

Analysis of Undergraduates' Learning Gains of Curriculum Ideology and Politics in General Elective Courses and Their Influencing Factors: Based on the Mixed Research of 11 Public Universities in Yunnan Province

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Abstract: The correlation between the three types of influencing factors, namely "student's factors", "teachers factors" and "teaching mediators", and the students' learning gains in Curriculum ideology and politics in the seven types of general elective courses was analyzed. The analysis of the relationship found that: (1)teaching mediators, to a certain extent, affect the students' learning gains in all kinds of general elective courses, and innovation can be down in the form of teaching, teacher-student interaction, etc.; (2)the personal ability and comprehensive quality of the teachers, and the teachers' charisma, to a certain extent, affect the students' change of viewpoints and stances, the establishment of values, and the change of attitudes; (3)the students' personal interests and the communication between classmates have little influence on students' learning gains. The construction and implementation of general elective courses need to give more consideration to students' demands and interests.

Keywords: general elective courses; learning gains in Curriculum ideology and politics; influencing factors

1. Introduction

On June 1, 2020, the Ministry of Education of China issued *the Guidelines for the Construction of Curriculum ideology and politics in Colleges and Universities*, in which it is proposed that "with regard to the public foundation courses, we should focus on constructing a batch of courses to improve college students' ideological and moral cultivation, humanistic qualities, scientific spirituality, awareness of the Constitution and the laws, awareness of national security, and cognitive ability, and pay attention to imperceptibly strengthening the students' ideals and beliefs, planting a strong sense of patriotism, strengthening morality cultivation, increasing knowledge and insight, cultivating the spirit of struggle, and enhancing the students' comprehensive quality ^[1]. Curriculum ideology and politics is not only an important part of the curriculum reform of various majors, but also plays an important role in the general education courses of universities. The general courses cultivate students' rational values and humanistic spirit. They also focus on guiding students to think and feel deeply, feel the charm of culture, the value of life, the unknown of nature, humanities and society. The integration of Curriculum ideology and politics elements into the general course is to enhance the value of the general course, as colleges and universities are responsible for the fundamental task of cultivating morality and nurturing human beings, it is also a crucial part of the program for universities to build an effective Curriculum ideology and politics of general course.

1.1 Basic Connotation of Curriculum ideology and politics

When a new concept had been put forward, the first thing to be clarified is its connotation, so is Curriculum ideology and politics. Since the emergence of the term "Curriculum ideology and politics", academics have been conducting research on its connotation. At present, it is generally believed that the essence of "Curriculum ideology and politics" is not to add a class or an activity, but to integrate ideological and political education in colleges and universities into the teaching and reform of the curriculum in all aspects, so as to educate students' morality in a silent way ^[2]. Combing through the literature, we found that scholars have basically formed a consensus on the connotation of Curriculum

ideology and politics, i.e., Curriculum ideology and politics is to integrate ideological and political elements into various courses, then subconsciously influence the students' thoughts, understanding and behaviors through the curriculum and teaching. With the in-depth development of Curriculum ideology and politics, its connotation is also constantly extended and expanded. In order to accurately grasp its whole connotation, some scholars make specific interpretation from different aspects.

Dong Birong has made a very specific exposition of the connotation of Curriculum ideology and politics from six aspects, such as educational objectives, content supply, classroom scope, etc. In addition, he has also put forward that the essence of Curriculum ideology and politics for higher education values, essential functions of the university, and the vocation of the university teachers is helping them to go back to their original aims^[3]. According to Xu Xiaojun, the basic connotation of Curriculum ideology and politics includes three aspects. In terms of mode, it should be extended and expanded from the ideological and political courses to all courses; in terms of concept and implementation methods and approaches, it should embody moral education; and in terms of content, it should not only embody the ideological connotations of the socialist core values, but also embody a variety of theories and ideas^[4].

