

Exploration of ideological and political teaching mode of botany course in colleges and universities

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Abstract: *Based on the college botany curriculum, this paper makes an exploratory study on the ideological and political teaching model of the curriculum. The research mainly introduces the ideological and political research and investigation of the current situation of the curriculum, and then puts forward the construction method of the ideological and political teaching model of the curriculum. Through research, the ideological and political teaching mode of the course has been successfully constructed on the basis of the botanical curriculum in colleges and universities, so that the knowledge of botany can be combined with the content of ideological and political education, and students can be trained cooperatively, which can effectively improve their ideological and political level.*

Keywords: *College education; Botany; Ideological and political education; Teaching model*

1. Introduction

In recent years, our country has constantly emphasized strengthening the practicality of ideological and political education, and the relevant educational organizations have also responded positively, designing and carrying out a large number of ideological and political practice activities. These activities have indeed improved the quality of ideological and political education results, but they still fail to meet expectations, indicating that we need to further improve the practicality of ideological and political education. At the same time, in the process of carrying out relevant ideological and political practice activities, people have found new problems, that is, ideological and political education belongs to implicit education, and its actual value cannot be directly presented. It must rely on some practical activities, such as professional for biology majors learning activities or vocational work activities. In order to reflect the actual value of ideological and political activities in such activities, ideological and political content must be infiltrated into the activity ideas of the activity subject. According to this idea, the ideological and political concept of the curriculum has been put forward in relevant fields, aiming at combining ideological and political education with professional courses, substituting ideological and political thinking into students' professional learning, helping them establish correct values, etc., so that students can correctly and actively carry out learning activities under the guidance of correct values, and the same performance will be shown in future work, so that the actual value of ideological and political education can be fully displayed, and the quality of ideological and political education can be greatly improved. It is beneficial to the quality of professional curriculum education.

2. Current situation of curriculum ideological and political research and investigation

2.1. Research status

First of all, some researchers believe that the combination of ideological and political education and professional courses under the concept of curriculum ideological and political education is imperative, and then it is of great significance to the development of students' professional ethics, moral concepts and other aspects. When promoting the combination of the two, we should take the ideological and political connotation of the curriculum as the starting point, reform the original basis of the professional curriculum teaching design, integrate the ideological and political education into it through a new round of teaching design, and combine it with the teaching content of different professional courses to achieve the goal of synchronization with people. At the same time, it points out that the ideological and political education in the current situation has been initially integrated into the professional curriculum, but the depth is still insufficient, and needs to be deepened through the follow-up teaching design. Therefore, biology teacher should actively carry out the excavation of ideological and political elements in the

teaching design, find out the ideological and political elements from many aspects such as the subject background story, knowledge structure, and integrate with each other, and finally carry out the ideological and political teaching design of the curriculum.

The second part of the researchers analyzed the feasibility of the integration of professional courses and ideological and political education based on the "three integrity education" theory of curriculum ideological and political education. The study mentioned that botany course have nothing to do with ideological and political education on the surface, but in fact, they contain rich ideological and political education elements. Therefore, as long as the ideological and political elements are excavated, ideological and political education can be integrated into professional course teaching. However, relevant research also points out that when the two are integrated, people must actively establish a new teaching system, in which the teaching mode is the key point. A good reform of the teaching mode can lay a good foundation for the development of ideological and political education in subsequent courses.

In addition, some studies emphasize that the ideological and political reform of curriculum is a very important work content for higher education teaching. People should focus on the problem of "how to organically integrate ideological and political education with professional courses" in this work. In the face of this problem, Biology teacher should actively explore the ideological and political elements in botany course, and then set up curriculum education and teaching methods, and also establish an evaluation mechanism, to ensure that the function of ideological and political education can be fully played in professional courses, helping students to learn professional knowledge more actively, and also cultivate students' values, patriotism, etc., so that students can become high-quality talents with both ability and morality in the future, which will promote and guarantee the future development of society.

