

Research on the Collaborative Education Model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in Finance and Economics Universities

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ABSTRACT

The research on the collaborative education model of "Ideological and Political Education in the Curriculum" and "ideological and political courses" in financial and economic universities is an important content of ideological and political work in universities. This article takes the research on the collaborative education model of "Ideological and Political Education in the Curriculum" and "ideological and political courses" in financial and economic universities as the starting point from the perspective of "cultivating morality and talents". Combining with the current situation of ideological and political education in financial and economic universities, it explores the construction of a collaborative education model of "Ideological and Political Education in the Curriculum" and "ideological and political courses" in financial and economic universities with value shaping as the goal, ability cultivation as the focus, and seeking true knowledge and practical results in practice.

KEYWORDS

Finance and economics; Ideological and Political Education in the Curriculum; Ideological and political courses; Collaborative education.

1. OVERVIEW OF THE COLLABORATIVE EDUCATION MODEL OF "IDEOLOGICAL AND POLITICAL EDUCATION IN THE CURRICULUM" AND "IDEOLOGICAL AND POLITICAL COURSES" IN FINANCE AND ECONOMICS UNIVERSITIES

1.1. The significant significance of collaborative education between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in universities

In December 2016, Xi Jinping emphasized at the National Conference on Ideological and Political Work in Higher Education Institutions that "we must adhere to making moral education the central link, integrate ideological and political work throughout the entire process of education and teaching, achieve comprehensive and all-round education, and strive to create a new situation for the development of higher education in China." The "ideological and political course" includes "Introduction to the Basic Principles of Marxism," "Introduction to Mao Zedong Thought and Socialism with Chinese Characteristics," and "Outline of Modern Chinese History." "Ideology, morality, and the rule of law" and "situation and policy" emphasize more on "curriculum", while "curriculum ideology and politics" permeates elements such as ideological and political theory knowledge, values, and spiritual pursuits into various courses, producing a "silent" impact on

students' ideological beliefs and behavioral concepts. "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" are both important carriers for universities to carry out ideological and political work. The two go hand in hand and complement each other, achieving value guidance and value shaping in the process of knowledge transmission, and achieving coordinated development between the two.

(1) Realize collaboration between knowledge transfer and value leadership. Knowledge is an objective material created by humans in practical activities with a certain structure and laws. Integrating ideological and political education elements into the process of imparting knowledge, achieving a combination of "in class" and "out of class", and guiding students to establish correct values and outlook on life. Ideological and Political Education in the Curriculum is an important content of ideological and political education in universities, and is an important component of constructing the overall pattern of ideological and political work in universities. As a new direction and field of ideological and political work in universities, "Ideological and Political Courses" deepen and expand the educational function of "Ideological and Political Courses". Integrating ideological and political education elements into professional classrooms can improve the pertinence and effectiveness of ideological and political education, guide students to establish correct worldviews, outlooks on life, and values.

(2) Realize the synergy between ideological and political education and professional education. The collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" is an important measure to play the main role of ideological and political courses and professional courses, and is an important lever to implement the fundamental task of moral education. The consistency between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in educational goals is an important way to promote the comprehensive development of students and a necessary means of cultivating high-quality talents. The collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" can integrate socialist core values into the professional education process in the process of knowledge transmission, improve students' recognition and practice of socialist core values, and guide them to establish correct worldviews, life views, and values.

(3) Integrating theoretical education with practical activities. "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" have a high degree of consistency in talent cultivation goals, and the two support and complement each other. Ideological and Political Education in the Curriculum is a new way to expand ideological and political education into curriculum teaching, a new attempt to integrate ideological and political education elements into professional course teaching, and an effective way to achieve the combination of theory and practice. The collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" is an inevitable requirement for cultivating high-quality talents.

1.2. The Situation Faced by Ideological and Political Work in Financial and Economic Universities

Finance and economics universities are an important component of China's higher education system, with distinct professional and contemporary characteristics. The ideological and political education work in financial and economic universities is facing severe challenges. On the one hand, influenced by economic globalization, marketization, and informatization, various economic and financial activities have become more complex, posing higher requirements for the comprehensive quality of students in finance and economics universities. On the other hand, against the backdrop of rising trends such as anti globalization, populism, and conservatism, the values and ideologies of students in financial and economic universities are easily impacted and influenced. In this situation, the ideological and political education work in financial and economic universities is facing many new situations and problems, which require us to constantly innovate ideas and methods, improve the

mechanism and system, strengthen team building, and effectively improve the pertinence and effectiveness of ideological and political education in financial and economic universities. The ideological and political course must be straightforward, clear, strong, and angular, and must not be ambiguous, ambiguous, or shy. It is necessary to directly and systematically carry out ideological and political education in the course content and classroom teaching.