It can be seen that, since the development of the construction of Curriculum ideology and politics, scholars have a more comprehensive and in-depth understanding of its connotation, and they all regard curriculum ideology and politics as a kind of educational philosophy, and believe that this philosophy needs to be further transformed into practical activities. In this transformation process, the main carrier is the curriculum. However, scholars have different opinions about the connotation of "curriculum". Some scholars believe that Curriculum ideology and politics mainly refers to some non-political courses. For example, Xu Xinghua and other scholars suggest that the leading role of Curriculum ideology and politics is played by "non-ideological and political" teachers, the carrier is "non-ideological and political courses", and the form is invisible education^[5]. On the contrary, Guo Gen argues that Curriculum ideology and politics refers to all courses, which encompasses ideological and political courses in its extension^[6]. Liu Jianjun suggests that there is a difference between a broad and a narrow sense of the term "Curriculum ideology and politics". In the broad sense, it refers to all courses including ideological and political courses; in the narrow sense, it refers to other courses besides ideological and political courses. Out of the need to promote the working practice and in line with the actual use of language, the concept of "Curriculum ideology and politics" has a process of evolution of the broad sense of the narrow sense^[7].

1.2 The value of the Curriculum ideology and politics

School is the main position of teaching and educating people. It is not only to assume the responsibility of "teaching", but also to play the "educating" function. However, many colleges and universities have taken the ideological and political courses as the main bearer of the school's "educating people" responsibility, ignoring the "invisible ideology and politics" function of other types of courses. As a new educational reform, Curriculum ideology and politics can maximize the "educating" function of all kinds of courses, combine knowledge transfer with valuable leadership, and cultivate talents with all-round development.

The research on the value implication of Curriculum ideology and politics is mainly divided into two aspects. On the one hand, from a macroscopic point of view, Curriculum ideology and politics has a promoting effect on the strength of national education, the ability of colleges and universities to educate people, and the overall quality of students. Zhang Xiujing proposes that promoting the construction of Curriculum ideology and politics can effectively improve the status quo of ideological and political courses, promote the overall development of college students, and further promote social progress^[8]. Li Gonglian and Liu Ying believe that the educational value of Curriculum ideology and politics lies in the in-depth integration of ideological and political knowledge into the curriculum, the implementation of socialist core values, the systematic enhancement of the efficiency of classroom teaching, and the improvement of the students' ability to identify with politics^[9]. On the other hand, some scholars focus on a certain academic discipline and specifically expound the value of the Curriculum ideology and politics in the construction and development of that discipline. Yi Peng et al. believe that the new agricultural courses can promote the integration of professional knowledge education with the knowledge of agriculture and love of agriculture, and cultivate a high-quality talent team that understands agriculture and loves the countryside and farmers^[10]. Zhang Rong et al. believe that the Curriculum ideology and politics of Art in Colleges and Universities is beneficial to the cultivation of students' comprehensive literacy, and helpful to the shaping of students' values^[11].

1.3 Relationship between curriculum Civics and Civics courses

The core of both the Curriculum ideology and politics and Ideological and political curriculum lies in educating people. Clarifying the relationship between the two has an important impact on giving full play to the nurturing function of both. At present, most scholars believe that the relationship between the two is the same direction and synergistic development. Qiu Renfu elaborates on the relationship from the aspects of "same direction" and "forward together". "Same direction" means that they should be consistent in the political level, the direction of educating people and cultural identity; "forward together" means that they should be on the same pace, complement each other, promote each other and share the results of development ^[12]. Wan Linyan and Yao Yinzhu, on the other hand, discussed the relationship between the two from the perspective of teaching content. They said, professional courses should convert teaching content according to their own characteristics and attributes, and get closer to the ideological and political courses; On the other hand, the ideological and political courses should also learn the scientific consciousness of all kinds of courses, pay attention to the adoption of the scientific method of induction and deduction, and pay attention to the development of objective evaluation mechanism, so as to make themselves more persuasive and influential. In this way, all kinds of courses and the ideological and political courses form a synergistic effect, and jointly cultivate students to become excellent talents ^[13]. In addition to discussing the commonality between the two in terms of mission and goals, consistency in terms of direction and function, and compatibility in terms of content and requirements, Shi Shuchen also focuses on the differences between the two in terms of "ideological and political" content, status, characteristics, and advantages ^[14]. In addition to "same direction", Xu Qinfa et al. also proposed that the contents, methods and evaluation of the two should be the same, so as to improve students' ideological and emotional identity, and to realize the goal of internalizing in the heart and externalizing in the action ^[15].

