

"Ideological and Political Elements" Are Embedded in The Teaching of "Unpopular" Courses for Graduate Students

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Abstract

With the development of society, graduate education pays more attention to the training of professional knowledge, but also pays more attention to ideological and political education. However, in the teaching process of "unpopular" course teaching, "ideological elements" are often ignored, this paper graduates "ideological" education as a starting point, the paper expounds on the "ideological elements" embedded graduate "unpopular" the importance of teaching, and aims to strengthen the construction of graduate quality courses, improve the "ideological" evaluation method, to cultivate high-quality graduate talents and graduate "unpopular" course teaching reform provide reference and enlightenment.

Keywords

"Ideological and political elements"; "unpopular" course; graduate students.

1. Introduction

With the continuous development of higher education and the advancement of social reform, graduate education plays an important role in cultivating high-level professionals, and plays an important role in serving the economic and social development and promoting the modernization of the national governance system and governance capacity[1]. However, some graduate students "unpopular" courses, due to their special nature, attract students less attention and face teaching challenges. The existence of "unpopular" graduate courses does not mean that they have no value or low importance. Instead, these courses may have a unique position and role in academic fields, involving cutting-edge research directions, emerging subject areas, or specific practical skills. Strengthening the research on the teaching of "unpopular" courses for graduate students will help to give full play to the potential of these courses and cultivate talents with more comprehensive ability and professional quality.

As an important stage of high-level personnel training, graduate education needs to pay more attention to students' comprehensive quality and all-round development. However, in the traditional sense, ideological and political education is often limited to independent courses and separated from subject teaching. By embedding "ideological and political elements" into the "unpopular" course teaching, graduate students can receive more comprehensive and in-depth ideological education, cultivate patriotism, and promote a strong country in education[2]. The introduction of "ideological and political elements" can help graduate students establish a correct world outlook, outlook on life and values, and cultivate the socialist core values and civic consciousness. Through the guidance and discussion of course teaching, graduate students can think more deeply about the connection between the subject and society, and realize the significance of the academic issues and scientific research achievements involved in their research institutes to social development. The teaching of "unpopular" courses for graduate students embedded with "ideological and political elements" also helps to cultivate their

innovation ability and problem-solving ability. "Ideological and political education" emphasizes the cultivation of innovative spirit, critical thinking, and innovative consciousness, and these abilities are particularly important in the academic research and professional development of graduate students. Through the introduction of "ideological and political elements", helps graduate students to focus on the combination of theory and practice in academic research[3], Thinking about the social impact and ethical responsibility of academic research, thus driving them to think more deeply and solve problems in the disciplinary field. Therefore, to better cultivate the ideological and moral character and social consciousness of graduate students, strengthen the construction of "curriculum ideological and political affairs" of graduate education, promote the organic integration of graduate knowledge learning, ability training, and value guidance, and the harmonious unity of explicit and implicit education, it is particularly important to realize the graduate education in the new era[4]. In this context, integrating the "ideological and political elements" into the "unpopular" courses of graduate students provides new ideas and opportunities for improving the comprehensive quality of graduate students.

2. The Teaching Dilemma of Graduate Students' "Unpopular" Courses

In the postgraduate stage, some "unpopular" courses are faced with a unique teaching dilemma. First, firstly, the employment opportunities related to the research areas of these courses may be relatively few and the market returns are low, making students concerned about the employment prospects after choosing these courses, leading to a decline in the number of students choosing these courses[5]. This is one of the most obvious problems in teaching. Due to the small number of students, class sizes are often very small, leading to uneven allocation of teaching resources, for example, interactions between students may be limited, and lack of diverse perspectives and opportunities for communication. Students often lack interest and participation in "unpopular" courses, do not take the initiative to explore and study the course content, and the classroom enthusiasm is not high. In this case, and the teacher class also can not raise the passion, the teaching effect is not good[6].