Financial and economic universities are the cradle for cultivating financial and economic professionals, and an important battlefield for cultivating qualified socialist builders and successors. The ideological and political education work in financial and economic universities should closely revolve around the fundamental task of cultivating morality and talents, continuously explore new educational models, strengthen the construction of "curriculum ideology and politics", excavate ideological and political elements in professional teaching, infiltrate ideological and political education in practical activities, fully leverage professional and teacher advantages, and promote the coordinated education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses". Through the organic combination of "Ideological and Political Education in the Curriculum" construction and ideological and political education work, we can achieve the infiltration of ideological and political education in the professional learning process, strengthen the recognition and practice of socialist core values among college students, and promote the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor among students in financial and economic universities.

2. THE CURRENT SITUATION OF COLLABORATIVE EDUCATION BETWEEN "IDEOLOGICAL AND POLITICAL EDUCATION IN THE CURRICULUM" AND "IDEOLOGICAL AND POLITICAL COURSES" IN FINANCIAL AND ECONOMIC COLLEGES

Since the 18th National Congress of the Communist Party of China, Zhang Xi Jinping has repeatedly emphasized the need to promote the high integration of traditional advantages of ideological and political work with information technology, which provides a theoretical basis for the collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses". In recent years, financial and economic universities have integrated ideological and political education into their disciplinary construction and talent cultivation system, actively exploring the path and methods of collaborative education between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses", and achieving certain results. However, there are still the following problems in the specific implementation:

2.1. Teachers lack awareness of the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses"

Some teachers believe that "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" are two different concepts, and they are not aware that "Ideological and Political Courses" and "Ideological and Political Education in the Curriculum" are interrelated, and there is an inherent unity between the two. Some professional teachers lack a profound understanding of carrying out ideological and political education, and their ideological and political theoretical foundation is not solid enough to better integrate ideological and political elements into classroom teaching and research work. During the teaching process, teachers in financial and economic universities often simply use "Ideological and Political Courses" as a carrier of professional knowledge transmission, without realizing that "Ideological and Political Courses" are an organic part of "Ideological and Political Education in the Curriculum", so it is difficult to achieve the coordinated education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses". At the same time, some teachers only focus on the importance of collaborative education

between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" at the slogan level, and fail to reflect the importance of collaborative education through "Ideological and Political Courses" in practical work. As a result, teachers often only focus on imparting professional knowledge and skill development in daily teaching, neglecting the cultivation of students' ideological and political literacy. Therefore, how to integrate ideological and political education into the process of professional knowledge teaching and achieve collaborative education between the two is an urgent problem that current financial and economic universities need to solve.

2.2. Teachers need to improve their ability in ideological and political education

Although some teachers can attach great importance to ideological and political education in the curriculum, they lack matching knowledge reserves and teaching abilities, and cannot organically integrate professional knowledge and ideological and political education content in the teaching process, resulting in less significant effects of ideological and political education. At the same time, some teachers have weak abilities in ideological and political education, and are unable to organically integrate ideological and political education concepts and methods, resulting in unclear effects of ideological and political education. In a survey of several universities in the Bengbu area, it was found that over 70% of students believe that "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" are both important means of ideological and political education. At the same time, teachers lack value guidance for students during the teaching process, often simply listing the classroom teaching content, without fully leveraging the important role of professional knowledge teaching in ideological and political education.

2.3. Lack of effective linkage mechanism between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses"

In the survey, it was found that professional course teachers in finance and economics universities generally emphasize professional knowledge over ideological and political education in the classroom teaching process. In addition, some teachers only focus on imparting professional knowledge to students in the classroom teaching process, while neglecting the cultivation of their ideological and political literacy. At the same time, some teachers, due to their own reasons, are unable to effectively integrate ideological and political education into classroom teaching during the implementation of "Ideological and Political Courses", resulting in a lack of effective connection mechanism between "Ideological and Political Courses" and "Ideological and Political Education in the Curriculum". In addition, some financial and economic universities have not yet established a comprehensive evaluation system and have not incorporated ideological and political education into the talent cultivation process, making it impossible to conduct a comprehensive evaluation of students.

2.4. Innovative teaching methods and practical activities are needed

With the rapid development of Internet technology, ideological and political education in universities has also undergone earth shaking changes. However, in practical work, some financial and economic universities still lack innovative awareness of traditional ideological and political education methods, resulting in unclear effects of ideological and political education. At the same time, some teachers lack guidance for students in practical activities, and are unable to guide students to establish correct values and life goals in practice. In addition, some financial and economic universities lack overall planning for the integration of "Ideological and Political Courses" and "professional courses", resulting in insufficient connection between the two.

