

Research on improving the effect of ideological and political education of curriculum based on multiple synergies

Huanbin Wang, Shitao Chen

College of Equipment Management and Unmanned Aerial Vehicle Engineering of Airforce Engineering University, Xi'an, Shaanxi, 710051, China

Abstract: Based on system engineering theory and synergetic theory, this paper studies the problem of ideological and political synergetic education in colleges and universities. This paper analyzes the thought and specific implementation process of personnel coordination, organizational coordination, curriculum coordination and platform coordination in the curriculum ideological and political education of colleges and universities, and provides a better path selection and process compliance for realizing the goal of three-in-one education and comprehensively improving the effect of curriculum ideological and political education.

Keywords: multi-component collaboration; ideological and political curriculum; process model; collaborative education

1. Introduction

In National College Ideological and political Work Conference, President Xi pointed out that we need to achieve all-round education, the whole process of education, all personnel education. According to the viewpoint of synergism theory and system theory, the problems related to synergism education in ideological and political education have become a hot topic in the theoretical research of curriculum ideological and political education. Under the background of the new era, it is necessary to adhere to the correct value orientation to achieve the goal of ideological and political education in colleges and universities. Each college and university should formulate a feasible top-level planning and design plan for ideological and political education in combination with its own reality, and establish a reasonable and effective collaborative education mechanism^[1]. On this basis, in view of the problems existing in collaborative education, it is necessary to explore effective solutions and feasible collaborative education paths in the construction process of personnel collaboration, organizational collaboration, curriculum collaboration and platform collaboration.

2. Personnel coordination in ideological and political education in colleges and universities

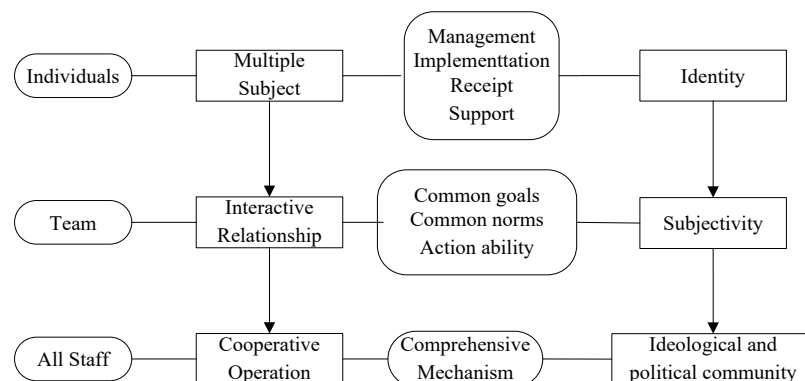


Figure 1: Schematic diagram of personnel collaboration in ideological and political education

People are the main body of ideological and political education, and also the most basic element of ideological and political education. Based on the theory of human existence form, in order to realize the

cooperation of multiple subjects and truly realize the education of all employees^[2], the personnel network in collaborative education can be constructed through the construction of individual elements, group relationship elements and the construction of all employees system, as shown in Figure 1.

The collaborative education of ideological and political education in colleges and universities is a systematic project. First of all, the multiple subjects in the network need to establish the same goal^[3]. The entity of ideological and political education in colleges and universities has its own goal. Under the guidance of socialist core values, multiple subjects should reach a consensus, arouse emotional identification, promote value identification, achieve consistent action, and finally promote the benign development of talents training in colleges and universities. Secondly, it is necessary to establish and improve the comprehensive mechanism of multi-subject cooperation^[4]. One is the leadership mechanism, the party committee of colleges and universities is the core and key of ideological and political education in colleges and universities. Under the unified leadership of the college party committee, we need to do a good job of the overall strategic deployment, to optimize the top-level design, and effectively organize, lead, coordinate ideological and political education work, to achieve the effective linkage of the main body under the leadership of the Party committee. The second is the coordination mechanism, which should constantly optimize the internal relationship of each subject, fully clarify the status of each subject itself, and effectively combine individuals and groups on the basis of exerting individual initiative. The third is the evaluation mechanism. In the process of ideological and political education collaborative education, a special collaborative education evaluation team needs to be set up, which uses questionnaire survey, discussion and communication to carry out holistic and dynamic evaluation on the realization of the goals of collaborative education work and the development of collaborative education activities. The fourth is the supervision mechanism. A special supervision group is set up in the collaborative education of ideological and political education in colleges and universities to timely understand the ideological dynamics of each subject, find practical problems in the process of collaborative education, and solve them in time to achieve the orderly operation of the collaborative education network.