Secondly, another challenge of "unpopular" courses is the professionalism of teachers. Due to the specificity of these courses, there is a relative scarcity of dedicated teachers teaching the field[7]. Teaching tasks may be assigned to teachers in other fields or to part-time teachers, which may negatively affect teaching quality and students' learning experience. Teachers may lack in-depth professional knowledge to guide students' learning, and need to strive to improve their teaching ability beyond their field. "Unpopular" courses also face the problem of insufficient teaching materials and learning resources. As these courses receive less attention, the relevant teaching materials and resources may be relatively limited. Teachers have to rely on their own experience and professional knowledge to design the curriculum syllabus and teaching materials, to increase the work burden of teachers, and to hurt the students' learning effect. At the same time, "unpopular" courses may lack standardized evaluation methods, which makes it difficult for teachers to accurately assess students' learning progress and degree of mastery[8].

3. The Concept of "Ideological and Political Courses" and The Significance of "Ideological and Political" Elements Embedded in The "Unpopular" Course of Graduate Students

3.1. The concept of "Curriculum Politics and Politics"

"Curriculum ideological and politics" refers to the integration of the concept and content of ideological and political education in the curriculum teaching of colleges and universities, to

cultivate students' ideological and moral quality, values, and social responsibility. This concept emphasizes the combination of ideological and political education with subject knowledge, and guides students to correctly understand and grasp the party's theories, principles, and policies through the way of course teaching, to improve students' ideological and political level and quality. The core goal of "Curriculum Ideological and Politics" is to cultivate students' socialist core values, strengthen students' ideological and moral cultivation and legal literacy, and improve students' sense of social responsibility and civic awareness. Through the course teaching, students can understand the national policies, laws, and regulations, understand the social realities and problems, develop the correct values and moral concepts, and form positive thinking and behavior patterns.

In the implementation of "Curriculum Ideological and Political Affairs", teachers should pay attention to the infiltration and guidance of ideological and political education in teaching. They can guide students to think about the ideological and moral issues and social problems related to subject knowledge through various teaching methods such as classroom explanation, case analysis, discussion and interaction, and practical activities. At the same time, teachers need to constantly improve their own political literacy and teaching ability, and enhance the understanding and understanding of ideological and political education, to better implement the "curriculum ideological and political". Teachers should also pay attention to cultivating students' innovative spirit and critical thinking, encourage students to think independently, actively participate in social practice, and provide necessary guidance and guidance. The implementation of "curriculum thinking and politics" also needs the support and participation of educational management departments and teachers. Education administrative departments may formulate relevant policies and regulations to encourage schools to integrate ideological and political education into curriculum teaching.

3.2. The significance of embedding the "ideological and political" elements in the "unpopular" course system of graduate students

First of all, the integration of "ideological and political" elements into the "unpopular" curriculum system is helpful in improving the humanistic care of subject knowledge. Many "unpopular" courses are more abstract and theoretical, and students may feel alienated in the learning process. However, knowledge itself is inevitably related to society and people's lives. Embedded "ideological and political" elements can combine subject knowledge with social reality, so that students can more deeply understand the meaning behind knowledge, and increase their enthusiasm and initiative in learning.

Secondly, the embedding of "ideological and political" elements can promote the comprehensive development of graduate students' ideological and moral character and moral accomplishment. As a reserve force in the professional field, their ideas and moral values play an important role in guiding their future academic research and professional development. Integrating "ideological and political" elements into the graduate "unpopular" curriculum system helps to strengthen ideological and political education. The postgraduate stage is the key period for students' growth and development, while the "unpopular" courses often focus on the subject knowledge itself and ignore the importance of students' ideological and moral education. By infiltrating the "ideological and political" elements into them, these courses not only transfer knowledge, but also pay more attention to students' ideological and moral cultivation, help them establish a correct world outlook, outlook on life and values, and enhance the awareness of social responsibility[9]. This not only contributes to the personal growth and development of graduate students, but also lays an ideological foundation for them to adhere to the moral code in academic research. Postgraduate education is not only the study of professional technology, but also the cultivation of students' sense of social responsibility, teamwork spirit, and leadership ability. The introduction of "ideological and political" elements,

can promote the development of students' comprehensive ability, give them a more solid ideological and moral foundation in academic research and social practice, and become excellent researchers and social contributors with responsibility and feelings.

