THE IMPLEMENTATION OF CURRICULUM-BASED POLITICAL IDEOLOGY EDUCATION IN CHINA’S UNIVERSITIES

Wu Xiaochun, Yu Xusheng, Wang Yetong

School of Foreign Studies, Lingnan Normal University, No. 29 Cunjin Rd., Chikan, Zhanjiang, Guangdong, P.R.China, 524048

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Abstract: Curriculum-based political ideology education has become the mainstream of teaching research and reform in Chinese universities in recent years. It is an innovative teaching concept and practice mode, designed to realize synchronously the purposes of knowledge imparting, value shaping and ability training in professional and skill courses. Professional course teachers in China’s universities have a relatively good understanding about curriculum-based political ideology education. However, many problems occur in the implementation of curriculum-based political ideology education. University professional course teachers and administrators should take immediate and concrete actions to promote curriculum-based political ideology education.

1 INTRODUCTION

Curriculum-based political ideology education has become the mainstream of teaching research and teaching reform in Chinese universities in recent years. In 2016, General Secretary Xi Jinping put forward the concept of “all-round education” and emphasized that all other courses, besides ideological and political theory courses, should serve the purpose of cultivating values. In 2019, Xi stressed that the reform and innovation of ideological and political courses should adhere to the principle of “the unity of explicit education and implicit education, and teachers should excavate the ideological and political education resources contained in other courses”. In June 2020, China’s Ministry of Education issued the document of Guiding Outline for Curriculum-based Political Ideology Education in Colleges and Universities, in which specific guiding principles on the objectives, requirements, contents, teaching system and classroom teaching construction of curriculum-based political ideology education are stated. Under that background, many teaching practices, competitions, and seminars about curriculum-based political ideology education have been held in China’s academies. Relevant papers, textbooks, teaching plans and practical guidance books covering a wide range of disciplines and specialties have been published successively, the number of which is rather impressive[1].

What is curriculum-based political ideology education? How does it relate to and differ from previous political ideology education or ideological and political courses in Chinese universities? What is its purpose? How do Chinese university teachers understand curriculum-based political ideology
education? How is the implementation of curriculum-based political ideology education in Chinese universities? In order to answer the above questions, this paper first applies the literature research method to explore the background, content and purpose of curriculum-based political ideology education, and then uses the questionnaire survey to investigate the cognition and practice of Chinese university teachers on curriculum-based political ideology education. Based on the survey results, the paper analyzes the problems existing in the implementation of curriculum-based political ideology education and proposes some countermeasures.

2 LITERATURE REVIEW AND RELATED THEORIES

2.1 Definition of Curriculum-based Political Ideology Education

“Curriculum-based political ideology education” is an innovative teaching concept and practice mode widely spread and implemented in Chinese universities in recent years. Its origin can be traced back to the National Conference on Ideological and Political Work in Colleges and Universities in 2016. At the conference, General Secretary Xi Jinping proposed the idea that besides ideological and political theory courses, other professional and skill courses should also serve the purpose of cultivating values, while before the conference, the political ideology education in China’s colleges and universities had been carried out through ideological and political theory courses. From the moment on, the nature of all courses is endowed with political ideology education. The cultivation of correct outlook on life, values and political traits has become the primary goal of all courses in colleges and universities.

Curriculum-based political ideology education may bring about fundamental changes in educational structure. It is designed to realize synchronously the purposes of knowledge imparting, value shaping and ability training in teaching, especially in the professional courses and skill courses. It requires the combination of ideological and political orientations such as political identity, national consciousness, cultural confidence, and personality development with the transmission of knowledge and skills inherent in various courses, and a conscious response to the problems and confusions students encounter in their studies, lives and social practices, touching their souls so as to have a positive impact on them[2].

