

# Research On The Construction Path Of Ideological And Political Teaching In The Course Of Principles Of Economics

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## Abstract

*This paper explores and practices the application path of "Principles of Economics" course in ideological and political construction under the concept of "one lesson, one gain". First of all, it emphasizes the principle of economics as the carrier, combined with ideological and political education, in order to improve students' ideological quality and social responsibility. Secondly, it puts forward the specific strategies of combining economic principles with ideological and political theories, including the project-based integration of course content, the close combination of theory and practice, the all-round education of online and offline students, and the strengthening of practical teaching, so as to stimulate students' learning interest and social practice ability. The teaching practice of the implementation of the teaching reform for two years also shows that this mode has a positive role in promoting the overall quality of students and the effect of ideological education.*

**Key words:** *One lesson, one gain; Principles of economics; Curriculum ideology and politics; Online and offline*

Date of Submission: 24-11-2023

Date of Acceptance: 04-12-2023

## I. Introduction

The National Conference on Ideological and Political Work of Colleges and Universities stressed that the foundation of colleges and universities lies in cultivating morality and cultivating people, and it is necessary to insist on cultivating morality and cultivating people as the central link, and carry out ideological and political work throughout the whole process of education and teaching to achieve full education and all-round education. And "curriculum ideology and politics" is an important theoretical basis and practical guide for higher education to realize the whole process and all-round education.

Moral education has always been the focus of education in many countries. The United States attaches great importance to the disciplinary research of moral education, and examines this field from the Angle of multi-disciplinary integration. German schools are closely related to religion. Singapore emphasizes the trinity moral education network of school, family, and society; Japan's moral education thought permeates all kinds of moral education courses and activities in school and society; The moral education of South Korea is influenced by Chinese traditional culture, and Confucian ethics is the main content of school moral education. The research on "curriculum thought and politics" is very popular in China in recent years, and the teaching research on the integration of economic principles into curriculum thought and politics mainly involves the exploration of educational practice (Jin Weiping, 2020; Zhou Yuanyuan, 2021) [1-2], curriculum system innovation (Guan Yang, 2022; Yang Qian, 2022; Liu Xinzhan, 2020) [3-5], Teaching Analysis and Design (Hu Jianping, 2022; Li Wenyu, 2020) [6-7], Pathway Research (Cao Huimin, 2022; Ma Yanyan, 2019) [8-9], Education Development Strategy (Liu Zhongji et al., 2022) [10], etc. After a comprehensive review, the research finds that scholars mainly talk about the teaching from the theoretical level, and seldom combine with the specific teaching content of the course. They do not elaborate on how to choose teaching content and how to integrate curriculum ideology and politics into the classroom. There is no solution on how to "educate talents" and "educate people", and achieve the organic unity of "knowledge imparting" and "value leading". Facing the characteristics of college students emphasizing individuality and independence in the new era, the teaching methods of contemporary ideological and political education need to be reformed. The research should solve the problem of allowing students to obtain "professional and moral" in the "Principles of Economics" class, educating talents and people at the same time, and the perfect unity of "imparting knowledge" and "leading value".

Since the content of Principles of Economics is the thinking, methods and theories of Western economics, and the premise of the egoism of "economic man" in the course, if not guided, it is easy for students to recognize the Western egoistic thinking in learning. How to let students acquire new knowledge points through the study of Principles of Economics, and at the same time form the correct "three views"? And for the overall development of a good humanistic foundation, with the right three views to deal with the problems in the future work and life,

and can make a correct evaluation of social hot issues, become the course to carry out ideological and political education of the fundamental starting point. Therefore, to explore and study the ideological and political construction path of the course "Principles of Economics" under the concept of "one lesson, one gain" is undoubtedly of important theoretical and practical value for us to improve the teaching quality and train socialist successors.