1.4 Development of the Curriculum ideology and politics

Research on the construction of Curriculum ideology and politics can be roughly categorized into two aspects. From the perspective of research focus, most of the studies have concentrated on the construction path, quality evaluation, and construction difficulties. In addition, with the arrival of the digital era, some scholars have also explored how intelligent technology empowers Curriculum ideology and politics. For example, Li Si mentions that digital technology empowers Curriculum ideology and politics not only to transform its traditional teaching means, but also to combine the specific needs of students and give the Curriculum ideology and politics vivid vitality. Taking "speaking deeply, speaking thoroughly and speaking alive" as the teaching goal, we can further improve the teaching effect of Curriculum ideology and politics with the help of digital technology ^[16]. Hu Hua proposes that in the era of intelligence, "danger" and "opportunity" coexist in Curriculum ideology and politics, and we should start from the intelligent technology itself, explore its influence on Curriculum ideology and politics, and contribute to the call of life in the era of intelligence and the return of Curriculum ideology and politics to the basics ^[17]. According to Yi Zhongying, modern technology provides a breakthrough for higher vocational colleges and universities which are difficult to carry out Curriculum ideology and politics, and technology empowers the mining and sharing of resources and diversifies the ways of Curriculum ideology and politics. At the same time, technology also empowers the embodiment of value education and improves the effectiveness of the ideology of higher vocational colleges and universities ^[18].

From the viewpoint of the main body of the implementation of Curriculum ideology and politics, it can be divided into how to build Curriculum ideology and politics in colleges and universities and a specific academic discipline or specialty. Scholars invariably believe that the first thing to do is to start from the top level design, build a complete curriculum system, and let the elements of Curriculum ideology and politics run through the teaching process all the time, so as to realize the all-round and all-process training of human beings. Meanwhile, at the practical level, scholars emphasize the need to innovate teaching methods, enrich teaching content, enhance teachers' quality and ability, and improve the evaluation system. Jiang Jie and others suggest that we should explore the path from highlighting the function of "ideology and politics" in the teaching content of the courses and creating a special campus culture ^[19]. According to Li Guojuan, the key to Curriculum ideology and politics lies with the teachers, and the effectiveness lies in the students. Therefore, it is necessary to build a team of teachers with conscious "moral consciousness" and strong "moral ability". And at the same time, it is necessary to take the students' sense of achievement as the test of the effectiveness of the reform of Curriculum ideology and politics ^[20].

2. Research design

2.1 Data sources

Firstly, browsing the official website of the university and asking students, we obtained the classification of general elective courses in Yunnan Province and the specific course offerings. Afterwards, according to the general elective course offerings of each public undergraduate colleges and universities and the accessibility of research materials, we sifted through and merged the existing materials, and identified the types of general elective courses of the 11 public undergraduate colleges and universities into seven major categories: *Scientific spirit and technological progress*, *Dialogue of civilizations and international perspectives*, *National culture and social responsibility*, *Innovation, entrepreneurship and capability enhancement*, *Ecological civilization and healthy living*, *Humanistic literacy and artistic aesthetics*, *Philosophical wisdom and four histories education*. The study examines the current situation of undergraduates' learning gains in Curriculum ideology and politics under different types of general elective courses, and the relevance of factors on the learning gains of undergraduate general elective courses.

Adopting the principle of purposive sampling, a total of 11 public undergraduate colleges and universities, including Yunnan University, Yunnan Normal University, Yunnan Minzu University, Kunming University of Science and Technology, Yunnan University of Chinese Medicine, Yunnan

University of Finance and Economics, Southwestern Forestry University, Yunnan Agricultural University, Yuxi Normal University, Yunnan Arts College and Zhaotong College were firstly extracted according to the type of school and the nature of the school. We released "Designing Questionnaire on Factors Related to Learning Gains of Curriculum ideology and politics" and interview outline. And 1112 questionnaires were distributed according to a certain proportion, among which 1043 questionnaires were valid. Later, 8 undergraduates were selected from 11 schools for interviews. According to the organization of the interview data, the "influencing factors" in the questionnaire were screened, and the interview data on "undergraduates' learning gain in general elective courses" were filtered and the "influencing factors" were filtered. The interview data on "undergraduates' gains in ideology, politics, morality, attitude, values and emotion in general elective courses" were cross-checked and cross-corroborated with the empirical data to improve the completeness, preciseness and operability of the study.

