confused about how to integrate ideological and political content with professional knowledge. Thirdly, students face many challenges in participating and accepting professional courses to integrate ideological and political elements. Some students are skeptical or even resistant to the move, believing that ideological and political education has nothing to do with professional knowledge. In addition, the improper integration of ideological and political content in some professional courses has led to students' aversion and even teaching burden. It can be seen that actively guiding and helping students to understand the importance of

ideological and political education, establishing mechanisms to encourage students to participate in discussions and feedback, and mobilizing students' enthusiasm for participation are effective ways to improve the integration of ideological and political elements in professional courses, and are also key factors for the success of curriculum ideological and political design.

3.2 The Teaching Methods of Integrating Ideological and Political Elements into Specialized Courses Need to Be Further Improved And Enriched

Good teaching methods can increase students' participation, promote students' thinking and discussion, cultivate students' critical thinking, and promote students to apply what they have learned. The integration of ideological and political elements into professional courses should consider guiding students to think about the Party's guiding ideology and core values in different ways, and cultivate students' sense of social responsibility and values. However, in the current teaching process of applied undergraduate colleges, although most of the teaching concepts have shifted from "teacher-centered" to "student-centered", the teaching process pays attention to the change of teachers' perspective, and the teaching methods have made certain breakthroughs in the combination of theory and practice, the teaching methods that integrate ideological and political elements into professional courses are relatively simple, lack of innovation, and students' participation is not high. Teachers can not effectively attract students' interest in learning, mobilize students' enthusiasm for learning, lack of deep integration with ideological and political content, resulting in students on the professional knowledge and ideological and political quality of the integration of the lack of this is one. Second, because professional teachers are not teachers of ideological and political courses, they often lack depth of ideological and political education, and need to obtain more abundant teaching resources to help professional teachers better integrate ideological and political elements into professional courses. Thirdly, the current evaluation criteria tend to be the mastery of professional knowledge, and there is a lack of quantitative and clear evaluation system for the integration of ideological and political elements. It is urgent to adopt a variety of evaluation criteria to incorporate the effects of ideological and political education into the assessment scope, so as to urge teachers and students to pay more attention to the study and

application of ideological and political elements. It can be seen that although it is a trend and demand to integrate ideological and political elements into professional courses, more improvements and enrichment are needed in practice to ensure that such integration can more effectively affect students' comprehensive literacy.

3.3 The Course Evaluation System of Integrating Ideological and Political Elements into Professional Courses Needs to Be Further Improved

It is necessary to establish a corresponding evaluation system to measure students' comprehensive quality and the effect of ideological and political education. However, the existing evaluation system often lays emphasis on the mastery of professional knowledge and neglects the evaluation of ideological and political education. How to ensure that the evaluation system can accurately measure students' ideological and political accomplishment while taking into account the cultivation of professional knowledge is an urgent problem to be solved. Judging from the current system of ideological and political education, there are mainly problems in the following aspects. First, the current evaluation system often pays too much attention to the teaching and assessment of professional knowledge, and pays less attention to the cultivation of students' ideological and political literacy. The lack of clear ideological and political education goals and corresponding evaluation indicators leads to the imperfection of the evaluation system. Second, the existing evaluation methods and tools are mostly concentrated in the traditional written test, oral test and other forms, it is difficult to fully reflect the ideological and political literacy of students. Third, the existing evaluation system often separates ideological and political education from professional knowledge education, and it is difficult to reflect the unity of ideological and political curriculum. Fourth, the existing evaluation system is usually more one-way, lack of students' independent participation and feedback mechanism. In addition, when establishing the evaluation system, there may be a lack of authoritative expert participation, or the evaluation criteria are not clear and consistent enough, which leads to questions about the objectivity and credibility of the evaluation results. The evaluation system should be based on authoritative educational concepts to ensure the scientific rigor and accuracy of the

evaluation standards, thereby increasing the authority of the evaluation system.