The effective coordination of multiple subjects is the basis of ideological and political education. In institutions of higher learning, multiple subjects should set up the concept of collaborative education from the bottom of their hearts, and carry out the education thought of promoting all-round development into daily work, so as to realize the whole process of education.

3. Institutional coordination in ideological and political education in colleges and universities

Institutions of higher learning are generally hierarchical department management systems under the leadership of Party committees, and have some directly under the organization and teaching and auxiliary departments. Organizational coordination is mainly to complete the collaborative education of ideological and political education in colleges and universities from a macro perspective^[5]. In order to achieve effective organizational coordination, each department needs to give full play to its own departmental functions, form an effective cooperative education relationship, and finally form a systematic system of departmental cooperation and education, thus truly promoting the comprehensive development of students as the starting point and goal of all work and achieving effective coordination between organizations, as shown in Figure 2.

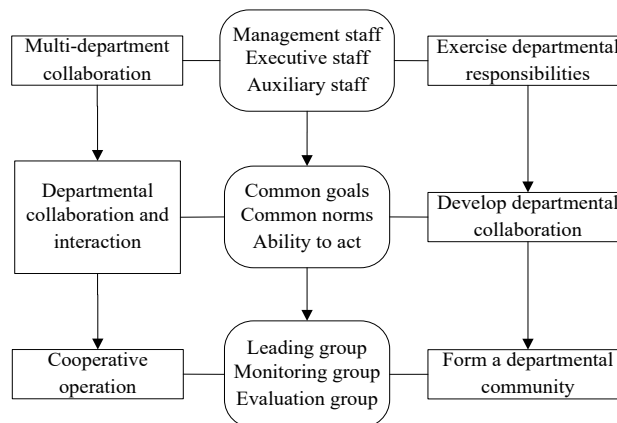


Figure 2: Schematic diagram of organizational cooperation in ideological and political education

According to the synergy theory in system engineering, the departmental structure, departmental interests, inter-departmental communication mechanism and supervision mechanism in an organization can be regarded as variables. Organizational synergy is a process in which many variables play a role and realize the transformation of departmental cooperation from disorder to order. Therefore, to construct the comprehensive mechanism of cooperative education of organizations, it is necessary to grasp the interaction of various variables and realize the transformation of many variables into qualitative changes. First, we need to analyze the structure of the department and strengthen the leadership mechanism^[6]. To achieve collaborative education in the leadership mechanism of the department, it is necessary to establish an interactive overall organizational network of vertical connection and horizontal communication, that is, to establish an organizational coordination working group, which carries out daily work under the leadership of the school party committee. The collaborative education group is composed of the main person in charge of each department, and is mainly responsible for coordinating the work of each department, truly implementing the concept of ideological and political education collaborative education into the work, and improving the work efficiency of each department^[7]. At the same time, the group carry out regular work discussion meetings to find problems and to put forward effective countermeasures, so as to make the education work more effective. Secondly, it is also necessary to set up a supervision group for collaborative education and strengthen the supervision mechanism. Each department has different status and role, and the imbalance of departments leads to a certain difficulty in the effective completion of ideological and political education. The supervision group mainly finds the problems in the collaborative education work, feedbacks the thinking state of the department staff and the connection between departments in the collaborative education process, and solves the problems in a timely manner through the feedback mechanism.

Finally, a collaborative education evaluation group should be established to strengthen the evaluation mechanism. After the supervision group and the coordination group complete the coordination and supervision work, it is also necessary to make timely and effective evaluation of the design in the early stage of the work^[8], the operation in the middle stage and the feedback in the later stage, and it is also necessary to regularly evaluate the state of mind of the staff. Effective evaluation is an important guarantee for continuous optimization of collaborative education. Therefore, we should constantly improve the evaluation system and realize innovative development of ideological and political education collaborative education in the evaluation^[9].

