The Predicament and Solution of Ideological and Political Education in China

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ABSTRACT

To solve the dilemma of current political education, taking the training of architectural professionals as an example, the current situation of ideological education for architecture majors is analyzed. Architecture aims at training excellent architectural talents, and it is one of the hottest subjects at present. However, the frequent occurrence of construction accidents and waste of engineering resources point out that the professional quality and moral quality of construction practitioners need to be improved. The characteristics of students and professional majoring in architecture are investigated to get rid of the above difficulties. The study shows that students are interested in the subject of engineering ethics, but the ideological and political course is relatively boring. Based on the above finding, it is concluded that it is a good way to solve the problem of ideological and political education by reforming and innovating the traditional teaching mode and adapting to the needs of contemporary students.

KEYWORDS

Ideological and political education; architectural specialty; dilemma

INTRODUCTION

In 2013 August, general secretary Xi stressed that ideological work is an extremely important task of the party. As a platform to publicize the mainstream ideology of the party and the state, the mainstream ideology of the party and the country is internalized into the mainstream ideology of contemporary college students in the ideological and political education class. It is the duty and responsibility of every ideological and political educator to guide them to establish a scientific world outlook, outlook on life and values. However, the ideological and political education in colleges in China is facing great difficulties [1]. Students' interest in learning is not high, and the effectiveness of Ideological and political education is poor. Therefore, ideological and political education urgently needs new education path. The training objective of architectural specialty education is to transport higher technical talents with good technical accomplishment and good personality for the country. With the further development of new urbanization and the prosperity of real estate and transportation industry, the construction industry is one of the most popular majors in colleges.

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As the main force of national construction, the moral culture quality and behavior accomplishment of college students are related to the future of our country [2]. However, the frequent occurrence of various engineering accidents shows that the moral accomplishment of construction personnel in China is facing a major challenge. As the main position of educating people, colleges and universities have an inescapable responsibility for this phenomenon. Therefore, taking the students majoring in architecture as the research object, it is eager to find a new way to solve the current predicament of education through the investigation and analysis of various phenomena of ideological and political education of architecture major students [3].

ANALYSIS OF THE DILEMMA OFIDEOLOGICAL AND POLITICAL EDUCATION IN ARCHITECTURAL SPECIALTY

To further understand the current situation of ideological and political education and grasp the psychological needs of students, the questionnaire is drawn up according to the content of this topic. A random survey is conducted among three college students majoring in architecture. The three universities are from different places, teaching level is also different, and students come from all over the country [4]. Therefore, they are both universal and representative. In addition, interviews are conducted on some teachers of ideological and political education and parents of individual students to get a deeper and more comprehensive understanding of the situation. To improve the authenticity of the survey, the questionnaire survey is anonymous. A total of 300 questionnaires are sent out, and 277 questionnaires are returned actually. 261 valid questionnaires are received. There are 2 teachers and 3 parents.

A survey of the status of ideological and political education in students' minds

The course of ideological and political education is a compulsory course for every college student during school. It is an important part of the study to understand how college students majoring in architecture learn and treat the course.

Students' attitude towards learning is not correct. Their understanding of the course of ideological and political education is biased [5]. According to the findings of the survey report, the ideological and political education attendance of students majoring in architecture is worrying. As shown in figure 1, survey data show that only 51 students say they have never missed the course. However, the remaining 210 indicates that they had absenteeism. According to the survey of students, it is found that even if students go to class, they are not really integrated into the curriculum. Some students say that their reason for class is for the postgraduate entrance examination and the need for civil servants, and the vast majority of students are in order to cope with attendance to come to class. These students think that the ideological and political education course is not related to its own development. They simply think that the principles and contents taught by ideological and political education courses only exist in books or ideal society, and these ethics have no practical significance. In addition, there is another reason why architecture students are reluctant to take the course of ideological and political education. They think the ideological and political education class is too boring, and it cannot lift their enthusiasm and interest in learning.
Teaching survey for the class ideological and political education

In addition to curriculum arrangement, teaching methods and classroom performance are also important factors in Ideological and political education.

(1) The teaching method is too rigid. Good teaching method is very important for students to master a course [6]. The course of ideological and political education has a strong era, and keeping pace with the times is the essence of it. However, although professional content has been following the pace of the times, teaching methods are far apart from the times. The survey results show that students are not satisfied with the teaching methods of ideological and political education. As show in figure 2, they believe that good teaching cases and practical experience can make the theory linked with practice, which is easy to arouse interest in learning and deepen the mastery of theoretical knowledge. At the same time, teachers should interact with students in class and improve the students' subject position in classroom learning, which are also recognized by students.

