

Analysis of the Principles and Strategies for Building Civics in Agricultural Specialised Curriculum Courses

Yaqing Sun, Guolong Li, Qinggeer Borjigin, Xiaoxia Yu, Ningning Li

Inner Mongolia Agricultural University, Hohhot, 010019, Inner Mongolia, China

Abstract: Carrying out the teaching activities of the course Civics is an important way for colleges and universities to cultivate composite talents, how to build the Civics construction in a reasonable and effective way is a problem worth studying. This requires that in the usual teaching process, teachers of professional courses in agronomy have a good atmosphere with students, interact with students, and strengthen the quality of students' moral cultivation in the usual education. In order to enhance students' conduct and enable them to master the learning knowledge while also becoming well-rounded and qualified individuals of value. In today's continuous development of education, students' moral education is also needed to pay enough attention.

Keywords: agronomy majors; Civic and political construction; strategy analysis

1. Introduction

Human education in colleges and universities is a very large project, and classroom teaching is the main channel to achieve the goal of cultivating moral integrity in colleges and universities, as well as an important carrier of ideological and political education in colleges and universities. For a long time, the ideological and political education in colleges and universities has the dilemma of "isolation and helplessness", and the ideological and political education and professional teaching can not be coordinated. In the final analysis, the main reason is the lack of "full participation" three-dimensional education concept [1]. In the national ideological and political work conference of colleges and universities, it is pointed out that "all kinds of courses and ideological and political theory courses in the same direction, to form a synergy". So as to achieve the extension from "ideological and political course" to "course ideological and political". It is of great significance to give full play to the value education function of all courses in colleges and universities, to improve the homogeneous effect and homogeneous effect of ideological and political education in colleges and universities, to form an overall system of ideological and political education, to adhere to the direction of socialist school running, to carry out the fundamental task of the Li De Shue and to ensure that the whole process of education educates people.

The National Conference on Ideological and Political Work in Colleges and Universities has stressed that the ideological and political work in colleges and universities is related to the fundamental question of what kind of people we should cultivate and how we should cultivate them. China is a large agricultural country, and the "three rural issues" are related to the overall development of China's economy and society. China's agriculture is in a period of transition from traditional agriculture to modern agriculture, need a large number of excellent agricultural college students [2]. However, due to various reasons, the contemporary college students in agriculture employment shows obvious lack of motivation, most of the students majoring in agriculture are not willing to join the front line of agriculture to carry out production practice. And the proportion of the population willing to work in agriculture is still declining year by year, and agricultural talents are constantly losing. Agricultural students can truly love agriculture and their career through ideological guidance and values training, which is also an important goal of ideological and political education in the Academy of Agricultural Sciences.

2. Importance of Civics in the Curriculum of Professional Courses in Agronomy

The ideological and political programme is to integrate ideological and political education into all

aspects of teaching. The function of "implicit ideology and politics" is coordinated with the role of "explicit ideology and politics" in the ideological and political theory course, and together they build a new pattern of education that educates people throughout the course. Course ideology is essentially a kind of education, the purpose is to achieve the moral tree [3]. In the process of China's comprehensive promotion of the "rural revitalisation" strategy, how to "ideological and political courses" as an important starting point, to strengthen the "curriculum nurturing" effect, to promote professional knowledge and the integration of values? Cultivating new talents who "learn agriculture, know agriculture and love agriculture" for our country is a common issue facing higher education related to agriculture in China today.

Compared with other courses, this is also a professional characteristic that must be highlighted during the construction of agricultural science courses. Therefore, in the teaching process should pay attention to the organic integration of teaching content and ideological and political content, combining professional knowledge with China's agricultural production practice. Specifically, students should be guided based on professional knowledge and scientific principles. They should develop a deep understanding of modern agriculture and the revitalization of rural areas in the new era, infused with socialist thinking that embodies Chinese characteristics. Additionally, it is important to incorporate relevant data and case studies from the existing curriculum to help students grasp the significance of their historical mission and responsibilities in China's agricultural modernization process. This will encourage students to actively contribute to the noble cause of "rural rejuvenation" and align their personal aspirations with the broader national objectives. In-depth understanding of this connotation is the core issue that must be considered in the process of ideological and political construction of agricultural professional courses, and mining and condensing the "ideological and political connection" is also the logical main line and key objective of agricultural professional courses.