2.2 Reliability and validity of measurement instruments

Measurement tool for this research is guided by the Ministry of Education of China's the Guidelines for the Construction of Curriculum ideology and politics in Colleges and Universities, with reference to the existing questionnaires, relevant literature on the influence factors of Curriculum ideology and politics, and combined with the design of a questionnaire and an outline of an interview. The questionnaire is divided into the basic information of the individual and 31 objective questions. The outline of the interview is focused on two aspects: "learning gains of Curriculum ideology and politics from the general elective course" and "the influencing factors".

The reliability test of the questionnaire is shown in Table 1. We used SPSS26.0 for reliability test. Cronbach's alpha coefficient is 0.918, indicating that the questionnaire reliability is very good, the sample is reliable and credible; the KMO value is 0.971, indicating that there is a correlation between the variables of the questions, and the result of the Bartlett's spherical test shows that the internal consistency of the data is relatively high.

2.3 Description of variables and descriptive statistics

This study takes "undergraduates' learning gains of Curriculum ideology and politics and influencing factors in general elective courses" as the object of research, focusing on the structure of students' learning gains in different categories of general elective courses, as well as the main influencing factors in each category, and exploring the specific correlations and influencing processes. This study is divided into two parts of the investigation: the current situation of students' learning gains in Curriculum ideology and politics and the influencing factors of students' learning gains in Curriculum ideology and politics. We crystallize the learning gains in accordance with the seven categories of the general elective courses into critical thinking, dialectical thinking, realistic exploration spirit, rational attitude, problem solving with innovative solutions, sense of social responsibility, independent value judgments, broadening of

vision and horizons, awareness of the rule of law, respect for and tolerance of national cultural diversity, sense of independent learning, ecological awareness, respect for and love of life, sense of family and country, care for the meaning and value of human existence, respect for and tolerance of different beauties; The dependent variable in this study is the learning gain; And the independent variable is the related factors, which are the classroom form of students' performances, the lecturing method of group cooperation, the lecturing method of case study explanations, and the field visits and other research activities, film video screening lecture method, current events and national defense and security content, teachers' personal quality and charisma, teachers' personal ability and level, class capacity, students' personal interest, classmates' drive and communication, frequency and form of teacher-student interaction, and the quality of teachers' course content.

3. Findings

3.1 Students Factors

According to the results of the correlation analysis between the classification of general elective courses and the classification of influencing factors, it can be seen that there is a positive correlation between the student factors and the students' learning gains in the seven categories of general elective courses. Correlation coefficients concentrate on the range between 0.13-0.39, showing a weak correlation in general, and the correlation coefficients of the item of National culture and social responsibility only reached 0.42, presenting a moderate correlation. From the overall view of the influencing factors of the student factors, the positive correlation between the learning gains in the two courses of nation and society, philosophy and history and the students' personal factors is relatively large, which is manifested in the following ways: the students, under the influence of their personal interests, the drive and communication among classmates, have greater gains in the sense of social responsibility, respect for and tolerance of the diversity of national cultures, the awareness of the rule of law, the sense of the family and the country, the critical thinking and the dialectical thinking.