(2) Teaching emphases and students' needs are disjointed. Demand drives interest and interest promotes learning. Students' love for a course begins with domestic demand. From the survey, it is not difficult to find that most students are willing to learn the content of professional knowledge from the ideological and political education classroom. They hope to improve their moral cultivation through the study of this course. Meanwhile, they expect to strengthen their professional knowledge and expand their knowledge level [7]. They also agree with the knowledge and principles that are taught in the value-added education curriculum. This is of great benefit to the study of professional courses and even to the development of itself. However, the existing ideological and political education curriculum focuses on the lack of students' internal needs. As a result, students' interest in learning naturally reduced greatly.
EXPLORATION OF THE PATH OFIDEOLOGICAL AND POLITICAL EDUCATION

The ideological and political education in Chinese colleges is carried out under the background of professional skills education. Through the investigation and analysis of the current predicament of ideological and political education, a new way is put forward to solve the current predicament of ideological and political education from the aspects of educational goals and teaching plans. Combined with the architectural professional background, specific measures are listed.

Formulation of clear educational goal

The ideological and political education in China is in the direction of communism. It directly acts on people's ideological and moral character, and is an educational activity to train people's ideological and political quality. The basic goal of ideological and political education is to improve people's ideological and moral quality, to promote people's free and comprehensive development, and to encourage people to strive for the construction of socialism with Chinese characteristics. The party has different specific goals in different historical periods. Meanwhile, based on different social environment and social needs, the educational object will also present different characteristics. Therefore, the ideological and political education objectives only follow the pace of the times, and it will not be eliminated by the times [8].

(1) The formulation of goals should meet the needs of social development. Society is the final examination of the effectiveness of education. All the teaching activities are aimed at making students better adapt to society and become useful talents to society. Architecture is related to all aspects of human life. It is the development need of today's society to improve the sense of social mission and social responsibility of construction workers, so that they have good professional ethics accomplishment. It is an important goal of ideological and political education to strengthen the professional ethics education and behavior accomplishment education of architectural students according to the social needs. Only by centering on this goal can we cultivate qualified successors in line with the needs of social development, which is the true embodiment of the effectiveness of ideological and political education.

(2) The formulation of goals should be adapted to the characteristics of students. To realize the purpose of educating people in political thought, we must consider the characteristics of students when making educational goals. The post-90s college students grow up in the background of the market economy and the explosion of information technology. Their ideal concept, value orientation and behavior style have changed greatly compared with the past. However, the students of architecture specialty present a special way of thinking and behavior because of the influence of their professional background. Students majoring in architecture have a deep background in science and engineering. Their thinking is more active, and logical thinking ability is relatively strong, but they lack moral cultivation. However, the teaching objectives of ideological and political education cannot meet the special needs of students majoring in architecture. Therefore, the ideological and political education of students majoring in architecture must consider these characteristics into the scope of teaching objectives.
Teaching plan with comprehensive development

The teaching plan is the overall planning of the school curriculum, which determines the overall structure of the teaching content, and it also stipulates the requirements and proportion of different courses in the management of learning methods. The teaching plan should pay attention to the needs of students' all-round development, which needs not only the professional characteristics of students, but also the different needs of students in different stages. Through the investigation of ideological and political education major in some colleges, it is found that the ideological and political education of our country is generally arranged in the two years before the whole teaching plan, and it ignores the practice teaching of ideological and political education. This urgent teaching arrangement is difficult to give students a profound impact on teaching, and naturally cannot teach effectiveness.

Complementary development of educational resources

The human resources of ideological and political education mainly refer to the teachers. Human resources play a bridge role in Ideological and political education, and dominate the whole teaching process of Ideological and political education. The teachers of Ideological and political education are the theoretical teachers of Ideological and political education. They play a key role in the teaching resources of Ideological and political education, and determine the theoretical direction of curriculum. With the rapid development of modern society, teachers of Ideological and political education need to constantly update their knowledge and skills to meet the needs of students and social development. However, the limited energy of the teachers makes them unable to grasp the characteristics and development needs of the whole profession. Therefore, it is necessary to promote the communication between teachers majoring in architecture and ideological and political education. Only in this way can we truly realize the openness and pertinence of teaching resources. Taking architecture major as an example, architecture specialty is a subject with strong discipline. It is necessary for non-architectural professional teachers to master the discipline characteristics of architectural specialty. In order to save human teaching resources, teachers' seminars can be carried out regularly and regularly. This not only provides a platform for ideological and political education to understand the characteristics of architectural specialties, but also promotes the communication between teachers.

CONCLUSION

The ideological and political education in Colleges and universities is carried out under the background of professional education. The new way and method to improve teaching effectiveness is to break the isolation between Ideological and political education and professional education, so that the resources and methods of professional education can be better used by ideological and political education. In order to explain how to use the resources and methods of professional education in ideological and political education, taking the ideological and political education of architecture major as an example, some suggestions and measures in theory and practice are proposed. The research on the ideological and political education of
architecture major aims to analyze the integration of ideological and political education into professional education, and to formulate teaching objectives and plans according to the professional characteristics and students' characteristics. It is the core path to realize the integration of ideological and political education into professional education by defining the teaching assessment target and realizing the internalization of knowledge. In conclusion, it needs the joint efforts of the whole society, colleges and professional teachers.

REFERENCES