## **II. "Principles of Economics" curriculum reform research under the concept of "one lesson, one gain"**

### **Analysis of the concept of "One lesson, one gain"**

The concept of "one lesson, one gain" is practiced in educational practice, which means that substantive educational effects can be achieved in the teaching process of each lesson. In the teaching practice of "Principles of Economics", we have noticed that the concrete application of this concept is reflected in two aspects. The first is to clarify the teaching objectives, that is, through the study of Principles of Economics, students can deepen their understanding of economic phenomena and economic problems, improve their ability to think and analyze economic problems, and cultivate their sense of social responsibility; The second is to design effective teaching strategies, such as the integration of course content and the application of practical teaching, in order to guide students to take the initiative to learn, improve their practical ability and social practice ability, and stimulate their learning interest. In addition, the concept also guides us to introduce ideological and political elements into the teaching, so that students can receive ideological and political education in the process of learning the Principles of Economics, to improve the quality of thought, and make ideological and political education more internalized, and become students' self-drive.

### **The current situation and challenges of the Principles of Economics Course**

There are many challenges in the current teaching and implementation of the Principles of Economics course. The first problem is how to realize the concept of "one lesson, one gain", that is, to make every lesson beneficial to students, which should not only be theoretically clear, but also have practical significance. The "one lesson, one gain" concept aims to improve classroom efficiency and stimulate students' motivation to learn, but it often encounters various difficulties in the implementation process. In addition, there are many necessary theoretical knowledge in the Principles of Economics. While carrying out ideological and political education, how to avoid the conflicts and omissions of knowledge content is also a challenge to be faced in the teaching process. In dealing with the above challenges, we believe that the strategy of combining Principles of Economics with ideological and political theories should include the integration of course content and the strengthening of practical teaching. Specifically, it is to gradually integrate ideological and political elements into the teaching process of Principles of Economics to enrich the course content, so that it cannot only cultivate students' economic analysis ability, but also cultivate students' sense of social responsibility. At the same time, the strengthening of practical teaching can help students apply the economic knowledge they have learned to real life, to realize the organic combination of experience and knowledge.

### **Principles of Economics course under the concept of "one lesson, one gain" tries and practices**

we have tried a brand-new teaching mode, integrating the course of "Principles of Economics" with ideological and political education. In this mode, by integrating the course content, we not only let students learn economics knowledge, but also let students absorb rich elements of ideological and political education in the learning process. For example, when explaining market failure and macro-control, we will guide students to pay attention to the social justice and fairness behind policies, so that students can understand and evaluate economic phenomena from the perspective of ethics and morality, and further stimulate their sense of social responsibility.

In addition, we will strengthen practical teaching and encourage students to step out of the classroom and enter the real world to better understand and apply the Principles of Economics. For example, in the research project on practical economic problems, students need to apply the economic theories they have learned, combined with practical observation and data analysis, to solve practical economic problems. This way of practical teaching not only enhances students' interest in learning, but also implements ideological and political education in practice and improves the educational effect. Through this teaching mode of "one lesson and one gain", we not only improve students' subject knowledge, but also promote the improvement of ideological and political education, and play a positive role in promoting the overall quality of students.

## **III. Integration of "Principles of Economics" course and ideological and political education**

### **The relationship between Principles of Economics and ideological and political education**

Driven by the concept of "one lesson, one gain", the combination of Principles of Economics and ideological and political education has become a new perspective of education reform and an effective way to improve the overall quality of students. By using Principles of Economics as the carrier to deepen the understanding of basic knowledge of economics and economic operation mechanism, students can better understand society, pay attention to reality, and analyze problems. At the same time, by setting the environment

and situation of economics practice, problem-oriented students are promoted to carry out practical activities, and guided to enhance their sense of social responsibility and mission in the process of solving specific economic problems, to achieve the perfect integration of Principles of Economics and ideological and political education. The research shows that this mode can effectively stimulate students' interest in learning and social practice ability, and improve the effect of ideological education. At the same time, we need to continue to explore and research more effective methods suitable for the combination of "Principles of Economics" course and ideological and political education to promote the healthy development of higher education in our country.