The interview data show that the choices usually present several situations: First, people like to say what others say, so do freshmen students. Due to the fact that they have just entered the university, the social circle is narrow, which often limited to the dormitory and the class. And it is easy to follow others to select the courses, and reduce the spontaneous and independent selection of courses motivated by personal interest; Secondly, in combination with local characteristics, students are more likely to be curious and interested in local ethnic courses in Yunnan Province during the course selection period, and due to the special geographical location of Yunnan Province, more courses on ethnic culture are offered in schools; Thirdly, most schools include the historical and political courses as compulsory general education courses, and the influence of integrating the elements of ideology and politics in the implementation of this kind of courses is more effective, so that the students are more likely to accept them. After the study, it is found that in the process of choosing and learning these courses, students' personal interests and classmates' communication do not have a great influence on the learning gains in the general elective courses. For one thing, students often have personal interests when choosing courses. But in the process of choosing courses, they are forced to give up their personal interests in the general elective courses due to the constraints of the credits, the capacity of the classes, the speed of the Internet, the teaching plan, the pressure of the examination, and the gap between the ideals and the realities. "In the process of selecting courses, interest is an important factor. Because sometimes many students may think that the course is very good at first time, but after the actual learning, he feels different from his original conception and then suddenly lost interest in this course." (Y6) Under the situation of being forced to choose, the learning gains is very easy to be unsatisfactory; For another thing, some of the current elective courses have class size limitations, but under the background of the personal character, professional randomness, class capacity, etc., if external influence is not effected, students will seldom communicate with each other, and the impact on the learning effect or learning gain is even more minimal.

3.2 Teacher factors

According to the results of the correlation analysis between the classification of general elective courses and the classification of influencing factors, it can be seen that the correlation coefficients between the influencing factors of the teacher factors and the students' learning gains in the seven general elective courses are mostly concentrated in the range of 0.35-0.48, with a positive correlation in general. And the correlation coefficients of the scientific spirit and technological progress, Innovation, entrepreneurship and capability enhancement, Ecological civilization and healthy living, Humanistic

literacy and artistic aesthetics, Philosophical wisdom and four histories education reached 0.47, 0.47, 0.48, 0.45, 0.41, showing a moderate correlation. Specifically, students, under the influence of teachers' personal quality and charisma, the quality of teachers' course content, and the teachers' personal ability and level, have gained a moderate correlation in the spirit of factual exploration, rational attitude towards understanding things, problem solving with innovative approaches, sense of independent learning, independent value judgment, ecological awareness, respect and love of life, family and national sentiments, critical thinking, dialectical thinking, caring for the meaning and values, and respect for and tolerance of the beauty of difference. Combined with the interview data, it was found that the personal features of the teacher and the teacher's level of preparation for the courses largely influenced the growth of the students' personal values, perspectives, and ideas. "The PPT which our teacher used is about some military things, national territory, and so on, all of which is done exceptionally well. And then through his very powerful explanation, it feels like China is very powerful. It's that other people can't bully us, and then it's just a kind of pride in our heart anyway (Y3)"; "By talking about our policies and our development and the hottest events in the society and linking them together, it makes it easy for us to understand why our country makes these decisions and why it makes this kind of deployment. And in some courses, my teacher and I share the same viewpoint, that is to say, we can't look at problems one-sidedly, and we have to learn to think dialectically" (Y6). "The teacher is one of the main subjects in the classroom. His own behavior, viewpoints, style, quality, and attitude towards the curriculum lead the learning of the students in moral character, thoughts, feelings, attitudes and feelings."

3.3 Teaching mediators

According to the results of the correlation analysis between the classification of general studies elective courses and the classification of influencing factors, it can be seen that the correlation coefficients between the teaching mediators and the students' learning gains in the seven general studies elective courses are mostly concentrated in the range of 0.40-0.52, with an overall positive moderate correlation. Specifically, under the influence of the classroom format of student performances, the lecture mode of group cooperation, the lecture mode of case study, the research activities such as field visits, the lecture mode of film and video screenings, the hot topics of current affairs, the content of national defense and security, the class capacity, the frequency and form of teacher-student interaction, the students' learning gains in terms of the spirit of factual exploration, the rational attitude of understanding things, the innovative approach to problem solving, the sense of independent learning, the value of independent judgment, broadening of horizons and vision, ecological awareness, respect for and love of life, family and national sentiments, critical thinking, dialectical thinking, caring for the meaning and value of human existence, and respect for and tolerance of the beauty of difference are some of the areas in which learning has been very rewarding. Other elements in teaching mainly include the form of lectures, teacher-student interaction and communication, research experience. Combined with the interview data, we found that most of the students are appealing to the form of lectures and research experience claims in the general elective courses. In the diversified forms of the general elective courses, students' personal interests are mobilized, and they are gradually rectifying their attitudes towards the general elective courses. According to the correlation analysis, other elements of teaching and learning in the seven types of general elective courses of learning gains show a significant positive correlation. It is clear that the general elective courses should not be locked in a classroom and then impart knowledge to students, but should be an area with vitality.

