

Analysis on the Teaching Reform Countermeasures of the Course "Basic Statistics" under the Concept of Curriculum Ideology and Politics

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Abstract: From the perspective of "curriculum ideological and political" concept, the teaching reform of "Statistics Foundation" is not only related to the development of China's future market economy, but also related to the talent cultivation pattern of the future economic society. However, in the process of the teaching reform of the course "Basic Statistics", teachers should always be clear that the teaching reform under the concept of "curriculum ideological and political" is never about "teaching methodology" and "teaching practice strategy", but should promote the development of students' ideological and political awareness with ideological concepts. Based on this, this paper will briefly describe the concept of "curriculum ideological and political", and on this basis, put forward the objectives and countermeasures of the teaching reform of "Statistics Basis" under the concept of curriculum ideological and political, so as to promote the better development of the teaching reform of "Statistics Basis".

Keywords: Curriculum ideological and political; Basic Statistics; Course teaching; Reform countermeasures

1. Introduction

"Curriculum ideological and political" is not only one of the hot educational topics in China in recent years, but also relates to the future prospects of China's "new century" political development goals. The integration of "curriculum ideological and political" and the curriculum teaching reform of "Statistics Foundation" can not only make our vocational education undergraduate education system gradually have a clearer national and humanistic character, but also make its teaching concept gradually realize the development trend of transformation and upgrading, so that the curriculum teaching reform path of "Statistics Foundation" can obtain more practical advantages of modern education system in the dimension of curriculum ideological and political.

2. The concept of "curriculum ideological and political"

On December 7, 2016, in order to realize the coordinated development of value guidance and knowledge transfer, the educational concept of "curriculum ideological and political" was first put forward at the national college ideological and political work conference. The core content of its educational philosophy is: "Adhere to correct ideological and political concepts, and clarify the basic direction of curriculum construction." On March 17, 2021, the video conference on ideological and political work in colleges and universities was held as scheduled. The meeting clearly emphasized: "In the face of the current special social situation, colleges and universities should achieve the cultivation of students' political ability through the integration of ideological and political education and discipline teaching, so as to enhance students' awareness of social responsibility, so as to improve their political self-cultivation with a Marxist political stance, so as to achieve all-round development in the future [1]." 2021 coincides with the centennial birthday of the CPC, The educational thought of "comprehensive education" has gradually received more attention. Based on this, a new teaching model of "curriculum ideological and political" has emerged. Its basic connotation is to integrate ideological and political content into traditional subject teaching, so as to realize the shaping of students' political values and ideas.

From this basic connotation, it can be seen that the main goal of "curriculum ideological and political education" is not the teaching combination between disciplines and ideological and political

content, but a kind of ideological and political transmission education under the whole discipline. The original intention of ideological and political education in different disciplines is also to better change the teaching methods and teaching content of traditional ideological and political courses. Through the collection and arrangement of ideological and political education content in different subject courses, teachers can indirectly integrate ideological and political ideas and teaching cases outside the subject into professional classroom teaching, which can not only realize students' learning of professional knowledge, but also realize the unity of curriculum ideological and political values in the whole subject, so as to realize the talent cultivation and development direction of "building morality and cultivating people". Compared with the traditional ideological and political curriculum, the teaching method of "curriculum ideological and political" can realize the construction of teaching channels with more diverse characteristics. Carrying out ideological and political education in the whole discipline can also make students better accept the specific content, and reduce the previous students' resistance and aversion to centralized ideological and political education to the greatest extent. Therefore, in the exploration and practice of "curriculum ideological and political education", teachers should take the content of ideological and political education as the teaching carrier, and achieve the formation of students' correct ideological and political awareness and enhance the enthusiasm of political practice through the unification of the teaching objectives of the whole discipline curriculum ideological and political education.