2.2 The Relationship Among Curriculum-based Political Ideology Education, Ideological and Political Curriculum, and Political ideology Education

Curriculum-based political ideology education and ideological and political curriculum are two main aspects of political ideology education in Chinese universities. They are essentially connected with each other, for both emphasize the political ideology education function of the curriculum. The fundamental tasks and goals of both are to “cultivate qualified builders and reliable successors of socialism”. Both take socialism as their guiding principle, and include ideological and political education elements as their teaching content.

But there are also some distinct differences between the two. The first difference lies in the teaching content. The ideological and political courses focus on the teaching of ideological and
political theories, while the curriculum-based political ideology education focuses on the teaching of both professional knowledge and ideological and political ideas. Curriculum-based political ideology education is supposed to strengthen students’ political consciousness and shape their values through various professional courses. The second difference lies in curriculum status. The ideological and political theory courses are the main channel of political ideology education and is of a superior position. The curriculum-based political ideology education uses professional courses as the main channel of political ideology education. Political and ideological elements, together with professional knowledge and skills, are taught integrally in professional courses. Of course, professional knowledge and skills remain the main content. The third difference lies in curriculum characteristics. Ideological and political courses are compulsory courses for college students. They play a crucial role in teaching ideological and political theory to college students. They are explicit courses of political ideology education in China’s colleges and universities. When it comes to curriculum-based political ideology education, most of the courses are professional courses and general education courses. In those courses, political and ideological elements, such as professionalism, scientific spirit, morality, are integrated into the professional knowledge and skills in an implicit way[3].

2.3 Literature Review of Domestic and Foreign Studies

There is no literature related to curriculum-based political ideological education in foreign academic circles. It is also a new topic in Chinese academic circles.

Although in the west, there are few studies on the ideological and political education in Chinese colleges and universities, there are abundant research results on ideological and political education. Gramsci, the leader of Italian Communist Party, proposed the idea that the ruling class tries to beat ideological theories into the ruled through literature and art and other ways so as to achieve the effect of “cultural hegemony”. What’s more, in his book Ideology and Curriculum, Michael W. Apple stresses that educators are the actors in the ideological reproduction process, and ideological penetration should be carried out through explicit courses and implicit courses[3]. The idea enlightens colleges and universities to stress the leading role of educators, and the importance of both explicit and implicit courses in shaping students’ values.

More and more attention has been paid to curriculum-based political ideology education in Chinese academia in recent years. The first paper related to the topic was published in 2017, and soon the number of papers increased year by year, with a spurt of 7,936 papers in 2021, which is 283.4 times that of 2017. Papers published in 2017 are mainly in the fields of economics, political science, journalism, and arts, and in 2021, relevant papers can be found in all fields of study.

Chinese scholars have set up a series of theories on the curriculum-based political ideology education and have put them into practice. They demonstrate that “the ideological and political courses” and “curriculum-based political ideology education” are imbued with the same theoretical bases, and it is of necessity and significance to integrate professional teaching with political ideology education. They point out that the integration of the ideological and political elements into professional courses help to affect the students in a secret and quiet way.
Some Chinese scholars make attempts to carry out political ideology teaching in professional courses, and they then record and analyze the process and methods of their attempts. Some try to construct a new curriculum system, some try to adjust the teaching materials, some emphasize faculty training and others put forward a new evaluation mechanism. Colleges and universities in Shanghai have made outstanding achievements in curriculum-based political ideology education. They have designed nearly 400 professional courses in accordance with the curriculum-based political ideology education.

While scholars pay close attention to the theoretical interpretation and practical promotion of curriculum-based political ideology education, some university teachers believe that curriculum-based political ideology education impedes the normal teaching of specialized courses and fetters teachers' freedom. They even call it an upheaval. How do Chinese university teachers view curriculum-based political ideology education? What is the reality when implementing curriculum-based political ideology education in Chinese universities? What are the problems in the implementation? Questionnaires concerning those questions are made and sent out to university teachers and students. Data is collected and analyzed afterwards. The authors believe that the real data will help us to know how well curriculum-based political ideology education is carried out in Chinese universities and thus provide effective reference for future research and practice.

