An Analysis of Ideological and Political Education of Economics Teachers in Universities

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Keywords: Universities; Teachers of economics; Ideological and Political Education.

Abstract. With the reform and development of higher education in our country, we need to strengthen the ideological and political education of college students. It is necessary to give full play to the leading role of teaching in the ideological and political education of College students. Penetration of ideological and political education in professional courses teaching is an inevitable trend of modern ideological and political education. Professional teachers are knowledge of the showers. It is important to do ideological and political education of teachers and comprehensively improve their ideological and political quality. While improving the professional quality can benefit colleges and universities to adhere to the socialist school direction and improve the quality of personnel training at present. Therefore, this article carefully examines the status of ideological and political work of professional teachers. We take the economics specialty as an example to discuss how to strengthen the ideological and political level of the teachers in the professional course to guide the students' professional learning in line with the Chinese political ethics and morality. We try to make an effort to improve the level of ideological and political education in colleges and universities.

1. Introduction

With the rapid development of economy and the continuous development of science and technology in the 21st century, the education department has increasing awareness that new requirements are made for the specifications of training talents in higher education in the present society. Ideological and political education in higher education can not only help college students improve and perfect their moral quality and self-cultivation, but also foster them to establish morally sound values and outlook on the world and life, which has tremendous strategic significance for developing the socialist modernization cause.

“CPC Central Committee and State Council on Further Strengthening and Improving Ideological and Political Education of college students” stressed the necessity for classroom teaching to play the leading role in ideological and political education of college students. At the same time, it also pointed out that every course in colleges and universities must have the function of educating people and all the teachers should have the responsibility of nurturing people as well as possess the ability to give students the subtle influence with the attitude of high responsibility, an good example for students, good thinking, morality, quality and personality and so on. Apart from that, it is necessary to integrate ideological and political education into college students’ professional courses, and penetrate them into all aspects of their lives, such as teaching, scientific research and social service. Moreover, the political and ideological education resources should be deeply explored by the teachers during the process of teaching various courses so that the moral accomplishment and consciousness of students can be strengthened. There is no boundary line of academic research. The teachers must keep orders and follow classroom rules in class, and they shall not spread the views and remarks which are contrary to the constitution, principles and policies.

Obviously, not only the ideological and political theory course is the way of ideological and political education, but also the professional courses. As a professional teacher, it is also significant...
for them to influence students with good thought, morality, quality and personality, so does the exploration of ideological and political content in professional courses.

At present, a lot of scholars believe that young teachers in colleges and universities are lacking of ideological and political education. Xiebinbin[1] studied current situation of ideological and political education of young teachers in colleges and universities, making an analysis of group dynamics of young teachers in colleges and universities with Levin’s “psychological field”. The result showed that young teachers cannot control themselves correctly due to the lack of social and working experience and easy fluctuating thought. Therefore, when their expectation can’t be realized, the pressure and obstacles maybe make them irresponsible and indifferent about political affairs. But even worse, young teachers have tendency to give up their political learning, resulting in low political quality and declining judgment. Due to the large proportion of young teachers, Shi Gongwen and Zhang Wuzhuang[2] conducted a detailed analysis on young teachers. The conclusion showed that the most important things in life for them are money, status, and reputation. The ideological and political quality of young teachers is difficult to meet because of the shift of their value orientation. What’s more, the diversification of faith has also increased the difficulty of ideological and political education on young teachers.

Liu Xingeng and Luo Xiong [3] have proposed that methods of ideological and political education need innovative system to adapt to the development of colleges and universities. “Strategic guidance” method system providing methods for thoughts of teachers in universities is a new method system of ideological and political education, which is worth learning for other scholars. From the point of view of the author, the ideological and political education of professional teachers is a key researching direction. Professional teachers have been contacting with students more frequently, and students generally believe that the knowledge taught by professional teachers is more important than what is taught in public courses. Therefore, it is very important to pay attention to the ideological and political accomplishment of professional teachers. A detailed investigation carried out by Mo Fei[4], Su Chang[5] and Osterman[6], aiming to research the present situation of professional ideological and political education in a university. The results show that the teachers of professional courses in this school lack of the awareness to teach students the ideological and political education. The fact is that the proportion of the professional teachers who are focusing on engaged in professional teaching, regardless of the ideological and political thought of students, ignoring the ideological state of college students accounts for 2.7%. Besides, 86.6 percent of the professional teachers simply ignored how the establishment of correct outlook, views on life and values of students will be established. The teacher who can apply the ideological and political content to professional teaching is very rare, only accounting for 28.1 percent.