### **Specific strategies for the integration of Principles of Economics with ideological and political theories**

In the process of continuously promoting the concept of "one lesson, one gain", the specific strategy of the integration of "Principles of Economics" and ideological and political theories is particularly key. The implementation of this strategy mainly takes into account the integration of the course content, especially the integration of moderate ideological and political ideas into the Principles of Economics, which closely links theory with practice, so that while teaching economic knowledge, students can be guided to deeply understand the core values of socialism and improve the quality of personal thought. The second is to strengthen practical teaching. Based on theoretical learning, practical simulation and case analysis are promoted to give students the opportunity to practice Principles of Economics and ideological and political theories, and to enhance students' practical ability and social responsibility. The implementation of this model can not only stimulate students' interest in learning, but also help to promote their understanding and practice of socialist values in economic practice, and improve their overall quality. This is the basic path of ideological and political construction in the course of "Principles of Economics" under the idea of "one lesson, one gain".

### **Strengthening of practical teaching**

The strengthening of practical teaching is undoubtedly an important part of improving the course effect. The application of "Principles of Economics" in ideological and political education makes full use of the potential of practical teaching and builds an effective teaching strategy framework. It aims to cultivate students' practical ability so that they can use economic theory tools to analyze and solve practical problems, to produce a deep understanding of ideological and political education. To this end, we actively emphasize learning methods such as case study, group cooperation and problem discussion, and strive to find the link between theory and reality in practice, so that students can enhance their social responsibility and innovative thinking in the process of applying the Principles of Economics to analyze problems. At the same time, we also encourage students to grasp the pulse of The Times, actively participate in social practice, enrich themselves with practical experience, and deepen their understanding of the Principles of Economics and ideological and political education. The research shows that this strategy of focusing on practical teaching has played a positive role in improving the effect of ideological education and overall quality of students.

## **IV. Exploration of ideological and political practice of "Principles of Economics" under the concept of "One lesson, one gain"**

### **Project integration of course content**

Driven by the concept of "one lesson, one gain", the effective integration of Principles of Economics and ideological and political education is the key point of this study. The integration of course content is the primary practical strategy, and the key point of integration is to inject deep ideological and political education elements based on economics knowledge teaching.

### **Through the "one lesson, one gain", give full play to the role of classroom teaching as the main channel of education**

According to the characteristics of students, reconstruct the teaching module of "curriculum thinking and politics", take socialist core values as the starting point, innovate the curriculum, and grasp the pulse of The Times. By reshaping the content theme of "Principles of Economics" and designing different projects, as shown in Figure 1, the knowledge points of each project of "Principles of Economics" course are combined with the elements of "curriculum ideology and politics", and the training of students' practical application ability is taken as the starting point by "one lesson and one lesson", and the teaching activities are arranged around the project. For example, when discussing the principle of supply and demand in economics, we can flexibly introduce social equity, social justice, and other related ideological and political concepts, so that the economic model is not only at the theoretical level, but is closely linked with the ethics and social responsibility in the real society. At the same time, the proportion of curriculum content should be appropriately adjusted to ensure that the explanation of Principles of Economics and the realization of ideological and political education can be coordinated. This integration strategy can maintain students' interest in the curriculum, while fostering their sense of social responsibility and civic quality. Practical teaching should also be incorporated into the course of Principles of Economics, so that

students can understand and apply ideological and political theories in the process of solving economic problems through the analysis and solution of practical social problems, and ensure that the educational goal of "one lesson, one gain" can be realized.

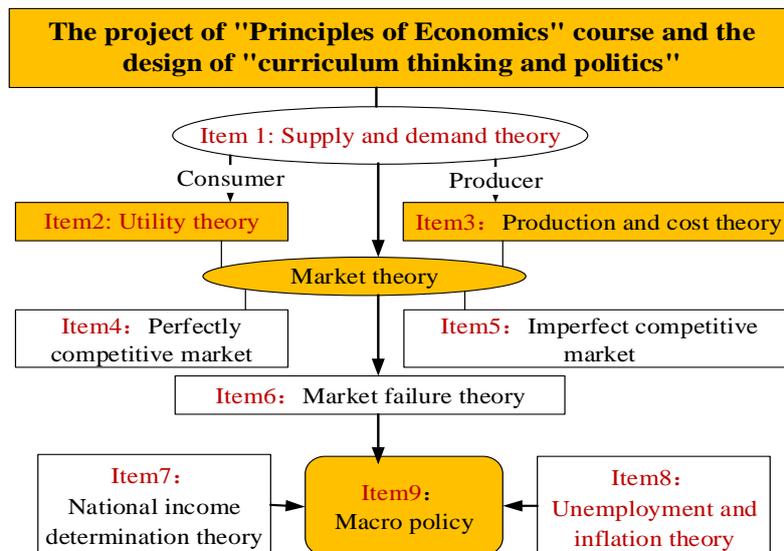


Figure 1: Project design of "One lesson, one gain" in the course of Principles of Economics