3 METHODOLOGY

3.1 Research Objects

The questionnaire is answered by professional course teachers and undergraduate students in China’s universities. The universities include world-class ones, national key ones, and ordinary ones.

3.2 Research Methods

3.2.1 Literature Review Method

Papers, monographs and books with the keywords of “curriculum-based political ideology education”, “political and ideological courses” and “political ideology education” have been found through CNKI, Google Academic and other domestic and foreign websites. On the basis of those papers, monographs and books, careful sorting and analysis are made and the definition, connotation, distinction and significance of curriculum-based political ideology education are put forward, thus setting up a theoretical foundation for the paper.

3.2.2 Questionnaires

Based on the document of “Guiding Outline for Curriculum-based Ideological and Political Construction in Colleges and Universities” issued by the Ministry of Education, two questionnaires are designed and conducted to clarify the understanding and implementation of curriculum-based political ideology education among university teachers and undergraduates in China’s universities.
Questionnaire 1 is entitled "Questionnaire on the Understanding and Implementation of Curriculum-based Political Ideology Education Among University Teachers in China"; Questionnaire 2 is entitled "Questionnaire on the Perception and Experience of Curriculum-based Political Ideology Education Among Undergraduate Students in China".

Questionnaire 1 consists of 3 parts. The first part is the basic information of teachers, including the courses taught, age, teaching experience and professional titles. The second part is focused on teachers' understanding about curriculum-based political ideology education, in which questions 1-3 tend to know the teachers' perception of the main contents, forms and functions of curriculum-based political ideology education, and Questions 4-5, teachers' attitude and perception of curriculum-based political ideology education. The third part is about the implementation of curriculum-based political ideology education. Questions 1-3 investigate how teachers carry out curriculum-based political ideology education in classroom teaching and questions 7-10 investigate teachers’ training program about and research on curriculum-based political ideology education out of the classroom. Questions 4, 5, 11 and 12 investigate the teaching material and teaching effect of curriculum-based political ideology education, the importance teachers have attached to it and their suggestions on its construction.

Questionnaire 2 consists of 2 parts. The first part is the basic information of undergraduate students, including gender and major. The second part is the perception of undergraduate students about curriculum-based political ideology education, in which questions 1-2 and 8 investigate how students think about the value shaping and ideological and political education elements in curriculum-based political ideology education. Questions 4-5 investigate how students take in political ideology education in professional courses. Questions 3, 6 and 7 investigate the degree of satisfaction and the impact of curriculum-based political ideology education on students, and question 9 investigate how students accept the political and ideological elements in professional courses.

3.3 Research Procedures

Step 1: Selection of Experimental Tools

Wen Juanxing, a platform providing functions equivalent to Amazon Mechanical Turk is used to design and conduct questionnaires. The data is later analyzed and processed with the software of IBM Statistics SPSS 22.

Step 2: Validity and Reliability Tests of the Questionnaires

Validity tests are conducted on Questionnaire 1 and Questionnaire 2 when the questionnaire design are finished, and the results are as follows.
Table 1: Questionnaire 1 Validity Test

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin-Measure-of-Sampling Adequacy</th>
<th>Bartlett's Test of Sphericity Approx.-Chi-Square</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.871</td>
<td>886.230</td>
<td>55</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table 2: Questionnaire 2 Validity Test

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin-Measure-of-Sampling Adequacy</th>
<th>Bartlett's Test of Sphericity Approx.-Chi-Square</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.847</td>
<td>4275.619</td>
<td>15</td>
<td>0.000</td>
</tr>
</tbody>
</table>

After the validity test of Questionnaire 1 and Questionnaire 2, the reliability test of both questionnaires are conducted and the results are as follows.

Table 3: Questionnaire 1 Reliability Test

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.825</td>
<td>0.832</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 4: Questionnaire 2 Reliability Test

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.700</td>
<td>0.807</td>
<td>6</td>
</tr>
</tbody>
</table>

The results of the tests tell the reliability and validity of the two questionnaires, which means that the questionnaire can be distributed.