2.2. Investigation status

In order to implement the ideological and political concept of the curriculum, investigation and research work has been carried out in relevant fields for a long time. This work mainly focuses on four goals, namely, the degree of attention paid to ideological and political education by students, the degree of understanding of ideological and political education by professional teachers, the level of ideological and political education quality of professional teachers, and the degree of attention paid to ideological and political education by professional teachers^[1-2]. According to these four objectives, this paper also carried out a survey, and the survey results are shown in Table 1-4.

Table 1: Emphasis on Ideological and Political Education of Students (100 persons)

Investigative questions	Findings
Are you willing to actively participate in ideological and political education activities	Very willing (12); Willing (83); Not willing (5)
Do you think ideological and political education activities are very important	Very important (7); Important (91); Not important (2)

Table 2: Degree of Ideological and Political Understanding of Professional Course Teachers (20 persons)

Survey indicators	Findings
Core connotation of ideological and political education	Very high level of understanding (2); High understanding (11); Low understanding (7)
Practical Methods of Ideological and Political Education	Very high level of mastery (1); High mastery (4); Low mastery (15)

Table 3: Quality level of ideological and political education of professional teachers (20 persons)

Survey indicators	Findings
Ideological and political education consciousness	Very high level of consciousness (0); High level of consciousness (5); Low level of consciousness (15)
Ideological and political education ability	Ability level is very high (0); High ability level (8); Low level of competence (12)

Table 4: Emphasis on Ideological and Political Education of Professional Teachers (20 persons)

Survey indicators	Findings
Emphasis on ideological and political education	Attach great importance to (1); Attach importance to (17); Neglect (2)

It can be seen from the above results that, first of all, most students have a certain enthusiasm for the ideological and political education learning activities, but the overall level is not high. A small number of students are unwilling to participate in the ideological and political education learning activities. At the same time, most students also think that the ideological and political education activities are important, and the proportion of students who think that they are very important or not important is very small, indicating that the overall emphasis of students on ideological and political education is limited to the general level. Secondly, the professional course teachers' understanding of curriculum ideology and politics is concentrated at a high level, but their mastery of practical methods is generally low. Thirdly, the quality of ideological and political education of professional course teachers is on the low side as a whole. There is a general low level of consciousness and ability, and there is no professional course teacher with a very high level. In the end, teachers of professional courses generally attach importance to ideological and political education, and a small part of them attach great importance to it. According to the results, it is difficult to implement the ideological and political concept of the current curriculum. The main obstacles are that the students attach ordinary importance to it, the teachers of professional courses have ordinary understanding of it, the teachers of professional courses have low quality of ideological and political education, and the teachers of professional courses attach ordinary importance to it. However, it is worth mentioning that the emergence of the problem provides a direction for the construction of the teaching model. Therefore, we hope that the majority of college faculty will face the problem squarely in order to make targeted reforms.

3. Construction method of ideological and political teaching mode of botany course

3.1. Optimize teaching mode and reform teaching content

At present, the existing teaching mode of botany course is relatively traditional. The mode is dominated by teachers, while students are relatively passive. However, ideological and political education requires students to fully spread their thinking, imagination, perception, etc., so it is difficult to play the role of ideological and political education in the original teaching mode, which indicates that this teaching mode cannot provide a good environment for the integration of ideological and political education in the botany course, so this mode needs to be reformed. In the reform, it is suggested to transfer the status of teachers and students, so that students can become the dominant class in botany, which will help students to play their initiative and meet the implicit education requirements of ideological and political education^[3]. Therefore, this model is more suitable for ideological and political education to be integrated into botany curriculum^[4].

In terms of teaching content, due to historical reasons, the educational content of the botany curriculum has been designed around the botany specialty itself, so the educational content focuses on the professional disciplines in terms of educating people, and does not have the function of ideological and political education. However, the teaching content is the focus of the ideological and political reform of the curriculum^[5]. Therefore, we must start from the existing teaching content and integrate the ideological and political teaching content into it. This also means that the teaching content of botany course should be reformed, aiming at innovating the existing teaching content and realizing the goal of unifying the function of ideological and political education with that of professional education.^[6-8] With regard to the reform of teaching content, teachers usually need to dig deeply into the ideological and political elements in the teaching content of botany, such as how the learning of botany skills can help China's development, endow the teaching content of botany with ideological and political attributes, and strengthen its ideological and political education function, so as to initially achieve the goal of integrating ideological and political education into botany curriculum. In this way, students can imperceptibly accept ideological and political education in botany classroom teaching, gradually understand the value and significance of ideological and political education, and promote students to pay more attention to ideological and political education.