Thirdly, the "ideological and political" elements are integrated into the "unpopular" curriculum system of graduate students, which helps to promote interdisciplinary integration and knowledge innovation. The intersection of disciplines often brings about new knowledge and discoveries. Introducing the element of "ideological and political affairs" into the "unpopular" course, can promote interdisciplinary skills, cultivate students' ability to interdisciplinary thinking and comprehensive analysis of problems, and promote the innovation and development of knowledge. The postgraduate stage is the key period for cultivating innovative talents, while "ideological and political" education focuses on cultivating students' innovative thinking, critical thinking, and creativity. Integrating the elements of "ideological and political" into the teaching of "unpopular" courses for graduate students can provide a broader thinking space and innovation platform, stimulate their innovative thinking in academic research, cultivate the ability to solve complex problems, make them more competitive, and make important contributions in the academic and practical fields.

Finally, the embedding of "ideological and political" education can also strengthen the social responsibility and civic awareness of graduate students. Modern society has put forward higher requirements for high-level professionals, not only to have excellent academic ability, but also to have a sense of social responsibility and public welfare spirit. Through the introduction of "ideological and political" education, graduate students can think more deeply about the connection between discipline and society, and realize the importance of the academic issues and scientific research achievements involved in their research institutes to social development. This will encourage graduate students to pay more attention to social issues, actively participate in social practice, and contribute their strengths to social development and progress.

4. "Ideological and Political Elements" Are Embedded in The Teaching Status of "Unpopular" Courses for Graduate Students

4.1. The concept of "ideological and political affairs" of teaching managers lags behind

As an important part of the higher education system, the teaching managers of graduate education assume the important responsibility of cultivating excellent talents. However, in recent years, in the course of "unpopular", the concept of "ideological and political" is lagging, and the position of ideological and political education the subject study has not been fully valued. This may be since teaching managers do not have a deep understanding of "curriculum ideological and political education", have not received professional training related to "ideological and political education" education, lack systematic theoretical knowledge and methods of "ideological and political" education, and fail to organically integrate the concept of "curriculum ideological and political education" into the teaching practice of "unpopular" courses. "Curriculum ideological and political education" is not only simply adding the "ideological and political" elements into the curriculum content, but more importantly, integrating the concept and core values of "ideological and political" education into the curriculum design, teaching methods, and evaluation system. However, in the "unpopular" courses of graduate students, ideological and political education is often marginalized, and teaching managers lag in the understanding and application of the concept of "ideological and political courses". On the one hand, some teaching administrators are aware of the importance of ideological education, and ignore the importance of cultivating ideological and moral quality. Therefore, teaching managers need to deeply study and understand the concept of "curriculum

ideological and political", and improve their grasp of its core elements and practical methods, to better guide and promote the implementation of "curriculum ideological and political".

4.2. Lack of "ideological and political" orientation in teaching design

On the one hand, teaching design is crucial for the implementation of "curriculum thinking and politics". However, in the teaching design of "unpopular" courses for graduate students, the "ideological and political" orientation is often ignored, and the humanistic care for students is still ignored by professional knowledge. Teachers should organically integrate the "ideological and political" education into the teaching design, clarify the teaching objectives, emphasize the cultivation of students' social responsibility and independent learning ability, and ensure that the "ideological and political" education goals can be effectively realized in the "unpopular" courses of graduate students. Curriculum teaching should actively guide students to think deeply about the value and significance of the subject, so that students can realize the importance of learning "unpopular" courses, and connect with social development, national needs, and other aspects. In this way, students can feel their responsibilities and mission in their studies. On the other hand, "unpopular" courses are often boring and lack of lively teaching content and form. If we integrate the "ideological and political" orientation into the teaching design, by telling some cases and stories in real life, let the students experience the temperature and power of knowledge in learning. At the same time, teachers can also guide students to carry out inquiry learning, so that students can enhance their understanding and understanding of the subject in the process of solving problems. Such a teaching method can stimulate students' interest in learning and enhance their learning initiative and creativity.

