

Exploration and Practice of Ideological and Political Education in Economic Geography Course Based on the Flipped Classroom Mode

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Abstract: In order to respond to the call of "Ideological and Political Education", all disciplines in colleges and universities are thinking about how to integrate the professional courses with Ideological and Political Education contents so as to better exert the effect of the courses. As a core course of geographic science, economic geography has become an inevitable trend in the development of geographic disciplines in colleges and universities by integrating ideological and politics elements. To this end, changing the traditional geography classroom mode, using the flipped classroom mode, integrating the elements of Ideological and Politics into the teaching of economic geography can further promote the unity of economic geography knowledge transfer and value leadership, and realize the "five-in-one" goal of knowledge transfer, professional application, personal ideals, social needs, national sentiments and goal of teaching and educating people.

Keywords: Flipped Classroom mode; Economic Geography; Ideological and Political Education

1. Introduction

Curriculum Ideological and Politics is the process of integrating elements of ideological and political education, including theoretical knowledge, value concepts and spiritual pursuit of ideological and political education, into curriculum construction and classroom teaching, and subconsciously influencing students ideology and behavior (Wang Xuejian & Shi Yan, 2020). In August 2019, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council jointly issued Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era, in which the requirements for comprehensively advancing the construction of ideological and political construction in college and university curricula were explicitly put forward. In May 2020, the Ministry of Education issued the Guidelines for the Construction of Curriculum Civics and Politics in Higher Education, which provides comprehensive planning and guidance for the construction of curriculum civics and politics. This shows that the construction of curriculum ideology and politics has become the key to improving the effectiveness of human education in higher education, and is an indispensable and important part of higher education. In order to respond positively to the initiative of "Ideological and Political Education", various disciplines in universities are actively exploring effective ways of combining the contents of specialized courses with ideological and political education, with a view to giving fuller play to the educational effects of thinking politics in the curriculum.

Take economic geography as an example, economic geography is the discipline of geography to provide the most direct services for the construction of the national economy, and at the same time focusing on the economic development of the major problems faced by mankind, and the study of the location of economic activities, spatial organization and their interrelationships with the geographic environment, has a strong practical, theoretical, applied and regional, but also a discipline that is constantly on the move, change and development (Wang Xiaohui et al., 2024; Hou Qianqian & Wang Guohua, 2020). This feature makes the course extremely suitable for the reform and exploration of teaching and learning by integrating the ideological and politics of the curriculum. Therefore, it is worthwhile to explore how to effectively integrate the elements of curriculum ideological and politics into the economic geography course in order to realize the teaching goal of "cultivating morality and nurturing human beings" and to create a synergistic effect, which is a topic that deserves further in-depth study.

2. The Relationship Between Economic Geography and Ideological and Political Education

Geography is a discipline that explores the interactions between human activities and the geographic environment, covering the two major fields of physical and human geography. Natural Geography aims to guide students to gain insight into the mysteries from the vastness of the universe to the depths of the earth's core, and to reveal how the elements of the natural world interact with each other and are interconnected to form a unified whole in the midst of dynamic changes. In this system, changes in any single link may trigger a chain reaction affecting other components, which in turn leads to changes in the whole natural world and in the wider region, or even in human society globally. Human geography, on the other hand, focuses on the human social environment, studying the evolution of human production and lifestyles, from the daily needs of individuals to the process of global integration. Geography can cultivate humanistic qualities, make students love their motherland more, develop international vision and improve aesthetic standards, and at the same time, it can also exercise divergent thinking, with strong synthesis and a balance between arts and sciences. Economic geography is a highly theoretical course, as a study of the spatial differentiation of economic activities and its mechanism, it fits the urgent needs of countries and regions to participate in the global economic competition, and it is one of the required courses for geography majors in colleges and universities (Zeng Gang & Kang Xiang, 2012).