2.5. Neglecting the cultivation of students' ideological and political qualities, the evaluation method is relatively single

The traditional evaluation method overly focuses on hard indicators such as student academic performance and research achievements, while neglecting other aspects of evaluation, making students feel bored and not conducive to the improvement of their comprehensive abilities during the learning process. In the process of cultivating talents, some financial and economic universities do not regard the cultivation of students' ideological and political qualities as an important goal of talent cultivation, but simply regard it as a link in the learning process of professional knowledge, and fail to fully recognize the importance of ideological and political education in the growth process of students. In addition, although some financial and economic universities have launched "Ideological and Political Courses" teaching activities, they often only focus on imparting knowledge and neglect the cultivation of students' ideological and political literacy in the teaching process. This not only fails to fully utilize the synergistic effect of "Ideological and Political Courses" and "professional courses" in educating students, but also hinders the formation of correct values for students.

In summary, there are still many problems in promoting the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in current financial and economic universities. These problems not only affect the effectiveness of the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses", but also hinder the development of ideological and political work in financial and economic universities. Therefore, financial and economic universities must take corresponding measures to address this issue.

3. THE CONSTRUCTION OF A COLLABORATIVE EDUCATION MODEL FOR "IDEOLOGICAL AND POLITICAL EDUCATION IN THE CURRICULUM" AND "IDEOLOGICAL AND POLITICAL COURSES" IN FINANCIAL AND ECONOMIC COLLEGES

Collaborative education is an important part of ideological and political work in universities, as well as an important support for the construction of "curriculum ideology and politics". Financial and economic universities should strengthen the collaborative education of Ideological and Political Courses and professional courses, promote the reform and innovation of Ideological and Political Courses, and achieve collaborative education and efficiency enhancement. The purpose of collaborative education between "Ideological and Political Courses" and "Ideological and Political Courses" in financial and economic universities is to: on the one hand, by exploring the ideological and political elements contained in various professional courses in financial and economic universities, form ideological and political teaching plans for each professional course; On the other hand, professional knowledge teaching can be organically combined with ideological and political education, achieving value guidance in knowledge transmission and knowledge transmission in value guidance.

3.1. Comprehensively enhance the collaborative awareness and level of professional course teachers and ideological and political course teachers

(1) Clarify responsibilities and awareness of collaboration. To achieve collaborative education between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses", the first step is to solve the problem of collaborative awareness between professional course teachers and ideological and political course teachers. Firstly, it is necessary to clarify the responsibilities of professional course teachers and ideological and political course teachers in collaborative education. Professional course teachers are mainly responsible for imparting professional knowledge, cultivating skills, cultivating professional ethics, and more importantly,

guiding students to establish correct worldviews, outlooks on life, and values. Secondly, it is necessary to transform the collaborative awareness between professional course teachers and ideological and political course teachers into specific teaching behaviors. Professional course teachers and ideological and political course teachers should fully leverage their respective professional advantages, jointly study the teaching objectives, content, methods, and evaluation system of "Ideological and Political Education in the Curriculum", and design professional "Ideological and Political Education in the Curriculum" teaching plans. Once again, it is necessary to establish a sound assessment and evaluation mechanism. Schools should incorporate the effectiveness of collaborative education between professional course teachers and ideological and political course teachers into the assessment and evaluation system, in order to achieve mutual promotion and common development of professional courses and Ideological and Political Courses in the process of education.

(2) To enhance the collaborative ability between ideological and political course teachers and professional course teachers in financial and economic colleges. Schools should further enhance the awareness of ideological and political course teachers about the importance of "Ideological and Political Education in the Curriculum" construction, and focus on strengthening the training of professional course teachers. We should pay attention to playing the role of role models, establish models, and encourage and guide professional course teachers and ideological and political course teachers to learn from each other, learn from each other, and promote each other. Build a collaborative education model between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses". Finally, the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic colleges should adhere to the unity of goal orientation, problem orientation, and effect orientation.

3.2. In terms of course structure, promote the collaborative education of ideological and political theory courses with finance and economics courses

(1) In terms of course content, "ideological and political elements" should be integrated into the courses of various majors in finance and economics universities. On the one hand, it is necessary to enrich the course content by exploring the "ideological and political elements" contained in various professional courses; On the other hand, it is necessary to integrate "ideological and political elements" into the teaching process of various professional courses, and build a collaborative education model of "course ideological and political" and "Ideological and Political Courses" in financial and economic universities. On the basis of following the basic principles of Marxism, by analyzing the "ideological and political elements" involved in various professional courses, it is necessary to clarify the collaborative educational goals of "course ideological and political" and "Ideological and Political Courses" in financial and economic universities. In the teaching process, it is necessary to strengthen patriotism education, socialist core values education, social responsibility and integrity education for students.