3. The goal of teaching reform of the course "Basic Statistics" under the concept of curriculum ideology and politics

In the education system of vocational colleges in China, Statistics Foundation is a necessary basic course in the major of economic management, which mainly includes a systematic introduction to "statistical theory" and "statistical methods". In the teaching process of Basic Statistics, students can not only master the basic professional abilities of "statistical data collection, statistical data processing, statistical data analysis, statistical data interpretation", but also get the analysis results from the statistical data. In the course of Basic Statistics, students can not only form a systematic concept of the basic theories and specific methods of economic statistics, but also learn how to carry out "statistical design, statistical investigation, statistical arrangement, statistical analysis, statistical report writing" and so on [2]. It can be seen that statistical work can not only provide support and decision-making for enterprise operation and management, but also provide consulting services, supervision and audit and other business assistance to enterprises in varying degrees. From this perspective, statistical work not only has great significance in the management of social and economic activities, but also can become an important link in the economic management of enterprises. From enterprise economic management to the development of socialist market economy, statistical work can fully play its important role, so as to further realize its own value through real data, accurate data and timely data from market research and prospect analysis.

Based on the important role of statistical work in China's social and economic environment, it is the only way to integrate the concept of "curriculum ideological and political" with the teaching reform of "Statistics Foundation". Integrating the concept of "curriculum ideological and political" with the teaching of "Basic Statistics" can not only enable students to gradually establish correct political positions and ideological values under the concept of "curriculum ideological and political", but also gradually form a sense of responsibility and professional mission for statistical work through the infiltration of the concept of "curriculum ideological and political". Therefore, in the process of integrating the concept of "curriculum ideological and political" with the teaching of "Basic Statistics", teachers should always clearly cultivate students' "rule of law thinking, moral cultivation, social responsibility, patriotism, and spirit of assistance". In addition, in the process of integrating the concept of "curriculum ideological and political" with the teaching of "Basic Statistics", teachers should also fully explore the connection between curriculum knowledge points and "curriculum ideological and political" in the teaching link of "Basic Statistics". Thus, the curriculum knowledge, values and ability quality will gradually achieve the "trinity" goal of the teaching reform of the course "Basic Statistics" [3]. Under the concept of "curriculum ideological and political education", the core of integrating the concept of "curriculum ideological and political education" with the teaching of Basic Statistics must be "moral education", integrating the ideological and political education themes of "Marxism", "core socialist values", "socialism with Chinese characteristics in the new era", and "four self-confidence" into and throughout the teaching reform of Basic Statistics. In this way, we can further refine the "knowledge goal", "ability goal", "value goal" and "education goal" of the teaching reform of the Basic Statistics course under the concept of "curriculum ideological and political".

4. Countermeasures for the Teaching Reform of the Course "Basic Statistics" under the Concept of Curriculum Ideology and Politics

4.1. Integration of the teaching of the course "Basic Statistics" with "Marxism"

In the course teaching of "Statistics Basis", "Marxism" is integrated with the course teaching reform, which mainly corresponds to the "knowledge goal" of the course teaching reform of "Statistics Basis" under the concept of curriculum ideology and politics. "Marxist Economics" can not only provide a strong knowledge and theoretical basis for the teaching reform of the "Basic Statistics" course, but also carry out the "Chinese" course teaching orientation of the "Basic Statistics" course from the perspective of socialist economics.