Today's world is unpredictable, all kinds of culture each other, our country is in an important stage of socialist development, students are the motherland development of the builder and successor, contemporary college students should continue to improve their moral quality, to have national self-confidence, consciously resist the bad culture. At the same time, under the advocacy of "One Belt, One Road" and "Community of Human Destiny" of the country, it is more important to have a big-picture and global view. The course of economic geography is precisely aimed at mastering the new patterns and laws of inter-regional division of labor and cooperation in the context of globalization. With the integration of the elements of Ideological and Politics and Economic Geography, students will be more aware of the good and rapid development of China's economic construction under the leadership of the Party, enhance the sense of national pride, and know their own responsibility and commitment, and strive to become professionals who can apply the knowledge and theories of Economic Geography to solve the problems of the country's economic construction. In a word, all the contents in economic geography courses can be rich resources for Ideological and Political education.

3. Implications of Flipping the Classroom in Economic Geography Courses

3.1 The significance of the flipped classroom

The flipped classroom was initially formed as a novel and unique teaching method designed for students who could not attend school due to objective reasons. Compared with the traditional teaching methods, the flipped classroom pays more attention to the "Students" as the main body, through the active learning mode, exclude external interference, let students independently understand and master the knowledge, and self digestion and summarization, in the classroom through the accompanying test, classroom discussion, teachers and students ask questions of the link, to understand their own knowledge points on the Deficiencies, timely feedback and make up, breaking the traditional teaching methods. Compared to the indoctrination and motivational high school learning, the study time in university is relatively more free, the learning content is more diverse, and more requires students to have independent thinking and planning abilities. More emphasis is placed on students' self-learning ability, and teachers and textbooks are auxiliary "Tools", which are the shortcomings of traditional classroom models. Therefore, combining the flipped classroom with the actual classroom situation in China to localize the flipped classroom.

3.2 The role of the flipped classroom in conjunction with economic geography

Economic geography is a discipline centered on the territorial system of human economic activities, which is an important sub-discipline of human geography, including the location, type of spatial combination, and development process of economic activities. The scope of research is very wide, and human life is closely related, is a theoretical and practical are very strong comprehensive discipline, it is this subject characteristics, the use of flipped classroom in geography courses can play an important role, this model gives students a lot of space to play, geographic phenomena are millions of, each student understands the meaning is not the same, in the classroom discussion, students can gain more

knowledge, broader horizons, and interest will be more and more. During classroom discussions, students can gain more knowledge, broaden their horizons and become more interested.

1) Flipped classroom content is diversified to stimulate students' ability to think out of the box, collect, express and innovate.

Students have completed the transition from high school to college, where they have a strong desire for knowledge, an increased sense of self, an active inner world, a strong sense of participation, and a desire to have their values reflected and recognized (Fu Xiaoyan, 2023). In the pre-course learning stage of the flipped classroom, students will have some questions about the knowledge points or find out the parts they are more interested in, and satisfy their desire for knowledge and curiosity by checking the relevant information, which not only improves the students' hands-on ability, but also stimulates their inquisitive mind and critical thinking. If the problem is not solved, in the next classroom feedback, you can get the answer through group discussion, classroom questions and other aspects of their own doubts, in the process students can exercise teamwork and language skills.

2) Flipped classroom facilitates the internalization of knowledge and understanding and develops students' independent learning ability.

Economic geography is a logical course with diversified knowledge points, and college students' intellectual level has developed to a certain stable stage, with certain abstract thinking and high self-learning ability. The mastery of new knowledge is not a difficult thing, and the main cultivation is the students' divergent thinking and innovation ability. Under the flipped classroom model, students regulate and grasp the course content by themselves according to their own learning ability in the pre-course learning stage. In the traditional classroom, the teacher one-way output, the students passively accept the knowledge, in the limited classroom time, most of the students may not be able to fully understand the knowledge points taught, only stay in the shallow learning stage, much less put forward their own questions, and the next class will already be the next knowledge point of the lecture, which does not form a good effective feedback, the students' ability to think independently did not get exercise, not conducive to the development of divergent thinking, university learning will be easy for students to appear tired, irritable, self-doubt, not conducive to the subsequent development of students. In addition, contemporary college students growing up in the network era are more accustomed to obtaining relevant information and knowledge through the network, and their awareness of independent learning through the network has increased significantly. The flipped classroom greatly respects the characteristics of college students, mobilizes their interest and initiative in learning, and ultimately enhances their sense of access to Ideological and Political contents (Fu Xiaoyan, 2023).