3. The basic principles of the "Civics of the curriculum" in agronomy courses

Clarify the positioning of teachers to avoid the dominant role of teachers in the process of training talents in colleges and universities, one is the teaching of professional knowledge, and the other is the gradual shaping of students' world view, values and outlook on life. Professional teachers should be aware of their own role positioning, not directly "across the transition" for ideological and political teachers. To avoid the "forced implantation" of ideological and political content into professional courses, it is crucial to prevent the occurrence of the opposite situation, commonly referred to as the "two skins" phenomenon, during classroom teaching [5]. Therefore, as a teacher of agricultural majors, the key is to strengthen the understanding of professional course knowledge, concise and updated, at the same time, to take the initiative to strengthen the study of ideological and political theory, in the new period of time with socialist ideology with Chinese characteristics armed with the teacher's mind, the social reality and professional knowledge closely linked to the "strategy of rural revitalisation" with the new trend of global agriculture towards modernization combined with the "strategy of rural revitalisation". By integrating the "Rural Revitalization Strategy" with the emerging trends of global agricultural modernization, we can enhance and refine the components of agricultural education. It is essential to establish a clear connection between professional knowledge and its practical application in the real world. The combination of ideological and political content and agricultural professional practice makes it difficult for teachers of "ideological and political" courses to achieve teaching results, but it has also proved to be an "ideological and political contact" that can be fully explored by agricultural teachers.

4. Specific measures to carry out the work of ideological and political education in the curricula of colleges and universities specialising in agronomy

4.1. Organic integration of professional education and ideological education can strengthen students' sense of mission

At present, society still has a more traditional impression of the agricultural industry, resulting in a heavy psychological burden on many agricultural students, and even excluded from the industry, so it should be addressed as soon as possible to address the urgent need for high-level talent for rural development. The contradiction between the lack of agricultural feelings and the weak sense of professional identity and the low motivation for agricultural employment is common among students of agricultural subjects, which requires the construction of different learning modes and methods [6]. By

building upon a solid foundation of professional knowledge, we can compare the small-scale, standardized production methods employed by small farmers within the modern agricultural system with traditional agricultural practices. This will help transform students' outdated perceptions of modern agriculture and provide them with a comprehensive understanding of the modern agricultural industry. It is important to enhance students' professional awareness and sense of identity in agricultural research, allowing them to envision the future of the agricultural industry and their own personal development. Simultaneously, in the teaching of horticultural crop research subjects, it is crucial to integrate national circumstances and agricultural education [7]. By introducing research directions within the field of horticultural crop science, students will gain insights into critical issues that require resolution in scientific research and agricultural production. This process will assist students in clarifying their own positions, identifying their strengths and weaknesses in professional learning, and transforming scientific knowledge into practical applications for advancing agricultural productivity. This transformation will enable them to actively contribute to serving the people and society through concrete means of promoting advanced agricultural development.

4.2. Integrate traditional culture with the development of disciplines as a way to develop students' professional cultural literacy

To enhance the course content, it is essential to highlight the rich traditional agricultural culture and introduce the historical development of the agricultural industry. This approach will enable students to develop a profound appreciation for the extensive agricultural civilization that has played a crucial role throughout China's long history and the broader development of human society. To create a strong cultural education atmosphere, to solve the problem of excluding agricultural science students from "agriculture", to cultivate students' professional emotions, in-depth study of service to agriculture has become internalised, externalised behavioural value orientation and demonstration [8]. At the same time, through the introduction of the development of China's agricultural industry, students can seriously feel the development of China's agricultural industry and the great achievements made in the field of agricultural industry, from the inside to stimulate students' love for the profession, the nation and the country. It makes them deeply aware of the important mission of changing the future agricultural development of China, establishes students' pride and confidence, makes them consciously integrate their personal aspirations with the future destiny of the nation, and firmly establishes the socialist core values of patriotism and dedication.

4.3. Establishing an equal and harmonious teacher-student relationship on a reasonable basis as a way to promote a greater love of learning among students

During the teacher's moral education work, the class teacher should have to guide the students correctly, and the co-operation between teachers and students is also quite important, and the effect of indoctrination and education on the side of the teacher alone is minimal. Therefore, teachers and students should form a good teacher-student relationship [9], preferably also teachers and friends, so that teachers can get the love and respect of students, in order to better carry out the cause of education.

