

Exploration on Ideological and Political Teaching Reform of Microeconomics from the Perspective of Applied Talents Training

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Abstract: *In the process of talent cultivation, application-oriented undergraduate universities should make good use of classroom teaching as the main channel, strive to promote the construction of professional courses' political and ideological elements, deeply explore the political and ideological elements contained in professional courses, organically combine professional knowledge with moral education, and fully implement the fundamental task of cultivating moral character in universities. This paper discusses how to integrate political and ideological elements into the teaching process of microeconomics from several aspects, such as the characteristics of microeconomics, the teaching design of political and ideological integration, and the reform of teaching methods, so as to achieve the purpose of cultivating high-quality professional applied talents.*

Keywords: *Practical Personnel, Microeconomics, Ideology and Politics, Reform Exploration*

1. Introduction

Against the backdrop of high-quality socioeconomic development, with the top-speed development of the market economy and the strengthening of the internationalization trend of higher education, high-quality and skilled talents are important goals for talent cultivation and innovation in universities. The emphasis of applied undergraduate programs is on the word "application", which requires a talent, quality, and education perspective that reflects the spirit of the times and the requirements of social development as the guide. It is necessary to cultivate high-quality applied talents with strong social adaptability and competitiveness, improving practical abilities of students, and cultivate applied talents. In 2019, Secretary Wang emphasized the importance of political and ideological work in higher education, and called on students to become talents with both moral integrity and talent, with comprehensive development. This is an important statement about the political and ideological work of universities, in the new era, a new goal and requirement proposed by the Party Central Committee for political work in universities, and a programmatic document for political education in universities. It has become a guide for action in political work in universities [1-2].

Therefore, in the process of talent cultivation, application-oriented undergraduate universities should take classroom teaching as the main channel, strive to advance the construction of professional courses' political and ideological education, deeply explore the political education resources contained in professional courses, organically combine professional education with moral education, and fully implement the fundamental task of cultivating moral character in universities [3-4].

2. The Necessity of Political and Ideological Reform of Microeconomics

Curriculum political and ideological education is an organic integration of moral and intellectual development. Teachers influence and encouraging students in teaching, inspiring them to transform their theoretical knowledge into beliefs and belief pursuits. It also helps students understand and master the professional knowledge taught in the classroom, which is beneficial for them to proficiently apply the knowledge and skills learned in the practical process. Microeconomics is a required basic course for the major of economics and management in general higher education, and has gradually become a necessary general education course for college students. Through classroom political and ideological education, students can cultivate their basic ability of economic analysis while integrating political and ideological elements, which is conducive to establishing positive values, outlook of world and life. [5]

However, currently, universities are facing many practical problems that need to be overcome in the process of promoting political and ideological education in the curriculum. Therefore, this paper believes that the reform of political and ideological education in microeconomics is very necessary, mainly in the following aspects:

2.1 Microeconomics has a Strong Class Attribute

Microeconomics originated in western countries and developed with the emergence of capitalist relations of production. Its theory serves the bourgeoisie. Although we have played an active role in building a socialist market economy system with Chinese characteristics, we are a socialist country, and we should always arm ourselves with Marxist ideas. We should take the essence of western bourgeois theory and discard its dross. [6]Microeconomics is a required basic course for junior students of economics and management majors in colleges and universities. Freshmen who have just entered the university campus have not formed their values, so it is a good opportunity to guide them to establish correct values. It can help them form the correct ideology, love the motherland, love the people, and have a positive understanding of the advantage of our socialist system.

2.2 Insufficient Understanding of Political and Ideological Courses in the Curriculum

When it comes to curriculum political and ideological education, many teachers' first reactions may be: "Is curriculum political and ideological education a course?", "Is curriculum political and ideological education oriented towards all courses?", "Does curriculum political and ideological education mean that professional courses should focus on the content of political and ideological education. These issues fully reflect the inadequate understanding of political and ideological courses among teachers. Essentially, political and ideological education in courses means that all courses in universities should play a major role in political and ideological education, that is, all classrooms are educational platforms, all courses have educational functions, and all teachers have educational responsibilities [7-8].

2.3 Insufficient Excavation of Political and Ideological Elements in the Course

At present, most of the political and ideological reforms in the curriculum are still in the exploratory stage, and the concept of political and ideological education in the curriculum has not yet taken root and blossomed. [9]Many university teachers and managers have problems with a lack of deep understanding, insufficient understanding, and low acceptance of political and ideological education in the curriculum. Simultaneously, due to reasons such as professional background, knowledge structure, and personal interests, some full-time teachers have a relatively weak foundation in Marxist basic theoretical knowledge. The skills of using Marxist positions, viewpoints, and political and ideological education methods to carry out teaching are not flexible enough, and there are significant differences in theoretical literacy and political sensitivity, making it difficult for full-time teachers to accurately explore the political and ideological elements contained in professional courses.[10]

2.4 The Collaboration between Political and Ideological Courses and Professional Courses Has Not Achieved Significant Results in Educating Students