Step 3: Questionnaire Distribution

The distribution of the questionnaires is processed into three stages.

Stage 1: Questionnaires are distributed to teachers and undergraduate students majoring in science and engineering in an ordinary university in South China.

Stage 2: After a week of pilot distribution, the objects of questionnaires are expanded. The questionnaires are administered to more teachers and undergraduate students from world-class universities, national key universities and ordinary universities in South, North, East, West and Central China.

Stage 3: After another week of distribution, it is found that there is a disparity in the number of students and teachers from different majors, the smallest number being that of teachers and students...
majoring in agriculture, forestry and medicine. Therefore, questionnaires are sent to teachers and students majoring in agriculture, forestry and medicine for an even distribution.

Step 4: Questionnaire Collection and Data Cleaning

The questionnaires are recycled a month later. The “atypical cases” of the questionnaires are identified by IBM Statistics SPSS 22 and the completeness of questionnaires are checked on Wen Juanxing platform.

Step 5: Questionnaire Data Analysis

The results and analysis of the questionnaires will be given in the next section.

4 RESULTS AND ANALYSES

4.1 Overall Information of the Target People

A total of 206 questionnaires are retrieved and the effective rate is 100%. A total of 1451 questionnaires are retrieved and the effective rate is 100%. The overall information about the target people, i.e., the university teachers and students is as follows.

Table 5: Overall Information about Teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Major</th>
<th>Number of people (persons)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Literature, History, and Philosophy</td>
<td>47</td>
<td>22.82%</td>
</tr>
<tr>
<td></td>
<td>Economics, Management, and Law</td>
<td>15</td>
<td>7.28%</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>19</td>
<td>9.22%</td>
</tr>
<tr>
<td></td>
<td>Science and Engineering</td>
<td>28</td>
<td>13.59%</td>
</tr>
<tr>
<td></td>
<td>Agronomy and Forestry</td>
<td>16</td>
<td>7.77%</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>19</td>
<td>9.22%</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>62</td>
<td>30.1%</td>
</tr>
<tr>
<td>Professional Title</td>
<td>Professor</td>
<td>26</td>
<td>12.62%</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>65</td>
<td>31.55%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>93</td>
<td>45.15%</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant</td>
<td>22</td>
<td>10.68%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>206</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 6: Overall Information About Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Number of people (persons)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Literature, History, and Philosophy</td>
<td>101</td>
<td>6.96%</td>
</tr>
<tr>
<td></td>
<td>Economics, Management, and Law</td>
<td>176</td>
<td>12.13%</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>159</td>
<td>10.96%</td>
</tr>
<tr>
<td></td>
<td>Science and Engineering</td>
<td>445</td>
<td>30.67%</td>
</tr>
<tr>
<td></td>
<td>Agronomy and Forestry</td>
<td>15</td>
<td>1.03%</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>60</td>
<td>4.14%</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>495</td>
<td>34.11%</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>428</td>
<td>29.5%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1023</td>
<td>70.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1451</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2 The Understanding of Chinese University Teachers About Curriculum-based Political Ideology Education

The data shows that Chinese university teachers have a relatively good understanding about curriculum-based political ideology education. They have almost reached a consensus on the necessity, content, purpose, function of the curriculum-based political ideology education, which is in accordance with the document titled *Guiding Outline for Curriculum-based Ideological and Political Construction in Colleges and Universities* issued by the Ministry of Education.

93.2% of the teachers agree that the main content of curriculum-based political ideology education should include Xi Jinping thought on socialism with Chinese characteristics for a new era, 93.69% of them hold that it should include core socialist values, 93.2% of them think that it should include excellent Chinese traditional culture, 75.24% of them believe that it should include constitution and law, and 87.38% of them consider that it should include professional ideals and ethics.