Thus, the main task of this article is mainly engaged in how to strengthen the ideological and political consciousness of professional teachers, and how to integrate the ideological and political education into the teaching of specialized courses. As the characteristics of economics, our article mainly focuses on giving feasible advice to the subject of economy and the teachers who teach professional courses.

2. The Dilemma of Professional Teachers’ Who Carried out the Ideological and Political Education

2.1 The economics teachers’ inappropriate awareness of carrying out ideological and political education.

The majority of the current professional teachers in colleges and universities regard the professional knowledge as their main jobs, considering that making students’ specialized grades excellent is more important than any other subjects. And a large number of them think ideological and political education, as the political teachers’ responsibility has nothing to do with them. There are some professional teachers who think that the ideological and political education for the students is not so important, which makes some teachers in the professional courses only pay attention to some
basic concepts, characteristics, principles and other knowledge rather than explore the connotation of moral education and teach students how to contact with others, as well as lack of the training and guidance of academic attitude.

2.2 Professional teachers lacking effective ways of moral education.

From the ultimate goal of colleges and their means of ideological and political education, the most fundamental aim is that they can transform the requirements of education into the inherent quality of college students. As a teacher, among the various moral and cultural information, they should have capacity to distinguish them, then decide which information is better for students, and explore how to make knowledge accepted by students, which not only requires teachers who has central socialist values but also has a higher level of ideological and political education. Only in this way the students’ moral conflicts and confusion can be solved, the correct world outlook, views on life and values of students can be established. But in reality, the majority of the professional teachers lack the accurate grasp of the ideological and political educational objectives and ideological and political educational contents. Due to the impact of traditional education, teacher’s own understanding of connotation is unitary. Therefore, they failed to infiltrate the ideological and political education into all aspects of professional teaching. During the process of classroom teaching, professional teachers mostly engaged in teaching professional knowledge and practicing the simple inculcation of specialized exercises. Professional teachers didn’t explore the ideological and political education material contained in the teaching materials, ignoring the knowledge of party's line, principles and policies. They also neglect the thinking, feeling, mortality and any other personality of students. All these things were attributed to the educators who ignore the leading role of moral education. Professional teachers mostly criticized students for violating the discipline of classroom and accusation of papers and works. Although the ideological and political education of professional teachers is simple and mechanical, they are unwilling and unable to solve the students’ moral conflicts and confusion. The lack of moral education of professional teachers, to some extent, has a bad influence on the effective education.

2.3 The deficiency of professional teachers’ quality.

Specialized teachers undoubtedly have a profound knowledge in the professional field, but for the ideological and political education, they almost have no experience. For a long time, due to the limitations of China's higher education, college students only pay attention to the study of professional knowledge, while ignoring the understanding of Marxist theory and knowledge of humanities. In terms of economics, students can learn some Western theories, analyze some cases of Western economics, and grasp the universal ideological and theoretical methods of Western economists. Therefore, some economical teachers are difficult to make professional instruction as well as ideological and political education combined. Besides, carrying out the infiltration of thought is also very difficult. Moreover, there are some problems existing in professional teachers, which not only undermines the image of teachers, but also has a wrong ideological orientation for students.

2.4 Seriously weakened ideological and political education status.

Under the negative influence of the social market economy, the status of ideological and political education in colleges and universities was seriously weakened. Some colleges have utilitarian tendency. It is very common that some colleges pay more attention to enlarge the scale of colleges rather than focus on the quality of education. For example, emphasis on the construction rather than the culture of campus, stress the economic efficiency instead of humanistic education. This negative effect of educational industrialization contributes to the moral education replaced by intellectual education. For example, the ideological and political educational reform project is less than the total funding of school research. In terms of bonuses distribution and the system of assessment, which emphasize on professional teaching, however the researching results and the achievements of educational performance is not included in the assessment. The utilitarianism of guiding ideology and the misuse of distribution benefits, which makes the professional teachers at arm’s length.
3. Conclusion