3) Flipped classroom model is more conducive to students' moral and ethical development.

For the development of students, ideological and political class has always been an indispensable part, many students in the acceptance of ideological and moral education knowledge is carried out in a passive mode, many students will be tired and tired of this education, stay in the surface of the theoretical knowledge, the flipped classroom model is based on the students as the main focus, active learning, active exploration, in this learning process, any knowledge about the professional knowledge or the knowledge of the ideological and politics are is actively accepted, the impression is more profound, the effect is more obvious. Take the part of economic globalization as an example, the part of pre-course learning can be integrated into the theoretical teaching through video, practice and other ways, such as documentaries, short videos and other film and television resources about the course, or through the way of hands-on practice to enhance students' understanding, so as to catch students' eyes and stimulate students' interest in thinking, and through the way of pre-course guidance of the teacher, independent learning of students, classroom peer discussion, etc., to gradually guide the students to the deep meaning and application of the knowledge points in the real world. Through the teacher's guidance before class, students' independent learning and class discussion, students are gradually guided to the deep meaning of the knowledge and its application in the real world. Through a variety of flexible methods, the program helps students to better grasp the content of the study, establish a global perspective, and strengthen the idea of patriotism.

It can be seen that combining the "flipped classroom", "geography classroom" and "ideological and political elements", taking the flipped classroom model as the bearing foundation, combining geography courses and ideological and political education, cultivating students' professional ability and promoting students' formation of correct life values, values and worldviews, and enhancing patriotic feelings. The combination of "flipped classroom", "geography classroom" and "Civic and political elements", using the flipped classroom model as a carrier base, combining geography courses and ideological and political education, while cultivating students' professional abilities, encourages

students to form a correct outlook on life, values and worldview, and enhances patriotic feelings.

4. Difficulties in Implementing ideological and political education in the Curriculum

4.1 Difficulties in implementing the flipped classroom

While the integration of the three brings many advantages, the challenges involved should not be underestimated. The goal of university education is to train human resources capable of creating new knowledge, inventing new technologies, establishing new disciplines, and becoming pioneers and pioneers of new breakthroughs and new paths in science and technology. However, in the process of university education in China, one of the core problems that students generally face is the lack of innovative thinking, the lack of planning awareness and the weak ability of independent learning. To explore the root of the problem, the traditional education model makes students gradually lose their critical thinking and innovation ability in a passive learning environment, and at the same time obliterates their individuality. At the college level, the role of the teacher is more of a guide. Students and friends around them come from a wide variety of professional fields, and everyone has different goals and pursuits. If students lack good independent learning ability, they may lose their way on the road of learning, and their life will become confused, or even gradually move towards self-abandonment. Even if some students have the awareness of independent learning, their learning efficiency will also be affected if they do not have a sound independent learning plan and effective learning methods.

Despite their quick thinking, university students often lack innovative ways of thinking. As they progress through the stages of their studies, they accumulate knowledge and experience in a wide range of subjects. However, this knowledge is not organically integrated in their brains, as if they were isolated individuals, leading to a situation of "not seeing the forest for the trees". Their ability to effectively integrate knowledge is still weak, so when they observe things or solve problems, they tend to adopt linear thinking, lacking flexibility, comprehensiveness and depth. Their way of thinking is uniform and lacks novelty and breakthroughs. This is particularly evident in their speeches, assignments, test papers and essays, where they always have difficulty in coming up with original ideas or expressions, although they feel they have learned a lot. When faced with difficult problems in the learning process, they actively seek information to fill in knowledge gaps. Divergent thinking can effectively connect professional knowledge, and the flipped classroom is of great significance in cultivating students' ability to analyze and apply knowledge and creativity.