4.3. Lack of the effective ideological and political evaluation system

In the course of "unpopular", although the importance of ideological and political education has been recognized, there are still some deficiencies in the establishment and improvement of the ideological and political evaluation system. First of all, the ideological and political evaluation indicators of graduate "unpopular" courses are vague and lack clear standards and specific content. There is a lacking quantitative and specific measurement methods for the assessment indicators of ideological and political quality and social responsibility, which makes the evaluation results not accurate enough, and it is difficult to fully reflect the comprehensive quality of students. Due to the lack of unified standards and guiding documents, the evaluation of the ideological and political quality of graduate students is often more subjective, lack of objectivity and science. As a result, in students' ideological and political education is difficult to get a systematic and comprehensive assessment. Secondly, the evaluation method is relatively single and lacks diversity. The assessment and evaluation of graduate "unpopular" courses are mainly in the form of written tests, experimental reports, papers, and so on, less involving the ideological and political quality and social responsibility of the investigation. The lack of diversified evaluation methods, it is difficult to fully understand the students' ideological and political literacy and development. The assessment results have insufficient guiding effect on the growth of students. The evaluation results of the "unpopular" courses are mainly used for the statistics and ranking of students' performance, and do not provide effective guidance for students' personalized growth and development. The evaluation results should be combined with personalized student growth planning to provide students with more targeted development suggestions and support.

5. "Ideological and Political Elements" Are Embedded, And The Application of "Unpopular" Courses for Graduate Students

5.1. Strengthen the concept of "ideological and political affairs" of teaching managers

The postgraduate stage is a key period for students' growth and development, and the "less popular" course is an important way to cultivate students' professional quality and academic ability. In course management, teaching managers should realize that through the study of graduate "unpopular" courses, students should not only master professional knowledge, but more importantly, cultivate the correct world outlook, values, and outlook on life. Therefore, the concept of "ideological and political" must run through the whole process of teaching, integrate humanistic care into the teaching and management of "unpopular" courses, and help students to form a correct value orientation in academic research.

First of all, teachers are the key link to the implementation of "curriculum ideological and political", and their "ideological and political" quality and teaching ability directly affect the quality and effect of "curriculum ideological and political". However, at present, some teaching administrators do not pay enough attention to the training and evaluation of teachers in "ideological and political" education, and do not give enough support and guidance. Teaching administrators should pay attention to the cultivation of "ideological and political education" teachers, improve the theoretical level and teaching ability of "ideological and political education" teachers, establish a perfect teacher evaluation system, and encourage teachers to actively explore and practice in the "curriculum ideological and political education"[10]. Secondly, clear "ideological and political" goals are set in the "unpopular" course of graduate students, including cultivating students' ideological and moral character, political and theoretical accomplishment, moral and ethical awareness, and social responsibility. To ensure that the "ideological and political" goals and discipline goals complement each other and form a unified educational goal system. Emphasize the connection between the content of the "unpopular" course and the contemporary social reality, and highlight the social significance of the course and the social responsibility of the subject. By combining the course with the cultivation of values, the "ideological and political elements" in the course should be fully explored to trigger students' thinking about moral norms and values, to strengthen students' understanding of national needs and subject background knowledge, and improve their interest in learning and ideological and moral cultivation[11]. At the same time, the introduction of practice links, including social practice, field investigation, etc., so that students can deeply understand social problems and combine theoretical knowledge with practical situations, through practical activities, cultivate students' sense of social responsibility and innovation ability. Finally, teaching managers should also strengthen communication with students, pay attention to students' cognition of "ideological" concepts and acceptance, as well as in the academic research and practice of humanistic care and social responsibility, timely find the problem and take targeted measures to ensure that "ideological" concept in the "unpopular" course.