4.4. Innovative teaching methods to change the mindset of agronomy teachers

Changing the concept of teaching is a very important part of the education reform, agricultural teachers teaching methods should continue to innovate, in the usual teaching process should pay attention to the cultivation of students' subjective initiative, to set up a good example and model for students, the use of human-centred thinking to cultivate the concept of students' literacy, and to transmit positive energy. By focusing on these aspects, we can create a conducive learning atmosphere for students, enabling them to not only acquire professional knowledge but also receive moral education. This integrated approach will subconsciously enhance students' overall literacy and character development.

4.5. Strengthening students' sense of autonomy by combining theoretical classes with production practice

Production practice is the main link in developing students' ability to apply theoretical knowledge. It is also an important way for students to contact the production reality and understand the industrial and social development. It has an irreplaceable role in the training of agricultural professionals in colleges and universities [10]. To enhance the ideological and political construction of the

"Horticultural Crops Research Method" course, it is important to incorporate various forms of teaching practice and social engagement. Under the guidance of professional teachers, students should engage in hands-on experimental operations, personally observe and manage the growth stages of horticultural crops, and participate in visits to agriculture-related enterprises. Through immersive agricultural practice, the theoretical training and practical application can be closely linked, providing students with an interconnected learning and application environment. This approach will enable students to exercise their practical abilities, improve their understanding of the structure of professional knowledge [11], and bridge the gap between classroom theory and industrial application. It is also necessary to align school education with the practical demands of the work environment. Establishing off-campus opportunities for students to explore agricultural issues and gain insights into the current state of agriculture is crucial. In important classroom discussions, students should critically reflect on the relationship between agriculture and social development, thereby achieving the fundamental goal of cultivating professionals who possess a comprehensive understanding and genuine affection for the field.

4.6. Combining online and offline to expand students' learning channels

By utilizing various online platforms such as MOOC online discussions, QQ groups, WeChat groups, and other media, teachers and students can establish an effective online communication platform. This platform facilitates extracurricular exchanges and enables the sharing of learning experiences related to professional courses. It also provides support for students in addressing confusion and problems encountered both inside and outside the classroom. Furthermore, students are encouraged to engage in open communication, embrace diverse perspectives, and broaden their horizons. Teachers should patiently guide students to critically evaluate and present information from different sources with a scientific attitude [12]. Moreover, students should be encouraged to analyze and approach problems with a developmental perspective and a dialectical mindset, fostering a more comprehensive and nuanced way of thinking. In the process of close interaction between teachers and students, socialist core values permeate professional and socialist education. This will enable students to develop a proper outlook on life and values.

5. Conclusion

The study initially explored the basic principles and ideas of the ideological and political construction of agricultural courses to help teachers clarify the direction of the ideological and political construction of professional courses, and to provide new ideas for the ideological and political construction of agricultural courses in institutions of higher learning. Generally speaking, the main position of "ideological and political courses" in professional courses includes three aspects: first, the professional knowledge system is "seasoning", reasonable and interesting course thinking can greatly improve the relatively boring natural science knowledge of the interesting [13]; second, the ideological and political courses are the most important way to link theory with practice. An important way to link theory to practice. Through the curriculum, ideology and politics can effectively guide students to know and understand the national policies, theories and guidelines related to agriculture; Third, in-depth play "curriculum education" function and effective embodiment. By incorporating ideology and politics into the syllabus, students can significantly enhance their knowledge, abilities, and critical thinking skills. This approach effectively realizes the objectives of ideological and political construction, which aim to foster holistic education, inclusive education, and comprehensive development for all students. In the process of teaching agriculture in colleges and universities, teachers should pay attention to the creation of a relaxed teaching atmosphere, and at the same time to take a diversified and interesting teaching methods, in addition to incentives for students, so that they realise that they also have the potential and value. With the development of the higher education institutions of the construction mode of the ideological and political, from a certain level, the effect is still very significant, for example, greatly improve the cognitive level of students, so that they recognise the importance of their own profession to society. Schools in the development of students' academic performance can also improve the quality of students' moral education, for students to lay a solid foundation for future work and life.