4. Discussion

Generally speaking, the study found that the learning gains of undergraduates in Yunnan Province's colleges and universities are not ideal. Combining the questionnaire data and interviews, we know that the "teacher factors" and the "teaching mediators" have a greater impact on the learning gains of the students' general elective courses, which can stimulate students' interest to a certain extent and innovate the characteristic forms. But it is still a long way to go to integrate the elements of ideological and political into the process of general elective courses. The construction of Curriculum ideological and political should be focused on the political identity, family and national sentiments, cultural quality, awareness of the constitution and laws, and ethical cultivation, so as to systematically carry out the education of socialism with Chinese characteristics and the Chinese dream, core socialist values, laws, labors, mental health, and excellent traditional Chinese culture.

4.1 Teaching Mediators Influence the Learning Gains of Curriculum ideological and political in General Elective Courses

According to the results of the above empirical analysis, it can be seen that the teaching mediators have a greater impact on the learning gains of general elective courses, and the overall presentation of the following three characteristics: First, the rich and diverse teaching forms can increase students' participation and interaction in the general elective courses, such as the "learning and playing of ethnic musical instruments", "group discussion", "movie documentary screening and discussion", etc. The forms can revitalize the student, help them broaden their minds in guidance and experience, and dig out the deep-rooted thoughts which are behind the knowledge. The general elective courses aim to cultivate students' basic comprehensive quality and ability, rather than simply giving knowledge. So it is very important to pay attention to the ways and means, "The teacher in the general elective course of Ethnographic Images put a documentary, which recorded things happened in a particular remote, small village inside a big mountain in Yunnan Province. After watching the video, I think that I need to pay more attention to this aspect of things in the future, such as helping farmers or doing my best to help the education of children in remote mountainous areas (Y2)". The word "empathy" was mentioned many times in the interviews. Whether it is a documentary or a movie, or whether prepare for a thesis, when words, pictures and videos spread the real life in front of the students, for the students, it is a kind of thinking, a kind of realization, a kind of perception and a kind of "empathy". And its effect at the moment or even afterward is unexpected.

Secondly, although the method of teaching is very important, but it is still a means to assist teaching. A successful classroom is not the teacher's one-man show, communication and interaction between teachers and students is very important. Although the teacher has a strong personal charisma and ability, but teachers still need to put the students in the main position, build a bridge between teachers and students to communicate. Unilateral coercion will only make the students lose their interest, and even be fear of class, which make difficulties in creating an atmosphere of relaxation. And it is also not conducive to the creation of an environment for students to think, and over time, the students will think that the general elective course is just a "tool" to "make up credits". Therefore, it is still necessary to explore the correct way of teacher-student interaction and communication in general elective courses.

Thirdly, we found that, during the study, the general elective courses can go out of the classroom, and go into the field. Two interviewees told us two typical cases. The first interviewee conducted a group campus interview on the topic of "Whether university students have a longing for the university". The second interviewee went to Dali to conduct a research on the culture of the Bai people, mapping the buildings there and analyzing them in an integrated way. At this time, they gained a broader and deeper learning experience from this kind of practice. Similarly, this kind of out of campus practice also meets the demand of students, which many general elective courses have not yet realized. As Mr. Fei Xiaotong said in his book *land grows out of the culture*: "to understand the traditional Chinese culture, you must go to the countryside, to see those people how to live. The Chinese people's life is to rely on the land, the traditional Chinese culture is to grow out of the land."^[21]. Nowadays, when foreign countries carry out general elective courses, they also adopt some analogous way such as "mock court". We need to understand the real connotation and role of general education, so that students can get far-reaching growth in their thinking, thoughts, attitudes, emotions, values and spirituality, avoiding falling into the misunderstanding of "focusing on theory but not on practice".