97.09% of the teachers hold that the practice of curriculum-based political ideology education is to excavate the ideological and political elements in both the teaching materials and teaching methods and integrate them in the courses.

83.98% of the teachers agree that the practice of curriculum-based political ideology education helps to fill in the gap between professional education and political ideology education, ensure education to perform its fundamental mission of fostering virtue, and improve the quality of talent training.

67.47% of the teachers think it is necessary to integrate political ideology elements in all courses, while 12.13% of them do not agree. 20.39% of them take a neutral stand.
59.22% of the teachers agree that the political ideology education should not be undertaken solely by teachers from the School of Marxism or school counsellors, while 24.27% of them do not agree. 16.5% of them take a neutral stand.

However, minor difference occurs as for the connection between the implementation of curriculum-based political ideology education and teachers’ evaluation and appraisal system.

49.03% of the teachers agree that the practice of curriculum-based political ideology education be an important aspect in their appraisal system, taking it as one of the yardsticks for evaluation, promotion, rewarding, and etc. 33.98% of them hold a neutral stand. 11.65% of them reserve their positions. 5.34% of them disagree completely.

4.3 The Implementation of Curriculum-based Political ideology Education by Chinese University Teachers

The data shows that the majority of Chinese universities have taken actions to promote curriculum-based political ideology education. 71.16% of the universities have set up platforms for the construction of curriculum-based political ideology education to organize activities such as exchanges of experience, on-site observation, and teacher trainings. 24.76% of them do not do that in an enthusiastic and serious way. 3.88% of them have not done that.

Also, the data shows that the majority of university teachers have had interest in conducting research on the curriculum-based political ideology education, have put it into practice, have met difficulties, have tried modern information technology and textbook revision to improve its teaching effects, and have had the experiences of relevant training and research.

66.99% of the teachers are interested in conducting research on curriculum-based political ideology education. 25.24% of them take a fairly relaxed attitude. 5.34% of them show little interest. And 2.43% of them show no interest at all.

72.81% of the teachers in China’s universities have integrated the ideological and political elements in their teaching, for example, in classroom lectures, seminars, training and homework. 21.84% of them do that occasionally. 3.88% of them have tried that once or twice. And 1.46% of them never do that.

34.46% of the teachers consider it difficult to achieve the purpose of knowledge imparting and value shaping at the same time in the professional courses. 34.95% of them take a fairly relaxed attitude. 22.33% of them think it is not that difficult. 8.25% think it is completely difficult.

To improve the effectiveness of political ideology education in specialized courses, 66.02% of the teachers are willing to use information technologies. 23.79% of them hold a neutral stand. 9.71% of them are not that willing to do that. 0.49% of them feel reluctant to do that.

Also, for the purpose of improving the effectiveness of political ideology education in specialized courses, 53.89% of the teachers hold that it is of necessity to revise textbooks for the purpose of
curriculum-based political ideology education, adding, deleting or modifying the political and ideological elements to, from, or of the teaching materials. 29.13% of them take a neutral stand. 12.62% of them think it is not that necessary. And 4.37% of them take that it is completely unnecessary.

Teachers’ experiences of curriculum-based political ideology training and research cooperation are relatively not that satisfactory. 33.5% of the teachers participate in the training on the topic of curriculum-based political ideology education quite often. 45.63% of them do that occasionally. 16.02% of them seldom do that. 4.85% of them do not do that at all.

48.54% of the teachers have joined the group of curriculum-based political ideology education, constructing high-quality courses, carrying out research projects, and publishing reports, papers or books. 51.46% of them do not do that.

23.79% of the teachers have cooperated with political and ideological course teachers, Changjiang scholars, or other teachers to carry out curriculum-based political ideology education and relevant research. 24.27% of them have done that occasionally. 23.79% of them seldom do that. 28.16% of them never do that.