For example, in the teaching process of "Statistical Design" in "Basic Statistics", teachers can combine the relevant concepts in "Marxist Economics" with the teaching content of the course. This will not only enable students to optimize the "superstructure" of "statistical design" in the dimensions of "Marxist economics" such as "objective economic conditions, economic system, economic system, and economic basis", but also enable students to fully integrate China's "social form" into one of the relevant statistical design factors in the process of statistical design [4]. This will not only enable them to have a new "ideological and political" understanding of the teaching of "Basic Statistics", but also enable them to gradually understand the internal differences between socialism and capitalism in the process, and continue to form the recognition of the socialist economic model from the perspective of statistical expertise. This can not only strengthen their learning achievements and knowledge base in the "statistical design" link, but also continuously form the learning concept of "Marxist economics". In the process of integrating the teaching reform of "Marxist Economics" and "Basic Statistics", teachers can set up "Statistical Design of Objective Economic Conditions" according to the actual learning situation of students; "Statistical design of economic system"; "Statistical Design of Superstructure", "Statistical Design of Social Form" and other different curriculum teaching practice projects can not only ensure students have a more comprehensive professional understanding of social and economic forms, but also enable students to continuously fully improve their own professional knowledge learning results in these different "Basic Statistics" curriculum teaching practice projects. At the same time, it can also have a deeper understanding of "Marxist economics". In the process of teaching practice project of "Ideological and Political" and "Basic Statistics", students can also have a more professional understanding of China's socialist economic structure, which can not only make them have a professional identity with China's socio-economic form, but also make them fully aware of the economic attribute difference between the communist structure and the capital structure.

4.2. Integration of the teaching of Basic Statistics with the "core socialist values"

In the teaching of "Basic Statistics", the "socialist core values" are integrated with the curriculum teaching reform, which mainly corresponds to the "ability goal" of the teaching reform of "Basic Statistics" under the ideological and political concept of the curriculum. "Socialist core values" is not only a trend of social values, but also a basic requirement for high-quality talents in the new era. It is also of great significance in promoting the teaching reform of the course "Basic Statistics".

For example, in the teaching process of "Basic concepts of statistics" in "Basic Statistics", the teacher innovatively integrates the "equality", "justice" and "rule of law" directions in the "socialist core values" with the "basic concepts of statistics" on the basis of explaining the basic concepts of the textbook, so that students can continuously expand their understanding of the social value of statistics [5]. The key reason for benchmarking the "socialist core values" into the "ability goal" of the teaching reform of the "Basic Statistics" course is that the ideological and political connotation of "patriotism, professionalism, integrity, and friendliness" in the "socialist core values" can be used as the requirements for students' professional ability, which not only helps students improve their own statistical professional ability, At the same time, it can also continuously strengthen students' correct understanding of their future career attitude and carry out "high standards and strict requirements" for their own learning and career. Based on this, in the process of teaching and explaining the "basic concepts of statistics", teachers should also fully integrate the multiple implications of the "socialist core values" into the process of classroom teaching and knowledge interpretation, which not only enables students to have a new dimension of thinking about professional knowledge learning from the perspective of social significance, At the same time, it can also clarify its learning and development in statistics and future career development direction through various ideological and political connotations in the "socialist core values", which can not only lay a good foundation for students' professional

development, but also enable students to continuously establish a correct understanding of the "three values" under such ideological and political teaching.

4.3. Integration of the teaching of "Basic Statistics" with "Socialism with Chinese Characteristics in the New Era"

In the teaching of "Basic Statistics", the "socialism with Chinese characteristics in the new era" is integrated with the curriculum teaching reform, which mainly corresponds to the "value goal" of the teaching reform of "Basic Statistics" under the curriculum ideological and political concept. "Guided by the Scientific Outlook on Development, adhere to emancipating the mind, seeking truth from facts, keeping pace with the times, seeking truth and pragmatism, adhere to dialectical materialism and historical materialism, and closely combine the new era conditions and practical requirements^[6]." This is not only the basic goal of the construction of "modern socialism" in the "thought of socialism with Chinese characteristics in the new era", At the same time, it is also the basic task of the teaching reform of the course "Basic Statistics" under the concept of curriculum ideology and politics.