4.2 Little choice for students in the implementation of the curriculum

At the initial stage of the study, we collected and organized the publicly available general course offerings from the official websites of 11 colleges and universities. However, in the actual process of the study, we found that due to the impacts of students' interest-bias, the actual situation of the class quota, the actual situation of the course arrangement, and the setting of the credits and other aspects, the students' space for choosing general elective courses according to their interests has been narrowed. This will cause many students to lose the opportunity to understand and learn a broader field. At the same time, in a long period, some teachers will lose their interests in offering valuable courses, resulting in the long-term solidification of the arrangement of general elective courses in colleges and universities, then the nature of the general elective courses and the professional courses are gradually equal to each other, and fall into the "mediocrity".

First of all, the study found that many students do not understand the concept and purpose of "general elective courses", so personal interest has become an important basis for students to choose the course.

But why does personal interest of general elective courses, on the contrary, has the least impact on the learning gains in this study? Under the situation of limited choice space, students know that the courses are not fit to their interests, which makes them feel that their interests are useless. Gradually, they no longer regard their personal interests as an important factor to increase the learning gain of the general elective courses. From another point of view, many teachers intend to carry out a very innovative general elective course. But in the actual implementation process, there are many difficulties and teachers need to consider the reality of all kinds of circumstances. It is difficult to present the characteristics of high-quality courses to the students; Secondly, after getting into the real general elective course, there is a certain gap between ideal and reality, resulting students' loss of interest. Some colleges and universities still have the situation of "many planned courses and few actual courses" when offer general elective courses, which will affect the implementation effect of general elective courses to a certain extent.

4.3 Team-building of specialized teachers for general elective courses

At present, one of the major misunderstandings of university general elective courses is the problem of "over-specialization". General elective courses "expands learners' horizons of life awareness, improves their sensitivity and profundity of life feelings and experiences, and transforms the fruits of human spirit into the spiritual abilities of individual, so that they can transcend their limited individuality and acquire the quality of universality" [22]. Therefore, the general elective course has high requirements for teachers' personal comprehensive quality and personal ability. Teachers not only need to have broad knowledge of the past and present, regular understanding of basics knowledge of natural sciences, humanities and social sciences, rich knowledge structure and professional research ability, but also need to be highly capable of helping and guiding students to break down the barriers of professional education, to exchange their own ideas and opinions, and to educate students to think, to learn to emancipate their minds, and to be an independent and emancipated person in thought and mind. However, at present, the teachers of general elective courses in colleges and universities are often taught by professional teachers. On the one hand, it increases the pressure of teachers' own teaching tasks and consumes teachers' energy; on the other hand, the professional teachers are easy to use their own thinking and mode while teaching, and it is easy to guide the general education courses in the direction of professional courses. Some colleges and universities have the problem of "focusing on professional education and neglecting general education" in management, leading to the general elective courses is difficult to develop in teachers' group. In such an environment, the general elective courses can easily be reduced to the "instrumental courses" "skills courses", losing the essential meaning. And the "over-specialized" general elective courses cause the lack of humanistic spirit and the cultivation of values in the teaching and implementation process. At present, the general elective courses in colleges and universities need be a basis of professional courses for students, and to return to the original intention of general education. It is necessary to build a good team of professional teachers for general elective courses, to create a group of teachers with extensive knowledge reserves, broad vision, the high personal ability, strong personal comprehensive quality, high quality courses, and to really play a guiding role in the teaching process.

As mentioned above, general elective courses in colleges and universities have problems in course construction, course implementation, course evaluation, etc. Strengthening the integration of the elements of ideology and politics into the general elective courses in colleges and universities needs to focus on the following three aspects: Firstly, clearly identifying the students' demands during the process of course construction, reasonably setting up the general elective course plan, and updating the course categories and specific courses in a certain period of time, dynamically guaranteeing the high-quality construction of the general elective courses. Secondly, enriching the curriculum form of general elective courses, innovating the content and style of the courses, breaking the barriers between the classroom and the outside world whiling teaching, and creating a classroom with vitality; Thirdly, cultivating a professional team of teachers for general elective courses, and avoiding the "specialization" of general education.

Acknowledgement

Project Fund: "Funded by the Scientific Research Fund Project of Yunnan Provincial Department of Education", Project No. 2023Y0317, "Research on the Implementation Effect of 'Curriculum Civics' in Colleges and Universities Based on Students' Sense of Harvesting".

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