4. BREAKING THROUGH PROFESSIONAL BARRIERS: OPTIMIZE THE COMPREHENSIVE TEACHING APPROACH THROUGHOUT THE ENTIRE EDUCATIONAL PROCESS

Currently, higher education is at a critical juncture, facing the future and emphasizing innovative development. In order to better cultivate versatile talents with interdisciplinary capabilities, breaking down professional barriers and optimizing the comprehensive, all-encompassing educational approach throughout the entire process has become an urgent task.

4.1 Building a Pattern of "Major Ideological and Political Courses", and Actively Seeking the Correlation Between Professional Knowledge and Ideological and Political Education Content

Closely integrating professional knowledge with ideological and political education content provides students with a more comprehensive education, promoting not only the acquisition of knowledge in their studies but also the cultivation of correct values and social responsibility. The first is to establish interdisciplinary courses to promote the cross-integration of professional knowledge and ideological and political education content. Interdisciplinary courses integrate knowledge and content from different subject areas to create new learning opportunities. Through interdisciplinary courses, a learning platform can be created where professional knowledge and ideological and political education content exchange and integrate. For example, in engineering majors, courses on ethics of science and technology and social responsibility can be offered to allow students to explore the relationship between the development of science and technology and society from the perspective of technology research and development. Such courses can not only enable students to learn professional knowledge, but also guide them to think about the impact of science and technology development on society and cultivate their sense of social responsibility. The second is to design professional cases, integrating professional

knowledge with moral values. In professional courses, consciously introduce some cases with ethical or social responsibility issues. These cases must be closely related to the professional field, so that students can start from practical problems and think about solving problems while taking into account the interests and values of society during the learning process. For example, in the medical profession, cases concerning bioethics are discussed to guide students to think about the balance between medical technology and ethics. Through typical cases, students are helped to have a deeper understanding of the correlation between professional knowledge and ideological and political education, and to cultivate their values and moral concepts. The third is to introduce professional ethics courses to strengthen the interweaving of professional knowledge and moral education. In order to better integrate professional knowledge with ideological and political education content, professional ethics courses are added to the curriculum. Through in-depth discussion of ethical issues that may be encountered in professional fields, students are guided to think about professional decision-making from an ethical perspective. For example, in finance majors, courses on financial ethics are offered so that students can understand the ethical dilemmas triggered by financial activities and train students to have correct professional ethics. Through professional ethics courses, students are helped to focus on social ethics and social responsibility while learning professional knowledge.

4.2 Innovating the Teaching Method of “Major Ideological and Political Courses”, and Promoting the Integration of Ideological and Political Elements into the Teaching of Professional Courses

With the continuous change and development of society, the goal of education is not only to impart knowledge, but also to cultivate students' comprehensive quality and social responsibility. In this context, innovating teaching methods, endowing classroom teaching temperature, and promoting ideological and political elements into professional teaching are of great significance to promote the development of modern education in China. To this end, first of all, the innovation of teaching methods must consider students' emotions, and stimulate students' in-depth thinking by creating emotional resonance. In the teaching

process of professional courses, through the emotional teaching method, the themes that are closely related to emotions, such as outlook on life and values, are integrated into professional courses to arouse students' resonance. For example, through story telling, film and TV drama clips, etc., students' in-depth thinking and discussion can be triggered and emotional resonance can be generated. Such emotional resonance can not only narrow the relationship between teachers and students, but also help students better understand and absorb ideological and political elements. Secondly, innovative teaching methods should emphasize practicality and cultivate students' practical ability and sense of social responsibility through practical operations. The ideological and political elements of the curriculum emphasize the cultivation of students' sense of social responsibility and civic awareness, which often need to be gradually cultivated and exercised in practice. Professional teachers can combine ideological and political elements with practical problems through case analysis, field visits, social research and other means, so that students can feel the needs of society in practice and cultivate students' sense of social responsibility and mission. This practical teaching method can not only make the ideological and political elements closer to students' life and reality, but also enable students to better understand and apply the course content in practical operation. Thirdly, the innovative teaching method should also pay attention to the interaction between teachers and students. Innovative teaching methods should establish an open and interactive platform to make the classroom more lively. Teachers use modern technology to create online discussion platforms and wechat groups so that students can have in-depth thinking and communication outside the classroom. This kind of interactive platform can not only promote the interaction between teachers and students, but also enable students to participate more actively in the discussion and practice of ideological and political elements, and enable professional teachers to timely understand the feedback and needs of students through the interactive platform, and adjust the teaching progress according to the situation of students, so that the course teaching can meet the actual needs of students.