**Innovate the course model and educate students both online and offline**

Combine the discipline knowledge of Principles of Economics with social reality, reasonably combine history and culture, integrate Marxist theory and Party history knowledge, introduce mainstream ideas into students' daily thinking, guide students to pay attention to reality and interpret society. In the teaching process, optimize and innovate the teaching design, improve the teaching method, make efficient use of the network new media platform, master the multimedia technology, realize the efficient interaction with students, and achieve better teaching results. Use the learning network platform to publish tasks, communicate with students online, arrange time freely, and create a good learning atmosphere. At the same time, guided by the "three aspects of education", we create an environment for education, expand the extension of "curriculum thinking and politics", and integrate "curriculum thinking and politics" into all aspects of students' life.

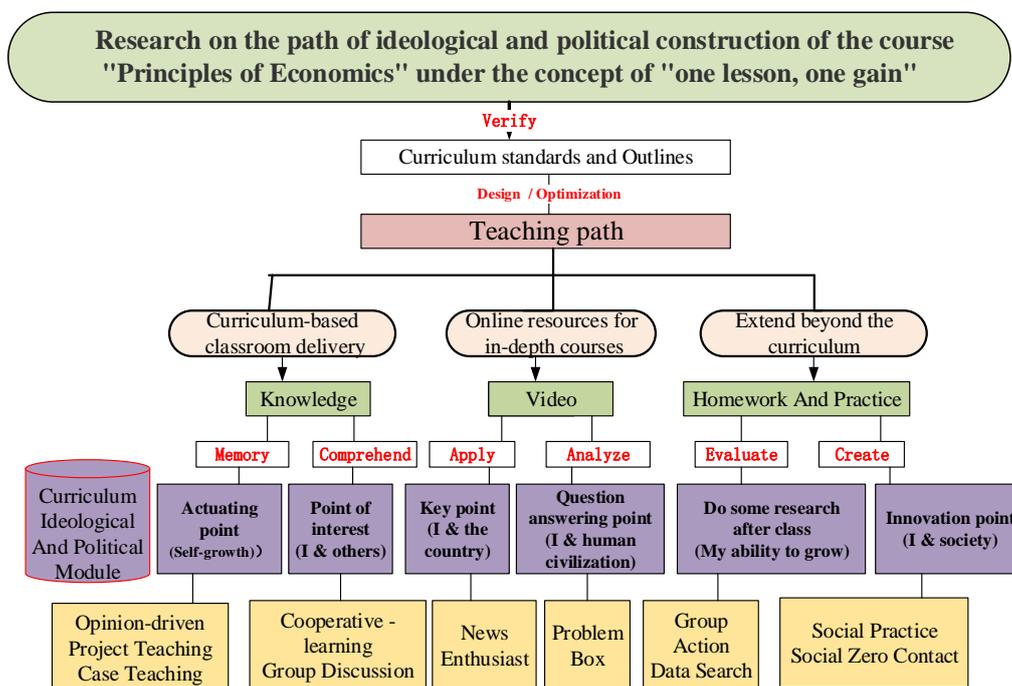


Figure 2: The path of ideological and political construction of the course of Principles of Economics

**Add curriculum ideological and political elements around the specific task of learning**

The ideological and political elements of the course are divided into six modules, including the starting point, the interest point, the innovation point, the key point, the question answering point and the research point after class. As shown in Figure 2, students acquire new knowledge points through the learning of each class and form a correct "three views". The six modules should explore the ideological and political elements around the teaching task as much as possible. To ensure that the influence of ideological and political thinking of the course extends from class to extracurricular, from teaching materials to practice, and from the classroom to all aspects of life.