5.2. Embed "curriculum thinking and politics" in the interactive teaching design

When designing interactive teaching, the elements of "curriculum ideological and politics" can help students to deeply think about and explore the relationship between course content and social value, to improve their ideological and political literacy. Integrate "ideological and political elements" into the "unpopular" course of graduate students, and combine them with the subject content[12], Design inspiring learning tasks to stimulate students' active thinking and exploration. Strengthen the focus of graduate students' timely response, to hot issues,

through the introduction of relevant cases, let students think and subject content related to "ideological" problems, guide the graduate student through the phenomenon of the inner connection and nature of things, teach to form the analysis to solve the real problems of thinking paradigm, promote their thinking ability and the cultivation of social consciousness[13]. At the same time, attention should be paid to the selection of "ideological and political" materials and the optimization of teaching resources, so that students can be exposed to rich "ideological and political" content in the learning process. In the "unpopular" courses of graduate students, teachers can provide "ideological and political" oriented guidance and discussion, guide students to think about the ideological and political problems behind the subject, and promote their understanding of the correlation between the subject and society. Teachers can organize academic discussions, academic forums, or graduate seminars to allow students to think deeply about the value orientation and social influences behind the discipline. In the "unpopular" course of graduate students, attention should be paid to cultivating students' awareness of academic and moral norms. Teachers can emphasize the importance of academic integrity, academic norms, and scientific research ethics through curriculum setting and teaching guidance, and guide students to develop rigorous, realistic, honest, and law-abiding academic attitudes and behavior. Because the graduate students belong to the supervisor responsibility system, and in the actual work, the supervisors may pay more attention to the students' scientific research achievements, and ignore the ideological and political education[14]. Colleges and universities should improve the participation of graduate supervisors in ideological and political education, give play to the leading role of value, and promote the deep integration of graduate ideological and political work and discipline construction[15-16].

5.3. The "course thinking and politics" is reflected in the interactive teaching evaluation

Interactive teaching evaluation is an evaluation method with students' participation and interaction as the core, which aims to stimulate students' ability to active learning and thinking, and cultivate their critical thinking and innovation ability. "Curriculum ideological and politics" refers to the integration of ideological and political education in the teaching of various "unpopular" subjects, to cultivate students' correct world outlook, outlook on life and values. To cultivate students' ideological and political literacy, it is necessary to design a series of teaching activities consistent with the goal of "ideological and political". This can include group discussion, debate, case analysis, social practice, and other activities to stimulate students' thinking, let them understand the diversity of ideas, learn to tolerate different opinions, and cultivate the ability of independent thinking and judgment. In the "unpopular" course, we can design multi-view debate, so that students can constantly think about the advantages and limitations of the political system, to form a comprehensive understanding of "ideological and political". At the same time, the corresponding evaluation methods are formulated for the "ideological and political" goals, and the students' "ideological and political" qualities are evaluated by examining their thinking ability, judgment, and values. Attach importance to students' evaluation and feedback of "curriculum ideological and political affairs". A questionnaire survey or symposium can be designed to let students express their understanding, feelings, and suggestions on "course thinking and politics". By understanding students' views and needs, timely adjusting and improving teaching strategies, and enhancing the effectiveness and influence of "curriculum ideological and political affairs". Through the interactive teaching evaluation, the students can discuss the ideas and values related to the course content, and deepen their understanding and understanding of the "ideological and political" education. They will realize that the knowledge and skills learned in the course are not only part of the subject, but also closely related to the individual's thought, behavior, and

social responsibility. Interactive teaching evaluations encourage students to ask questions and participate in discussions. In this process, students will think about problems from different perspectives, analyze different viewpoints, and play their critical thinking, which will help to improve the understanding and evaluation of "ideological and political" education.

6. Conclusion

Integrating ideological and political elements into the teaching of unpopular graduate courses faces a dilemma: the course content is narrow, the resources are scarce, and the students' interest is low, but this measure is of great significance: broadening students' horizons, cultivating comprehensive literacy and social responsibility. Solutions include interdisciplinary teaching, making things more interesting, using modern technology, and focusing on the development of students' personalities, and working together to achieve goals that contribute to the development of well-rounded builders of society.

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