4.2 Difficulties in implementing the teaching of ideological and politics in the curriculum

1) Weak climate for Civic and Political Education in Higher Education.

In August 2019, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued *Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era*, which explicitly put forward the need to deepen the integration of ideological and political education in universities, middle schools and elementary school (Wang liren & Bai Heming, 2019). University education is generally based on professional knowledge learning, not enough attention to the ideological and political education of students, the knowledge system of the various professions and the overall campus culture is centered on students to become professionals, although the university is actively advocating the cultivation of comprehensive quality talents, but in fact, still focusing on the ability to learn, reducing the attention to the moral cultivation of the students, coupled with the fact that, the university stage is more free, the students step into the In addition, the university stage is more free, students enter adulthood, the constraints of parents and teachers are weakened, and they have a strong sense of freshness to the outside world, which may be difficult to resist undesirable temptations and contact with vulgar culture, which inadvertently impede the healthy development of students, which in turn leads to the progress of the course of the ideological and politics is hindered, and the effect is weak.

2) Teachers need to improve their awareness of ideological and politics in the curriculum.

At present, the teaching of colleges and universities is still centered on the knowledge of professional courses, and the awareness of integrating ideology and politics in the courses is not enough, and the knowledge of ideology and politics in the course content needs to be continued to be excavated, and the knowledge is not close enough to the real life to allow students to obtain ideological

inculcation in the knowledge. Geography is a subject that has a great connection with real life and the background of the times, and has a high degree of integration with the knowledge of ideological and politics, therefore, the teaching team needs to improve their teaching level and awareness of ideological and politics, and change their teaching methods at the right time, and the teachers need to form a correct understanding of the fact that the "curriculum" and "ideological and politics" can not be separated. Teachers should form a correct understanding that "curriculum" and "ideological and politics" can not be separated, and that "curriculum ideological and politics" is not a direct transfer and rigid copy of civic politics elements, but a process of gradually guiding students to form correct values by diversified means on the basis of giving full play to teachers' initiative and innovativeness, and strengthening the construction of teachers' team to cultivate a team of excellent talents with a sense of the nation and a high level of professionalism (Zang Yiyang & Li He, 2019; Sun Xiaomei et al., 2022).

3) Weak sense of practical experience in ideological and political education.

For most students, it is difficult to really understand its meaning, the traditional classroom model, the teacher as the main body, the low degree of student participation, but also reduces the effect of the ideological and political education, therefore, to break the tradition, actively innovate, the use of flipped classroom this new model, let the students become the protagonist of the classroom, so that the students in the independent study, take the initiative to accept the ideological and political education, in the pre-course stage, the class discussion stage, the pro-life practice, personal perception, in the acquisition of professional knowledge at the same time, take the initiative to feel the development of the times, today's megatrends, to strengthen their responsibility and commitment.

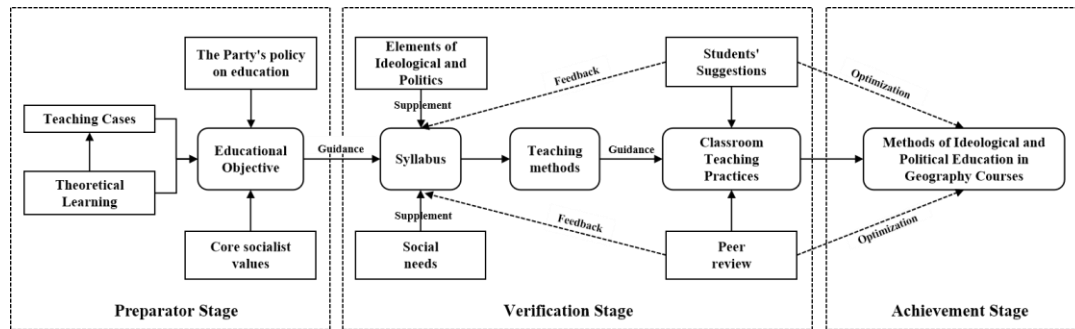
4) Need for feedback mechanisms between students and teachers.