The essence of political and ideological courses in colleges is to exert the moral education function of all courses, so that political and ideological courses can resonate with various courses such as professional courses and comprehensive literacy courses, and exert the joint force of education.[11] However, the overall effectiveness of collaborative education is still not significant, mainly manifested in the fact that political and ideological course teachers and full-time teachers belong to different departments, and their teaching division of labor is different. There is a lack of awareness of active integration between each other, and both parties lack effective and sustainable teaching communication mechanisms. This leads to problems such as limited experience, new methods, and weak effectiveness in collaborative education, which restricts the true formation of the joint force of political and ideological education in colleges courses.[12]

3. Ideological and Political Integration Teaching Design of Microeconomics

Microeconomics is a basic required course for the majors of financial engineering, financial

management, international trade and audit in our college. According to the requirements of the talent training program, and in combination with the characteristics of freshmen, "the objectives are not clear, the learning motivation is lacking; the basic knowledge is weak, the learning ability is insufficient; the self-control ability is poor, the learning focus is not high; little attention is paid to national current events, and the values are not clear", the teaching content is reconstructed, the teaching plan is updated. Our college should improve teaching resources, implement classroom teaching, set political and ideological teaching objectives, infiltrate political and ideological elements, innovate and apply various teaching modes and methods in the process of teaching evaluation and assessment, ensure that political and ideological elements in microeconomics course enter the standard, classroom, mind and evaluation, solve the problem of unclear values of students, lack of internal motivation for learning, and give full play to the organic combination of political and ideological intellectual education and moral education in Microeconomics course, Implement the fundamental task of cultivating morality and talents, in order to achieve the goal of cultivating applied talents. The content design of political and ideological education in microeconomics is shown in Table 1:

Table 1. Design of political and ideological Teaching Content of Microeconomics Course

Content	political and ideological integration points	Expected results
Introduction	(1) Chinese Economist Lin Yifu - Guiding Students to Become Talents Who Can "Manage the World and Help the People" and Cultivating Students' National Feelings (2) Scarcity of water resources - cherish the resources you have (3) Guide students to correctly understand the "rational person hypothesis" and combine personal pursuit with social value recognition (4)The attitude to study Microeconomics: guided by Marxism, based on China's national conditions, drawing lessons from criticism	Enhance students' awareness of resource conservation; Correctly understand the hypothesis of "economic man" in socialist market economy.
Supply and demand theory	(1) The Giffen attribute of masks - In the face of the epidemic, many of the decisions made by the country are rational and correct, and also demonstrate the responsibility of a responsible major country; (2) The government supports or restricts prices to maintain market price order and protect the interests of vulnerable groups; (3) In the application of supply and demand models, analyze the economic principles of drug control and drug-related crimes, highlight the series of hazards of drug use, and explain the importance of drug education policies.	Enhance students' confidence in four aspects: road confidence, theoretical confidence, institutional confidence, and cultural confidence
Consumer Behavior Theory	(1) Consumer balance, guiding students to comprehensively consider various influencing factors when making choices, comprehensively evaluate, and make the optimal decision, while also requiring students to establish a correct consumption perspective; (2) The diminishing marginal utility in the Spring Festival Gala admonishes students not to blindly compare consumption and establish a correct consumption concept. Everyone receives different levels of satisfaction from consuming goods; (3) Through cases of online shopping and upgrading residents' consumption on the Double Eleven Festival, this reflects the thriving vitality and enormous potential of China's consumer market, the living standards of the people are constantly improving, and enhancing Student System Confidence.	Establish a correct consumption concept: rational consumption, not exceeding consumption, and not excessively overspending consumption.
Production and Cost Theory	(1) The opportunity cost of going to college warns students to pay a price for any choice, and guides students to think about how to make their college life more meaningful. (2) Watch the donation videos of various enterprises during the 2020 epidemic, reflecting corporate responsibility and the responsibility, and guiding students to establish a sense of social responsibility; (3) From the law of diminishing marginal returns, lead students to think about the importance of enterprise innovation, and	Enhance students' sense of responsibility and mission as socialist patriotic youth, enhance their recognition of the socialist system and the implementation of national economic policies, help build

	deeply understand the core idea that the country emphasizes scientific and technological innovation and management innovation as the first driving force.	students' national self-esteem and pride, and enhance their cohesion and centripetal force.
The market structure	(1) Through the monopoly position of China's water supply and power supply railways (but with low prices), we aim to guide students to realize the consciousness of the country serving the people wholeheartedly, and enhance their political, ideological, and emotional identification with the Party. (2) During the epidemic, many enterprises producing medical supplies such as masks, disinfectants, and alcohol did not make a fortune. They guided students to enhance their sense of social responsibility and patriotism, and established a unified view of economic and social benefits.	Cultivate a sense of responsibility and patriotism, and enhance students' political, ideological, and emotional identification with the Party.
Market failure and microeconomic policy	(1) The implementation of the new Anti Monopoly Law has normalized the anti monopoly of the digital economy, aimed at maintaining a fair competition order and cultivating a unified and open market system with orderly competition. Leading student comprehension socialist market economy system with Chinese characteristics and the necessity of the market adjustment. (2) Economics in dual carbon: Pigou tax system - introduces China's relevant measures in dual carbon, showcasing China's responsibility as a major country, reflects China's determination to promote global climate governance, and making important contributions to building a community with a shared future for mankind. (3) Through the information asymmetry of the insurance market - adverse selection and moral hazard, guide students to establish integrity based standards of conduct and professional ethics. (4) National defense, as a public good, introduces China's national defense forces and guides students to establish firm institutional confidence.	The theoretical analysis of the limitations of the market mechanism and market failure can teach students not to blindly praise the market and understand the necessity of appropriate government intervention. This helps students to have a comprehensive understanding of the connotation of building a socialist market economy and understand the relevant economic decisions of the Party Central Committee.