The proportion of curriculum-based political ideology education in classroom teaching, as reflected in class time measured in 45-minute units, is not high. 9.71% of the teachers spend about half of the class time carrying out curriculum-based political ideology education in professional courses. 12.62% of them spend 30% of a 45-minute unit. 34.95% of them spend 20% of a 45-minute unit. And 40.78% of them spend 10% or even less of a 45-minute unit.

The teachers who answer the questionnaires make some suggestions for the implementation of curriculum-based political ideology education. Some think that teachers should not be mechanically required to carry out curriculum-based political ideology education. Some emphasize that school leaders should first change their mindset, attach importance to the curriculum-based political ideology education and encourage ordinary teachers to participate actively in the construction of curriculum-based political ideology education.

4.4 Chinese University Students’ Understanding of Curriculum-based Political ideology Education

The data shows that the majority of Chinese university students have a clear and good understanding about the significance and content of the curriculum-based political ideology education. 89.39% of the students believe that value shaping is as important as knowledge acquisition and ability training. 9.99% of them take a neutral stand. Only 0.62% of them disagree.

80.29% of the students agree that the main content of curriculum-based political ideology education should include Xi Jinping thought on socialism with Chinese characteristics for a new era. 83.8% of them hold that it should include core socialist values. 87.39% of them think that it should include excellent Chinese traditional culture. 80.01% of them believe that it should include constitution and law. 79.53% of them consider that it should include professional ideals and ethics.
The majority of the students testify to the fact that their professional course teachers have integrated political and ideological elements into their courses, attempting to shape students’ values in an implicit way. 86.91% of the students confirm that. 11.92% of them are not sure of that. 0.9% of them dispute that. 0.28% of them deny that.

The majority of the students accept the integration of political and ideological elements into professional courses. 81.6% of them think that the integration is good for them. 16.47% of them are not sure of that. 1.59% of them dispute that. 0.34% of them deny that.

However, 38.18% of the students feel uncomfortable with or even hateful for the political and ideological elements in their professional courses. 17.09% of the students are not sure of their feelings. 44.73% of them feel fine.

Perhaps the students’ disliking for the political and ideological elements in their professional courses is due to teaching skills and methods. 87.11% of the students admit that if their teachers change their teaching method, integrating the political and ideological elements in a natural and skillful way, they will accept the political and ideological elements in professional courses. 11.78% of them are not sure of that. 0.62% of them dispute that. 0.48% of them deny that.

The students admit that besides teachers, their family, friends and media are the factors that affect their acceptance of political and ideological elements in professional courses. 84.84% of them confirm the influence of their family. 75.26% of them confirm the influence of their generation. 80.7% of them confirm the influence of media propaganda. The influence of celebrities, as well as students’ own ability of self-reflection are also mentioned as factors affecting their acceptance.

5 DISCUSSION

5.1 Problems

The number in the preceding chapter indicate that some problems occur in the implementation of curriculum-based political ideology education in China’s universities.

First, some university teachers have relatively partial or little understanding of curriculum-based political ideology education. They believe that political ideology education should solely be carried out by teachers from the School of Marxism or university student counselors, and their class-room teaching should be focused on professional knowledge and skills. Shaping students’ values is not their responsibility. They do not believe that the practice of curriculum-based political ideology education be an important aspect in their appraisal system. In their opinion, the practice of curriculum-based political ideology education should not be one of the yardsticks for teachers’ evaluation.

Second, some teachers admit that they feel difficult to carry out curriculum-based political ideology education in their teaching, for many textbooks are outdated and there are few reference books or guidelines about curriculum-based political ideology education available. Teachers spend a great deal of time in looking for and digging up the political and ideological elements from the
textbooks, and applying their minds to integrating those elements into their teaching, without knowing whether the effort and arrangement is proper or not. By and by they lose their interest.

Third, not enough efforts have been made to facilitate the implementation of curriculum-based political ideology education. For example, professional course teachers who have always been in a world of their own branch of learning, have little opportunity to work with political ideology course teachers who have carried out political ideology education for years, for there is not enough connection platform for them in the universities. What’s more, there is little opportunity for professional course teachers to take part in high-quality curriculum-based political ideology education training programs. Many training programs are carried out online, and the experts themselves have just begun exploring ways to curriculum-based political ideology education. Professional course teachers have no experts to turn to when they meet difficulties in implementing curriculum-based political ideology education.