**Case analysis and discussion of the application of teaching methods**

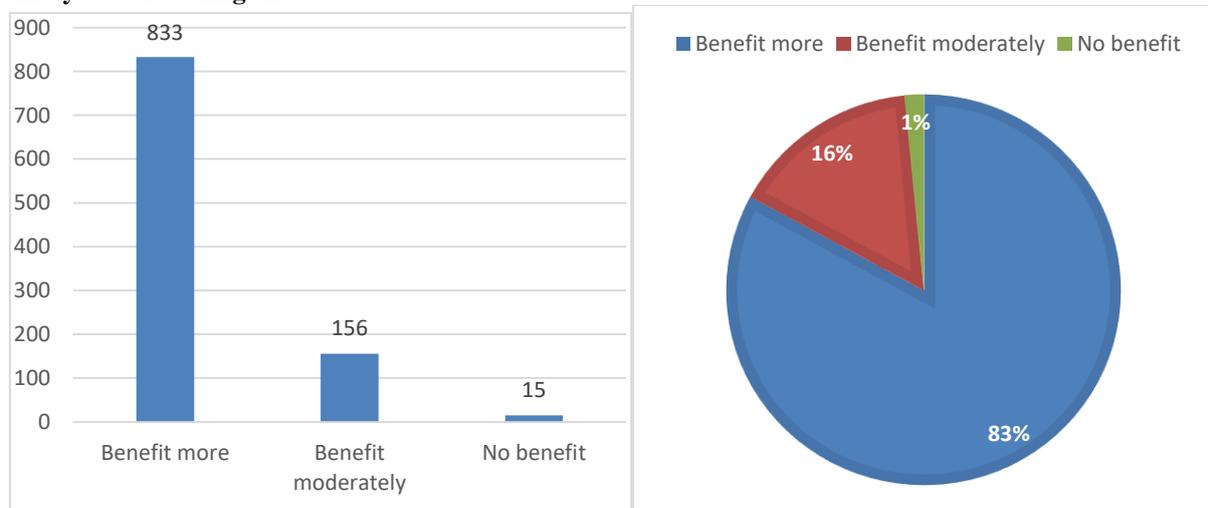
Under the concept of "one lesson, one gain", we especially emphasize the application of case analysis and discussion teaching methods in the practical exploration of "Principles of Economics" curriculum ideology and politics. We believe that through the analysis of practical cases, the applicability of economic principles can be demonstrated more deeply and concretely, and on this basis, students can be guided to deeply think about the social responsibility and moral implications of their market behavior. At the same time, the introduction of discussion teaching methods can make students actively participate in the interactive deduction, which can not only improve students' interest in learning, but also improve their communication and teamwork ability. In the integration of economic principles and ideological and political theories, students can deeply perceive their own social responsibility and improve their overall quality, and then internalize their own moral cultivation and behavior concepts in study and practice. This practical exploration shows that the close combination of "Principles of Economics" course with ideological and political elements, case analysis and discussion teaching is of great significance to improve students' overall quality and ideological education effect.

**The design and implementation of social practice activities**

Social practice activities are to allow students to participate in social activities, apply the principles of economics to solve practical problems, and further improve students' ideological quality and social responsibility. In the design stage, we should choose both to reflect the principles of economics and to help inspire students to think about major issues of the whole society, such as common prosperity, educational equity, rural revitalization, social security, etc. In the implementation stage, teachers should guide students to use economic knowledge to understand and solve problems, and at the same time pay attention to the effect of students' ideological education and give timely feedback. Through social practice activities, students can not only apply the principles of economics to practice and feel satisfied about making contributions, but also improve their sensitivity to social problems and strengthen their sense of responsibility. The design and implementation of practical activities is an iterative process, and we should make adjustments and continuous improvement according to students' feedback and changes in the social environment.