4. Curriculum coordination in ideological and political education in colleges and universities

In order to achieve the goal of students' all-round development of morality, intelligence and body, courses need to be in the same direction. And all kinds of courses need to dig deeply into the ideological and political education resources contained in themselves^[10], clarify the relationship between each other, and build a system of curriculum collaborative education. The process diagram is shown in Figure 3.

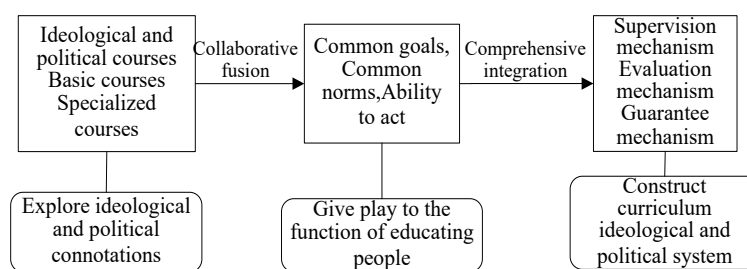


Figure 3: Schematic diagram of curriculum collaboration in ideological and political education

All kinds of professional courses, basic courses and ideological and political courses in colleges and universities have the inherent function of educating people and morals, which is their common feature. On the one hand, the three curriculum systems have the same orientation and adhere to the political direction of socialism with Chinese characteristics and the direction of running a school and the Marxist position, views and methods^[11]. On the other hand, the three curriculum systems have peer nature, all contain moral education resources, and play a role in ideological and political education. Different courses play different roles in the process of ideological and political education in colleges and universities^[12]. First of all, ideological and political theory course is the main channel for colleges

and universities to carry out ideological and political education. Secondly, all kinds of basic courses and professional courses are the main positions for students to learn basic knowledge and professional knowledge and professional business skills training. By analyzing the characteristics of various courses and exploring the ideological and political education resources implied by them, we can further realize the coordination between them.

5. Platform coordination in ideological and political education in colleges and universities

The ideological and political education platform of colleges and universities includes physical platform and network platform, in which physical platform mainly refers to classroom teaching and social practice, namely the first classroom and the second classroom. The first classroom is an important place for educators to teach and disabuse and for educatees to accept internalized knowledge and transform it into effective behavior. The second classroom is an effective supplement to the first classroom, and is an important place for the educatees to test their knowledge with practice. The third class is an important supplement to the first and second classes, and an important carrier for the dissemination and sharing of information^[13]. The linkage of two platforms and three classes is conducive to promoting collaborative education and the construction of campus culture. The effective collaboration between platforms is shown in Figure 4.

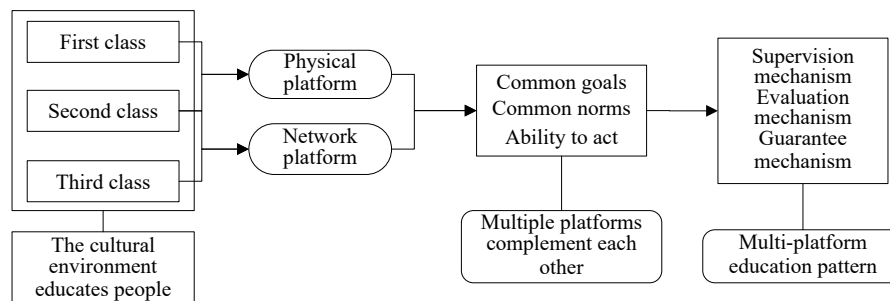


Figure 4: Schematic diagram of platform collaboration in ideological and political education

The play of the advantages of dual-platform and three-class education is conducive to the prominence of the educational function of the campus cultural environment. First of all, the first class is a socialized and personalized interactive activity between educators and educatees. According to the ideological and moral needs of students and the requirements of social ideological and moral, through classroom interaction, the unity of self-teaching and mutual teaching can be realized, so that students can cultivate a high level of ideological and moral accomplishment in the guided education and self-education of teachers. Secondly, the second class is a supplement, which mainly tests the internalization of students' knowledge through social practice activities. People's correct thoughts come from social practice^[14]. Through social practice, students' subjective initiative is fully stimulated, so that students can obtain new understanding in practice, and guide students' practical activities again. Through continuous cycle iteration, students' ideological and moral understanding is constantly improved. Finally, the third lesson is to establish Internet thinking. The open and sharing characteristics of the Internet promote the rapid dissemination of knowledge, facilitate the communication between people, and contribute to the play of the function of educating people.