4. Reform of Political and Ideological Teaching Methods of Microeconomics

The traditional teaching mode is mostly one-way indoctrination teaching, lack of interaction between students and teachers, resulting in a lack of emotional communication between students and teachers, and it is even more difficult to talk about political and ideological education. This course is based on mobile platforms such as Chaoxing Learning Tong and adopts an online and offline hybrid teaching mode. This teaching mode can be divided into three stages: pre class preview stage, classroom teaching stage, and post class consolidation stage. The teaching paradigm is student-centered and output oriented, with political and ideological guidance, task driven, team cooperation, and advanced improvement. Integrate political and ideological elements into professional education silently.

4.1 Multimedia Teaching Method

The multimedia teaching method integrates modern high-tech into teaching practice, making it convenient to display a rich vein of data information. In the meantime, it can attract students' attention and enhance their interest in learning through vivid multidimensional animations.[13] If appropriate video and audio clips of the contributions of Chinese economists and China's economic development are played before class and during the classroom teaching process, it can enhance students' political, ideological, and emotional identification with our party, and cultivate their love for the motherland.

4.2 Discussion and Interactive Teaching Method

The so-called interactive teaching method refers to a teaching method in which both teaching and learning communicate, negotiate, and actively explore in teaching activities. On the basis of equality and listening to each other, rational persuasion and even debate are used to achieve the collision and fusion of different perspectives, stimulate the initiative of both teaching parties, expand creative thinking, and improve teaching effectiveness. Compared with traditional teaching, interactive teaching combines "teacher initiative" and "student initiative", with two-way leadership and input, ultimately achieving students' comprehensive and solid mastery of knowledge. When teaching partial income distribution and general equilibrium theory, we can broaden the realization form of the socialist production purpose in connection with China. We can also discuss the similarities and differences between China's current production purpose and the previous production purpose under the New Normal of economy in combination with the latest work report of the 19th National Congress of the Communist Party of China, and stimulate students' awareness of understanding the national conditions and the Party.[14]

4.3 Integrated Political and Ideological Education Model for Online and Offline Courses

By building rich online teaching resources, organizing online teaching and discussions before, during, and after class, we can solve the problem of a wide range of course content and multiple knowledge points.[15] For example, when learning market failure and microeconomics policies, the students were asked to discuss the externality of carbon emissions through the topic of "Economics in Dual Carbon: Pigou Tax System" before the class, to initially understand one of the conditions of market failure, externality, and explain why externality causes improper resource allocation through PPT, And discuss whether China's current measures to reduce carbon emissions can solve the externality of carbon emissions? After class: Please search for relevant literature and explore the current development status of carbon finance in China and how it affects China's energy consumption structure based on your major. Through comprehensive interactive teaching design before, during, and after class, both online and offline, students are guided to pay attention to national affairs and economic hotspots. At the same time, it demonstrates China's responsible responsibility as a major country, reflects China's determination to promote the improvement of global climate governance, and makes important contributions to building a community of human life. Enhance students' confidence in four aspects: road confidence, theoretical confidence, institutional confidence, and cultural confidence.

4.4 Case Method

Through watching vivid video cases such as the nationwide provincial medical support action in Hubei, 24-hour continuous production of emergency medical supplies, and the financial policies of Heilongjiang Province to help enterprises resume work and production, we can reflect the Chinese strength and spirit under the socialist market economy system, lead students to comprehend the advantages of the socialist system with Chinese characteristics, and enhance students' confidence in the success of one country after another under the leadership of the CPC, Inspire students to remember their mission and responsibility, and to serve the needs of the country and the rejuvenation of the nation with their patriotism and sense of mission.

5. Teaching Evaluation Reform

Reforming the traditional "one exam determines lifelong" learning outcome evaluation method, extending curriculum teaching evaluation and learning effectiveness evaluation from a single professional dimension to multiple dimensions such as humanistic quality, professional competence, and social responsibility, setting humanistic connotation evaluation indicators in the curriculum evaluation system, and systematically guiding teachers to explore knowledge points that reflect socialist core values, Refine the guidance of teacher teaching activities and measure the learning effectiveness of students. Based on students' online attendance, discussion participation, homework completion, online resource learning clocking in, offline course discipline, classroom participation and answering, theoretical scores will be given based on the final exam. The combination of the three is the total score, each accounting for 20%, 20%, and 60%.

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