**V. Effect and evaluation of teaching reform**

**Analysis of Teaching effect**



**Figure 3: Survey results of the benefit of integrating curriculum ideology and politics into the course of Principles of Economics**

Teaching practice shows that the combination of "Principles of Economics" course and ideological and political education can produce remarkable teaching effects. Specifically, the integration of course content and the enhancement of practical teaching can effectively stimulate students' learning interest and social practice ability. The integration of course content enables students to understand economic phenomena, gradually accept and internalize the elaborated ideological and political theories, and form an independent and mature world view. The enhancement of practical teaching is to help students apply economic principles and ideological and political principles to reality through situational simulation and case analysis, improve their ability to analyze and solve problems, and exercise their social practice skills. Through the investigation of the students in the completed classes in the curriculum reform, more than 83% of the students think that the benefits are very great. We find that in this process, they not only improve the in-depth understanding of the principles of economics, but also enhance the sense of social responsibility, and significantly improve the quality of thought. Therefore, we can see that the close combination of the "Principles of Economics" course with ideological and political education is helpful to improve the overall quality of students, and has important practical value for realizing the concept of "one lesson, one gain".

### **Improvement of students' quality**

Under the promotion of the teaching concept of "one lesson, one gain", the close combination of economic principles and ideological and political education has shown its great potential in improving students' quality. Through the teaching of "Principles of Economics" with ideological and political nature, students' ideological understanding and awareness of social responsibility can be enhanced. In practice, the traditional "Principles of Economics" course is combined with ideological and political theories to create a new teaching mode to improve students' comprehensive quality and social practice ability. In practical teaching, we encourage students to use the theoretical knowledge they have learned to make field trips, understand, and solve social and economic problems. In this way, they can further stimulate their interest in learning and practical ability. The feedback of students in theoretical study and practice shows that this teaching mode can effectively improve their overall quality, and has a significant role in promoting the effect of ideological education.

### **Evaluation of the effect of ideological and Political education**

Under the concept of "one lesson, one gain", the course of "Principles of Economics" is deeply integrated into ideological and political education, which not only carries forward the core socialist values through theoretical knowledge, but also cultivates students' solid economic policy analysis ability and social responsibility through practical teaching. In the teaching process, it is very important to stimulate students' interest in learning and social practice ability. Through the integration of the course content, teachers can combine the esoteric economic theories with the current social hot spots and economic issues, making the Principles of Economics closer to reality and easier for students to understand and accept. In addition, sufficient practical opportunities are provided for students to have a deep understanding of economic behaviors and mechanisms, from which they can learn how to make economic decisions, and at the same time enhance their love and sense of social responsibility. To evaluate the effect of this ideological and political education, we conducted several quantitative tests, including the academic performance of the learning platform and actual social practice activities. The results show that the combination of economic principles and ideological and political education has a significant role in promoting the overall quality of students and the effect of ideological education.

## **VI. Conclusion**

Through teaching practice and theoretical discussion, we have made clear the importance and realization path of integrating economic principles into ideological and political elements under the concept of "one lesson, one gain". As a knowledge carrier, Principles of Economics not only improves students' ideological quality and sense of social responsibility, but also provides practical and vivid cases for the study of theoretical knowledge. In this context, we put forward several specific implementation strategies to closely combine theory with practice, such as the integration and redesign of course content and the strengthening of practical teaching. Using these strategies, we not only stimulate students' interest in economics, but also enhance their social practice ability. After 2 years of teaching reform practice, we found that this integrated mode has a remarkable effect on improving students' overall quality and ideological education effect. In fact, it not only improves students' understanding and application ability of economics, but also shapes students' sense of social responsibility and citizenship to a certain extent, which has great potential for cultivating well-rounded talents.

Although the research has made some achievements, there are still many problems to be solved. For example, how to accurately measure the specific effects of the "one lesson, one gain" idea-oriented "Principles of Economics" course in ideological and political education is not only a challenge we face, but also a direction that needs further research in the future. At the same time, we also need to explore how to make students understand

and accept the core values of socialism through the Principles of Economics course, to achieve the goal of educating students.

### **Acknowledgments**

This paper is related to two research projects. One is 2021 Shandong Province Undergraduate University Teaching Reform Research Project, named as the "Principles of Economics" course Ideological and political construction path Research under the concept of "One lesson, One Gain" (No. M2021047). Another one the 2023 vocational undergraduate education curriculum Ideological and political demonstration course named as the "Economics" (No. ZJSZ202303). Thanks to the project for the financial support of this study.

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