(2) In terms of teaching methods, we should explore the construction of a teaching method with professional teachers as the main focus and ideological and political teachers as auxiliary. In financial and economic universities, teachers of Ideological and Political Courses and professional courses should have a certain understanding of the characteristics of the professional knowledge they teach, as well as the cognitive abilities of students. Therefore, financial and economic universities should fully utilize this point, explore the construction of teaching methods with professional course teachers as the main body and ideological and political course teachers as the auxiliary, organically combine theoretical knowledge and professional knowledge of Ideological and Political Courses, and fully leverage the leading role of ideological and political course teachers in the construction of "curriculum ideology and politics". In the teaching process, professional course teachers and ideological and political course teachers should work closely together to explore the collaborative education model and implementation plan of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities, and explore the

collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" with the characteristics of financial and economic universities.

(3) In terms of teaching effectiveness, evaluation should be conducted from two dimensions: students and teachers. On the one hand, it is necessary to build a scientific and reasonable evaluation system for the collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities; On the other hand, this model should be applied to the teaching process of professional courses in financial and economic universities. In the teaching process of professional courses in financial and economic universities, professional course teachers should take the collaborative education model of "course ideology and politics" and "Ideological and Political Courses" as one of the important reference basis. Only in this way can we ensure that financial and economic universities not only impart professional knowledge to students, but also integrate ideological and political education throughout the entire process of professional knowledge teaching.

3.3. In terms of institutional guarantee, improve the assessment and incentive mechanism for collaborative education

The collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic colleges is a long-term and complex systematic project that requires institutional guarantees. The institutional guarantee is mainly reflected in the following aspects:

(1) We need to improve the assessment mechanism for collaborative education. Universities should incorporate the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic colleges into the education and teaching evaluation system, and use the evaluation results as an important basis for evaluating teachers, promoting their active participation in collaborative education.

(2) We need to establish a sound incentive mechanism for collaborative education. Schools should further improve the teacher reward and punishment system, incorporate the effectiveness of teacher participation in collaborative education into teacher performance evaluation, and include the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in the scope of professional title evaluation and performance evaluation. At the same time, schools should pay attention to the implementation of incentive measures, and stimulate the enthusiasm and initiative of professional course teachers and ideological and political course teachers to participate in the construction of "curriculum ideology and politics" by recognizing advanced models and rewarding excellent teams.

(3) We need to strengthen the organizational leadership of collaborative education. The school should establish a collaborative education leadership group for "course ideological and political" and "Ideological and Political Courses" in financial and economic colleges, with the main leaders of the school serving as the group leader and an office under it. Schools should strengthen top-level design and incorporate the collaborative education of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities into the overall planning of the school. At the same time, schools should pay attention to the construction of teaching staff and continuously improve the ability and level of teachers to carry out collaborative education between "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses".

(4) We need to establish a sound management mechanism. The effective operation of the collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities cannot be separated from the support and supervision of the school management department. Therefore, schools should

establish a sound and scientific management mechanism and introduce corresponding institutional guarantees.

4. CONCLUSION

The research on the collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities is an important content of ideological and political work in universities. Financial and economic universities should explore the construction of a collaborative education model of "Ideological and Political Education in the Curriculum" and "Ideological and Political Courses" in financial and economic universities from the perspective of "cultivating morality and talents", combined with the characteristics of talent cultivation in financial and economic universities, that emphasizes both "value shaping" and "ability cultivation", and combines "practical activities" and "innovation and entrepreneurship", Build a teaching team with a firm political stance, profound theoretical foundation, and excellent professional skills. The political quality and professional level of university teachers directly affect the quality of talent cultivation. Therefore, in the teaching process of financial and economic universities, attention should be paid to the training and improvement of teachers. Encourage teachers to carry out interactive teaching in the classroom, enhance students' enthusiasm and initiative in participating in classroom activities; Encourage teachers to carry out practical teaching and actively participate in professional skills competitions and innovation and entrepreneurship competitions; Encourage teachers to use online platforms to carry out online teaching activities; Encourage teachers to strengthen the cultivation of scientific research and innovation abilities, and apply scientific research results to classroom teaching. And by constructing a reasonable practical platform, we will strengthen the cultivation of professional ethics and ethics among students in finance and economics universities, and enhance their innovation and entrepreneurship abilities. Only through various forms of practical activities and innovation and entrepreneurship activities can we truly internalize and externalize the socialist core values in our hearts and actions, laying a solid ideological foundation for the comprehensive construction of a socialist modernized strong country.

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