Very often, teachers can't really understand the students' demands for the course content, course mode, course progress, etc. Teachers can make timely adjustments according to the students' feedback, try to create a highly efficient geography classroom, and strengthen the Ideological and politics Education through the establishment of a classroom feedback mechanism between teachers and students.

Therefore, only by solving these problems can the three be better combined, thus improving the students' abilities in all areas.

5. The Practice of Teaching ideological and political education in Flipped Classroom Mode

This paper takes the theme of "economic globalization" in the economic geography course as an example, and discusses how to effectively integrate the political thinking elements of the course into it. Economic globalization has become an established fact, and the openness and complexity of economic geography responds to the trend of economic globalization. Openness means that the teaching of geography should highlight the spatial differences and spatial connections of geographical things, and emphasize the regional characteristics and regional connections that are gradually formed in different scales of territory under the combined influence of various geographical elements, especially natural and human elements. Professional teachers can collectively discuss the design of the teaching program, so as to formulate an optimal program suitable for students' understanding and acceptance. In the classroom, the professional teachers "implicitly" inculcate, grasp the characteristics of the discipline of economic geography, focus on the factors affecting the process and pattern of economic geography, and choose typical regions to be analyzed and integrated into the classroom, so as to guide students' outlook on life and values, and to achieve the skillful integration of professional knowledge and elements of ideology and politics. Attention is also paid to the development of students' ability to observe, analyze and solve geographic problems using economic geography theories. The optimization of the teaching process is not enough to consider the teacher alone, but also to take the "Student-centered" and consider the development level of students' thinking. Combined with theoretical learning, we can reasonably formulate teaching objectives, guide the direction of teaching content, promote the improvement of teaching methods, better promote the practice of classroom teaching, and ultimately promote the reform of the curriculum of Ideological and political science (Figure 1).



Source: Wang Xiaohui et al.(2024).

Figure 1: Ideas for Building ideological and politics in Economic Geography Courses

This paper makes use of the flipped classroom mode to let students understand the connection between globalization and regional development through the pre-course video, improve students' ability to learn by example by appropriately enumerating the ways in which different countries have responded to the trend of globalization, understand the opportunities and challenges in the context of economic globalization, and cultivate a sense of national pride among students (Table 1) (Fan hong & Jiang Chunyu, 2023).

Table 1: Teaching Design of "Economic Globalization" into ideological and politics in Flipped Classroom Mode

Course section	Course contents	Ability training	Ideological Political Education
Introduction: Video 1	The teacher has pre-recorded a video of the course covering the following areas: ① Introduce the concept of economic globalization through a series of pictures showing the origins of computer components and the countries where they are assembled. ② Focus on the key role of geographical location in the process of economic globalization. ③ Point out that the emergence of any phenomenon is accompanied by voices of support and opposition, thus indirectly leading to the debate between super-globalists and opponents and emphasizing the double-edged nature of economic globalization.	By displaying pictures, the course questions are introduced to stimulate students' interest and curiosity.	Economic globalization is a double-edged sword that brings new opportunities as well as dangers and challenges, and it is important to be aware of the dangers and to be prepared for them in times of peace and security, especially for developing countries, which should seize the opportunity of globalization and actively participate in the process of globalization in order to avoid harm and benefit.
Lecture	Question: The video raises the meaning and causes of the concepts of economic internationalization and economic regionalization, posing the question, what are the links and differences between economic globalization, economic internationalization and economic regionalization? Teachers answer: In the context of economic globalization, McDonald's, as a global fast food chain, has entered the Chinese market, and in order to adapt to the tastes and habits of the Chinese people, it will adjust the food formula, and it will formulate special packages according to the traditional Chinese festivals and the rhythm of life in order to attract customers, and localize the McDonald's. As one of the early batch of joint ventures in Shanghai, the staff of Huating Hotel	Students consult relevant literature and books to expand their knowledge, summarize the connections and differences between the three, and improve their learning ability and hands-on skills. The textual material provokes students to think about the contradictions and unity of globalization and localization. Through the actual case, let the students arouse curiosity and curiosity, students with questions to continue learning, conducive to the concentration of students, while students in order to	In the context of globalization, the links between different parts of the world have deepened, and in this process, the local culture will be subjected to impacts and challenges from the outside world, so it is necessary to always adhere to localization in globalization, hold fast to, and carry forward the excellent traditional culture