Fourth, there is little impetus for professional course teachers to carry out curriculum-based political ideology education. So far a majority of universities haven’t included the guidelines or rules in relate to the implementation of curriculum-based political ideology education in teacher evaluation and appraisal system. Even when some universities have issued documents about relevant evaluation criteria and measures, problem such as weak operability occurs.

5.2 Solutions

To resolve the above questions, the following ideas and measures might be helpful.

First, professional course teachers should enhance their understanding of curriculum-based political ideology education. Expansion of their reading quantity is the first step. The reading list should contain articles, books and reports on Xi Jinping thought on socialism with Chinese characteristics for a new era, core socialist values, excellent Chinese traditional culture, constitution and law, or professional ideals and ethics. Trying to construct, carry out and review their teaching from the perspective of curriculum-based political ideology education, attempting to find where the practice rises up and falls down and taking notes when necessary is the second step. The third step is to organize their thoughts and write them down and share them with other teachers.

Second, universities should take concrete measures to help create an active atmosphere for the implementation of curriculum-based political ideology education. (1) Provide an easy access for teachers to the books, lectures, trainings, and competitions etc. on curriculum-based political ideology education, whose practice and research is based on abundant relevant resources. (2) Promote the construction of a special platform for professional course teachers and political and ideological course teachers. The platform is for both communications, i.e., the exchange of ideas, and resources collection, i.e., gathering of the teaching materials for curriculum-based political ideology education. The political and ideological course teachers assist the professional course teachers to explore the ideological and political elements from the professional textbooks, enrich their teaching content, and make their teaching designs. (3) Supply technical support for teachers who would like to improve the efficiency of their integration of political and ideological elements into professional courses. (4) Organize groups
of teachers to produce their own professional textbooks with the characteristic of political ideology education.

Third, a new teacher evaluation and appraisal system should be set up, with the practice of curriculum-based political ideology education as one of its yardsticks. The achievements teachers have made in the implementation of curriculum-based political ideology education need to be considered as an important aspect in the evaluation of teachers’ professional titles. Moreover, the evaluation and appraisal system need to be multi-dimensional, including teachers’ ideas, research results, practice, reflections and etc.

6 CONCLUSION

The thesis analyzes university teachers’ understanding and performance of curriculum-based political ideology education on the basis of questionnaire data. It finds that (1) Many Chinese university teachers have a comprehensive knowledge of what curriculum-based political ideology education is. (2) There are few opportunities for professional course teachers to collaborate with political and ideological course teachers in universities. (3) There are few platforms in universities for teachers from different schools of disciplines to exchange ideas and share documents. (4) The evaluation and appraisal system in China’s universities needs to be revised when the effective implementation of curriculum-based political ideology education is considered. (5) The majority of professional textbooks cannot meet the requirements of the curriculum-based political ideology education.

Despite the above findings, the study gets its limitations. The distribution of the questionnaires is uneven. The professional course teachers who answer the questionnaires are mainly majoring in art, history, literature and philosophy, and few are from schools of economics, management, law, and medicine. The students who answer the questionnaire mainly come from schools of science and technology. Very few of them major in medicine, agriculture, literature, history and philosophy. Besides, the reliability and validity performance of the questionnaire need to be improved. Compared with questionnaire 1, questionnaire 2 is less valid and reliable. Moreover, the problem-solving measures have yet to be tested in practice.

The limitations of the study offer possibilities for further research and practice. The authors of this paper hope that their findings can help people have a clear idea about Chinese university teachers’ understanding and performance of curriculum-based political ideology education, remind university educators and administrators of the necessity and significance of the curriculum-based political ideology education by pointing out its problems, and prompt them to take immediate actions.

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