Acknowledgements

(1) School-level Teaching Reform Project of Inner Mongolia Agricultural University: Research on

the Construction of Civics and Politics of Agronomy Courses in the New Era (Project No. ZD202007-2);

(2) Teaching Reform Project of Postgraduate Education in Inner Mongolia Autonomous Region: Exploration and Practice of Joint Cultivation Mode of Professional Degree Postgraduates in Schools and Institutes (JGCG2022062)

References

- [1] Xiaoqing Lv, Yanling Zhang, Hong Ai. Exploration of the practice teaching mode of liberal arts majors in colleges and universities under the casting of the consciousness of Chinese national community--Taking the series of courses on regional history and culture in Hebei Normal University for Nationalities as an example [J]. *Journal of Hebei Normal University for Nationalities*, 2023, 43 (04): 124-128.
- [2] Guiyun Qi. Exploration and practice of course ideological construction in higher vocational colleges and universities under the concept of "three-whole-parenting"--Taking the course of drawing construction drawings for building decoration as an example [J]. *Modern Business Industry*, 2023, 44 (23): 237-239.
- [3] Fei Kong, Zhou Su. Analysis of the current situation of the ideological construction of Chinese news communication history course and countermeasure suggestions - An empirical study based on 191 questionnaires from Hainan University [J]. *Jilin Education*, 2023, (32): 41-44.
- [4] Chun Chang. Teaching Design of "Student's Major + Career" in Civics and Politics of Higher Vocational "College English" Course--Taking "New Orientation Vocational English" B1U2 as an Example [C]// *Innovative Research on the Development of Foreign Language Education and Translation* (14). Mianyang Institute of Vocational Technology, 2023: 3.
- [5] Dongqing Chang, Junfeng Chen. School-enterprise co-operation, boosting the construction of course ideology and politics--a typical case of the construction of course ideology and politics of "tea production and processing" [J]. *Anhui Education Research*, 2023, (30): 20-22.
- [6] Wenqiang Chen. Reflections on the Path of Integrating Accounting Professional Courses into the Civic and Political Construction of Courses--The Application of Excel 2010 in Financial Accounting as an Example [J]. *Anhui Education Research*, 2023, (30): 23-25.
- [7] Yueming Xu, Muyin Ji, Sheng Xiao et al. The practice of teaching team construction of modern inspection and quarantine technology course--Taking the example of Wuhu College of Vocational Technology, School of Food and Biological Engineering [J]. *Anhui Education Research*, 2023, (30): 26-28.
- [8] Xianglin Li. Research on the optimisation path of the construction of art higher vocational colleges and universities' courses on ideology and politics under the perspective of "big ideology and politics class" - Take the example of Horqin Art Vocational College [J]. *Journal of Chifeng College (Chinese Philosophy and Social Science Edition)*, 2023, 44 (10): 102-105.
- [9] Zhihan Liu. Research on the Coupling of Curriculum Civic and Political Construction and "Double Creation" Talent Cultivation - An Exploration of Public Administration Major Based on the Concept of "New Liberal Arts" [J]. *University*, 2023, (30): 121-124.
- [10] Jie Sun, Hongmei Cao. Coupling and synergy: practical exploration of local red culture into the ideological and political curriculum--Taking the five-year higher vocational "socialism with Chinese characteristics" course as an example [J]. *Educational Perspectives*, 2023, (40): 11-14.
- [11] Jingjing Tang, An Zhang. Exploration of the integration of curriculum ideology into professional teaching based on "creating meaningful learning experiences"--The example of Health Career Management Course [J/OL]. *Chinese Medicine Education*, 1-10[2023-11-20] <http://kns.cnki.net/kcms/detail/11.1349.R.20231020.1746.018.html>.
- [12] Wenfang Wu. Practical Exploration of the Integration of Curriculum Civics into Higher Vocational English Classroom--Taking Unit 1 Colourful Culture of New Era Higher Vocational English (Basic Module) 1 as an Example [N]. *Shanxi Science and Technology News*, 2023-10-23 (B06).
- [13] Chunxian Jiang, Xiaoxia Zhao, Qing Li. Exploration and practice of the construction of course ideology and politics in agronomy courses--Taking "General Entomology" as an example of Ministry of Education's demonstration course of course ideology and politics [J]. *Higher Agricultural Education*, 2023, (01): 76-82.