	often complained and even resigned at the beginning because they were not accustomed to the strict management required by the international standardized operation and service. But it is this local culture and the international continuous impact, integration process and gradually become the characteristics of the Huating Hotel(Li Xiaojian, 2006).	get the answer will also continue to think about the content of the teacher's explanation, thinking ability to be exercised.	of our country, strengthen the cohesion of the inner core of the Chinese nation, and reject the hegemony of the Western world.
Lecture: Video 2	Play the videos of the two success stories of the American car brand-Ford Motor Company and the Chinese company Huawei, and ask students to summarize the successful strategies of the two multinationals and the similarities and differences between them.		Through the case of Huawei, students' national pride is strengthened, Huawei enterprise as one of the important representatives of Chinese enterprises to the international arena, China's rapid economic development in recent years, more and more outstanding enterprises in the world stage, at the same time, some Western forces managed to hinder the rise of the Chinese nation, can be through the experience of Ms. Meng Wanzhou, to strengthen the patriotic feelings of students.
Discussion	Using the questions explored in the course video, each student shares his or her understanding within the group, and the group organizes and summarizes a comprehensive answer in preparation for an in-class presentation. The class completes the exploration and learning with the teacher to arrive at a final answer.	The manifestations, drivers and impacts of economic globalization are again addressed.	To guide students to lead economic globalization with the concept of building a common human destiny.
Classroom test	Test questions are distributed using programs such as the Learning Pass APP and the Pair Score Easy APP, focusing on multiple choice, judgment, and short answer, with the main purpose of analyzing each student's learning efficiency and mastery from the test.		
Q & A	Students can present their own unanswered questions about the knowledge of the lesson as well as extended knowledge, which will be answered, supplemented, and summarized by both the students and the teacher.		
Classroom summary	Draw a the mind map	Helping students to connect the dots and develop logical thinking skills will foster proper values.	The goals of specialized knowledge learning and comprehensive ability formation are integrated to fully implement the fundamental task of teaching for the development of moral character.

6. Conclusion

The proposal and implementation of the concept of Ideological and Political education in the curriculum has struck squarely at the pain point of the current curriculum reform - the imbalance between the development of "moral education" and "intellectual education". It also responds to the needs of the times and is conducive to accomplishing the task of establishing moral education and cultivating high-quality socialist builders and successors. Economic geography is a very important

course in basic education, undergraduate education and even postgraduate education. Through the reform of economic geography, the goal of intellectual education is integrated into the goal of the curriculum, the national policy and local needs are combined, and the organic combination of knowledge transfer, ability cultivation and value leadership is realized to form the foothold of the ideological and political education of the curriculum, so as to make the curriculum more effective and three-dimensional.

In the future, all parties should continue to carefully sort out the ideological and political elements in economic geography textbooks based on the basic requirements of ideological and political education. They should try different teaching methods such as "flipped classroom" and "blended learning" to improve students' learning initiative and subtly accept the influence of ideological and political education. While enhancing students' abilities, they should also strengthen their moral character cultivation, help them establish correct values, achieve multiple benefits in one fell swoop, and truly realize the fundamental task of cultivating moral character in universities.

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