3.2. Strengthen the training of professional course teachers and improve their ideological and political understanding of the curriculum

Because professional course teachers have not been exposed to much systematic training in ideological and political education in the past, they do not know much about ideological and political education in the curriculum, which is understandable. However, since the problem exists, it does have a real impact on the implementation of the ideological and political concept of the curriculum, so it is necessary to solve it^[9-10].

From this point of view, it is suggested that colleges and universities should train teachers of professional courses in order to improve their understanding of ideological and political courses, which is an important basis for constructing the ideological and political teaching model of courses. During the training, should emphasize the relationship between ideological and political education and botany, so that teachers can fully realize the beneficial help of ideological and political education to the teaching of botany courses, that is, botany is a professional subject on the surface, belonging to explicit education, while ideological and political education is a non professional subject, belonging to implicit education. It seems that there is not much relationship between the two, but in fact, through ideological and political education, students' learning awareness can be strengthened, For example, through ideological and political education, students can establish the grand ideal of serving the motherland. Driven by the ideal, students hope that they can learn botany well, so that they can serve the motherland through what they have learned in the future. On this basis, teachers of botany specialized courses have a deeper understanding of the ideology and politics of the curriculum.

On this basis, when the teachers of botany major deepen their understanding of the ideological and political education of the curriculum, they will gradually introduce some ideological and political elements into botany teaching, guide students to have some ideological and political thinking, promote the ideological and political reform of the curriculum again, and provide basic support for the construction of the teaching model.

3.3. Encourage independent learning and provide assistance from ideological and political teachers

The construction method of ideological and political teaching mode of botany course is not complicated. It is only necessary for teachers to fully explore the ideological and political elements in the professional knowledge of botany, then combine the professional knowledge with the ideological and political elements, and finally put forward in the classroom. But to do this work well, botany teachers must have a good level of ideological and political education quality. The survey results show that the level of teachers' ideological and political education quality is insufficient, so it needs to be strengthened.

For this purpose, colleges and universities should encourage botany teachers to actively carry out autonomous learning activities, understand the relationship between ideological and political education and botany, and at the same time, colleges and universities should establish a collaborative relationship between botany teachers and ideological and political teachers, so as to facilitate the use of the professional expertise of ideological and political teachers, help botany teachers with autonomous learning and the exploration of ideological and political elements, and achieve ideal autonomous learning results, it also enables the smooth implementation of the ideological and political teaching model of the curriculum.

3.4. Design of incentive and restraint mechanism to enhance the importance of ideological and political education of professional teachers

In order to enhance the importance of ideological and political education of botany teachers, and deepen the ideological and political teaching mode of botany courses through professional teachers, it is suggested that colleges and universities design incentive and restraint mechanisms. The incentive and restraint mechanism is to enable professional teachers to maintain a positive attitude towards the ideological and political education work through the incentive function, and at the same time put forward binding normative requirements for the ideological and political education work of professional teachers, so as to promote professional teachers to deepen the teaching mode according to the requirements. For example, teachers of specialized courses can be asked to "in the ideological and political teaching of botany courses, students' individualized needs should be followed to propose guiding questions". According to this requirement, the teaching mode has been deepened, and ideological and political education and botany course teaching have been fully integrated.

4. Conclusion

Under the ideological and political concept of the curriculum, ideological and political education must be integrated into the professional courses of botany. Therefore, it is necessary to reform the existing teaching mode and construct a new curriculum teaching mode that is suitable for the role of ideological and political education. In the process of reform, we should pay attention to a series of problems existing in the current situation, remove the obstacles in the reform of teaching mode, and transform the obstacles

into motivation, so that the new teaching mode can play its role and comprehensively cultivate students' ideological and political literacy.

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