The play of multi-platform advantages provides new ideas for the construction of cultural environment education, and the construction of campus culture lays the foundation for the play of the role of multi-platform. Therefore, attaching importance to the three classroom education advantages and promoting the aggregation of education functions in the construction of campus culture are conducive to the construction of a good platform collaborative education path.

6. Conclusion

The synergy concept of system engineering and the combination of ideological and political education in colleges and universities has become an important research content in the research of higher education teaching reform. Ideological and political cooperation in higher education is not the coordination of two specific aspects, but the all-round coordination of various elements. We need to systematically build the basic path of ideological and political education in colleges and universities, strengthen the role identity of personnel, and establish group relations; In the organizational structure,

the function of the organizational structure should be brought into play and the resultant relationship should be formed. In the course, the common characteristics of the course should be explored to realize the function of ideological and political education. On the platform, we need to highlight the platform's personality characteristics and complement each other's strengths. Finally, on the basis of the formation of the synergistic relationship between various elements, the comprehensive mechanism of personnel, institutions, courses and platforms is constructed.

References

- [1] Sun Jian. *On the Mechanism and Practice of Ideological and political Work in Colleges and Universities from the perspective of Collaborative education* [J]. *School Party Building and Ideological Education*, 2014 (24):63-64.
- [2] Liu Junfeng. *Research on Collaborative education in Quality Evaluation of Ideological and Political education for college students* [J]. *School Party Building and Ideological Education*, 2018(01): 52-55.
- [3] Gao Xiwen. *Research on Curriculum Ideological and Political work Model of colleges and Universities based on Collaborative education—Taking the reform practice of Shanghai Colleges and Universities as an example* [J]. *School Party Building and Ideological Education*, 2017(24):16-18.
- [4] Wang Xuejian, Gu Chao. *Holistic collaborative innovation of ideological and political education* [J]. *Hubei Social Sciences (Ideological and Political Work Research)*, 2016(12): 174-179.
- [5] Zhou Xuezhi, Wang Zi'an, Gao Sihang. *Research and practice of collaborative education of Party and league classes from the perspective of Communist Youth League Reform in higher institutions* [J]. *Heilongjiang Education (Higher Education Research and Evaluation)*, 2018(05):75-77.
- [6] Xie Rong, Ding Haikui, Zhi Wenyuan, Ji Yu. *Innovation and practice of ideological and political cooperation in education under Academy Model* [J]. *School Party Building and Ideological Education*, 2018(16):67-69.
- [7] Yang Weidong, Sun Shuyue. *On the construction of collaborative education mechanism between counselors and professional teachers in colleges and universities* [J]. *School Party Building and Ideological Education*, 2018(15): 92-93, 96.
- [8] Yan Yu, Huang Jia. *The linkage model of ideological and political education in colleges and universities under the synergistic effect* [J]. *Guide Journal of Ideological and Theoretical Education*, 2018(07): 135-138.
- [9] Li Yuping, Li Yadan. *Thoughts on Constructing a working system of Ideological and political education for Teenagers with Coordinated education* [J]. *Journal of Baicheng Normal University*. 2019 (02):85-87.
- [10] Zhao Yan, Li Gen. *Research on the collaborative mechanism of Ideological and political education in colleges and universities in the new era* [J]. *Contemporary Educational Practice and Teaching Research*, 2018(06).
- [11] Zhu Jiang. *On the construction of Collaborative education mechanism between professional teachers and ideological and political educators in colleges and universities* [J]. *Educational Theory and Practice*, 2018, 38(15): 46-48.
- [12] Shi Liyan. *Thoughts on Building a mechanism of curriculum Ideological and political cooperation in colleges and universities* [J]. *School Party Building and Ideological Education*, 2018(10): 41-43.
- [13] Zhang Qing, Zhang Bo. *Research on collaborative education mechanism of ideological and political Education in colleges and universities* [J]. *School Party Building and Ideological Education*, 2017(23): 27-30.
- [14] Wang Kui. *Thinking on the collaborative education of ideological and political work in colleges and universities* [J]. *Party Building and Ideological Education in Schools*, 2017(22):38-39.