4.3 Improving the Evaluation Mechanism and System of “Major Ideological and Political Courses” to Improve the Teaching Effect

To improve the evaluation mechanism and system of “major Ideological and Political course” is a comprehensive systematic project of unifying knowledge imparts and value guidance. Only by establishing multi-dimensional evaluation, clear evaluation standards and providing teachers’ support and training, can the teaching effect of integrating ideological and political elements into specialized courses be genuinely improved, and students’ all-round development ability be cultivated.

First of all, a multi-dimensional evaluation system must be established. The evaluation mechanism not only provides more support and guidance for teachers, but also stimulates teachers’ innovation and enthusiasm in teaching process. Through multi-dimensional evaluation indicators, student independent evaluation and peer evaluation, reward and punishment mechanism, regular evaluation and feedback mechanism, etc., it is helpful to make the ideological and political elements integrated into professional courses more targeted and operational in teaching, and ensure that the improvement of teaching quality is implemented. The establishment of multi-dimensional evaluation indicators such as knowledge transfer, value guidance, student feedback, teacher reflection is to comprehensively evaluate the teaching effect of “major ideological and political courses”. Traditional evaluation methods are relatively traditional and conventional, mostly focusing on quantitative assessment of knowledge, unable to comprehensively evaluate students’ ability and accomplishment, especially in ideological and political education. Therefore, in order to measure students’ ideological and political literacy more comprehensively, evaluation methods and tools should be diversified. In addition to the traditional written test and oral test, it can be done by introducing case studies, group discussions and social practice reports. For example, students’ ideological and political literacy can be better assessed by asking them to analyze cases and then demonstrate their value judgment and problem-solving ability in practical problems.

Second, the evaluation criteria should be clear and oriented. In order to ensure the fairness and objectivity of the evaluation, educators must clearly formulate evaluation standards for the integration

of ideological and political elements into professional courses, and clearly state the expected performance and ability requirements of ideological and political literacy. Such standards can not only help students understand their own learning direction, but also encourage students to consciously cultivate ideological and political literacy in the learning process. This oriented evaluation standard is not only a guide for students to learn and grow in ideological and political courses, but also a guide for students to better grasp the key points and difficulties in learning.

Thirdly, the professional training and support of teachers is an important part of the evaluation mechanism. Teachers play an important role as leaders and shapers in the classroom, and their teaching level and methods directly affect the learning effect of students. Therefore, it is very important to provide teacher-related training courses and resource support in such aspects as ideological and political courses design, updating of teaching methods, understanding of evaluation criteria and sharing of teaching resources. Through such training and support, teachers can better integrate ideological and political elements into their teaching, and design more attractive and educational curriculum content.

5. CONCLUSION

In summary, the integration of ideological and political education into the curriculum and the unification of ideological and political courses are key strategies for enhancing the quality of talent cultivation in applied colleges in the new era. Through the establishment of a framework for the "major ideological and political courses," the correlation between professional knowledge and ideological and political education content is actively sought. Within this framework, teaching methods are innovated, and the evaluation mechanism is strengthened. This contributes to breaking down professional barriers and optimizing comprehensive, all-encompassing pathways for educating students throughout their entire academic journey. It ensures that elements of ideological and political education are more targeted and effectively integrated into professional courses. Simultaneously, in enhancing the quality of talent cultivation in applied colleges, a solid foundation is provided for cultivating graduates with the correct values, life perspectives, and a strong sense of social responsibility.

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