3.1 Professional teachers of economics to recognize their duties, adhering to both the preaching and moral education.

Each subject is an essential factor for students to improve their quality without the pros and cons of value. With the arrival of the learning society, the moral requirements of students are higher than before, any environment needs morality to regulate the interaction and cooperation between people to perfect the personality of people. The International Education Commission of the 21st Century, which presents the report named "Education-Fortune" which explains the new educational concepts that are suitable for future development and presents the four pillars of education in the 21st century to UNESCO. The pillars of education respectively are learning to know, learning to do, learning to live together and learning to be. Professional teachers in Economics undertake the important task of cultivating senior professionals in economics. They can’t simply teach students the fixed economic theory, in case the students will only have ability to obey the rules as machine. Therefore, the professional teachers should conscientiously perform their duties, and actively practice their own moral standards and values. In the orientation of cultural value, teachers must pursue the harmonious unity of academic and ideological education and actively practice the role of ideological and political education. At the same time, professional teachers should handle the relationship between teachers and students correctly, which not only directly affects the success of education, but also is related to the achievements of teaching order and the tasks of instructing. Teachers should be fully aware of the strong curiosity of college students and respect the students’ subjective consciousness, regarding students as a strong groups in which they have mature thought and intense desire for knowledge, since the simply copy of predecessor cannot meet the requirements of learning. The professional teacher is not only granting the specialized knowledge to students, but also the guidance and the shaper of the students who need to learn the ideological cultivation.

3.2 Enhance the integration of the professional teachers’ teaching content in economics.

Teaching actually is a very creative activity, and one of the requirements of teachers is that they should start a rich imagination. The teaching must be full of passion and vitality. What’s more on the premise of imagination, there are no short cuts on the road of education, but the knowledge can be instructed by the extra-classes and special ways. Besides, an excellent teacher should have a wealth of knowledge, when the students need it, the teachers can supply food continuously. Meanwhile the correct content of economics, as spiritual provision, is important for students to supply provision for them, when students are giving full play to their subjective initially. Lee Shulman[7] has identified the types of knowledge which is necessary for special teaching in the year of 1986, and the types of knowledge respectively are storing knowledge, methodology and the content of teaching in class.

First of all, as a teacher, in order to broaden the students' ideas and vision, they should be targeted to study hard, read all kinds of books, and grasp of the professional-related content comprehensively through the accumulation, digestion and absorption of knowledge. The above-mentioned requires professional teachers’ knowledge must be more than knowledge which will be taught, only in this way, the professional teachers can feel easy and contented. It is necessary for the teacher in economics to expand the knowledge related to the ancient Chinese economy. Learning how to integrate China's economic reality with foreign economic theory is also a necessary thing. For example, in the learning of "Wealth of Nations" written by Adam Smith’s put forward that in the process of economic development, the market mechanism can make up for their own shortcomings to promote economic development without the intervention of government, such as "the economic theory" in Han Dynasty, which requires the reservation of knowledge and integration of teaching content.

3.3 Establish the harmonious culture and enhance the moral education in campus.

Construction of harmonious culture in campus is a shared value with rich contents and diverse forms, which is the sum of all cultural activities and cultural phenomena. Moral educational environment is a hidden way to help the progress of ideological education. It is unquestionable for its subtle influence. So, we should explore actively, strive to infiltrate the ideological and political education into all aspects and guarantee the content of political and educational education can be
covered, so that the culture can be managed consciously and the efficiency and reliance can also be reflected. First of all, through the creative design and reasonable layout of the teaching building and the improvement of the environment of the teachers’ scientific research base can be carried out actively. At the same time, the form of the unique architectural culture in campus reflects the humanistic care of the school improves the teachers' existence confidence, satisfies the spiritual level of teachers, stimulates their inner creativity, corrects the attitude of teaching and establishes the correct values. Secondly, setting up strong eye-catching cultural figures in the appropriate location of the campus is also a good way, such as Chinese cultural celebrities and world cultural statue of celebrity, including the establishment of the East and West. Moreover pay more attention to carry forward the Chinese traditional culture, establish the unique environment of colleges, meanwhile highlight the strong atmosphere of ideological and political education is also very important, so that the professional teachers can be nurtured by the environment of campus through eyes, feet and ears. They also can to feel, appreciate, think, and make judgment correctly, penetrating the pursuit of value to their own students with various personality, such as the pursuit of truth, courage of practice and the daring of innovation. The culture of campus is the value and the code of conducting which formed by the successive teachers and students’ joint work through long-term accumulation and careful inheritance, which guide the teachers’ spiritual character, so that every teacher’s sentimental can be cultivated, quality can be improved and thoughts can be sublimated. Besides, it is also hidden in the heart of college teachers and reflected in their teaching job. Apart from that the teachers should be inclusive and objective, only in this way the ultimate moral goal of ideological and political education can be achieved and the glow of teaching can be gloried.

4. References