For example, in the teaching process of "Statistical Survey Methods" in "Basic Statistics", teachers can take the ideological and political consciousness of "seeking truth from facts, keeping pace with the times, and seeking truth and pragmatism" as the learning requirements and practical requirements of students' "Statistical Survey Methods", which not only helps them correct their own learning attitude of "Basic Statistics", but also enables them to be under the ideological and political concept of such courses, Constantly clarify the professional requirements and professional values of the course "Statistics Foundation", so that it can take "seeking truth from facts, keeping pace with the times, and seeking truth and pragmatism" as the learning value orientation, so as to continuously optimize its own basic problems in the professional learning process and solve them in a timely manner. This will not only enable students to find, analyze and solve problems, but also enable them to have a deeper sense of learning about the social value of statistics. When combining the ideological and political consciousness of "seeking truth from facts, keeping pace with the times, and seeking truth and pragmatism" with the course of "statistical investigation methods", teachers can teach students the principles of statistical investigation from the perspective of "seeking truth from facts, keeping pace with the times, and seeking truth and pragmatism". This can not only integrate the ideological and political awareness elements of "socialism with Chinese characteristics in the new era" into the actual operation and learning links of "statistical investigation methods", but also enable students to constantly correct their learning attitude and professional awareness. Based on this, teachers can combine their own teaching environment and students' basic situation, take real business cases of economic and social as the research object of the course, and let students analyze their statistical economic problems through three dimensions of "seeking truth from facts, keeping pace with the times, and seeking truth and pragmatism", which can not only strengthen students' professional standards, At the same time, students can further clarify the social significance of their major through real business cases of economic and social.

4.4. Integration of the teaching of Basic Statistics with "Four Confidence"

In the teaching of Basic Statistics, the "four self-confidence" is integrated with the teaching reform of the course, which mainly corresponds to the "educational goal" of the teaching reform of Basic Statistics under the ideological and political concept of the course. "Four self-confidence" means "confidence in the path of socialism with Chinese characteristics, theory, system and culture." These four dimensions are both independent and complementary. Such ideological and political concepts can play a good role in the "education goal" of the teaching reform of Basic Statistics^[7].

For example, in the teaching process of the "Phenomenon Development Trend Analysis" course of the "Basis of Statistics", teachers can explain the "Phenomenon Development Trend Analysis" teaching content from the "four self-confidence" dimension, which can not only realize students' basic understanding of professional knowledge, but also continuously expand students' professional vision. Based on this, teachers can take the relevant information of "domestic and international economic situation, modern economic development trend, social economic form" and other aspects as the teaching case of "phenomenon development trend analysis", and then integrate the curriculum knowledge points related to statistics with their teaching cases, and set up relevant statistical professional knowledge exercises for students, so that students can use the same statistical professional knowledge and professional analysis methods, The statistical analysis of different domestic economic structures and economic development data is carried out to clarify the relevant statistical phenomena,

problems and drawbacks, thus further deducing the economic differences and advantages and disadvantages of capitalist and communist structures in the field of statistics. In this process, teachers should also guide students to maintain a neutral and objective attitude of statistical analysis in the process of statistical analysis, which can not only enable students to realize the core meaning of students' professional knowledge of statistics, but also enable students to generate more learning knowledge of the established textbook knowledge through diversified teaching resources, and at the same time make them in such a teaching environment, Constantly cultivate their patriotism and national identity. This can not only stimulate their inherent "diligent and studious" excellent character, but also have a far-reaching impact on their future social and political concepts.

5. Conclusion

To sum up, the teaching reform of Basic Statistics under the ideological and political concept of the curriculum is not only related to the ideological and political reform pattern of China's vocational education system, but also related to the future development trend of China's economic market and talent quality. Based on this, teachers should not only fully analyze the concept of "curriculum ideological and political", but also continuously explore the ideological and political elements in the teaching of "Basic Statistics" in the future teaching practice of "Basic Statistics", so as to continuously optimize its internal "knowledge goal", "ability goal" and "value goal", and adopt effective teaching reform countermeasures of "Basic Statistics", To provide more high-quality statistical professionals for China's social and economic market, so as to continuously expand the educational role of China's vocational education system in the construction of "modern socialism".

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