

Exploration on the Teaching Practice of “Course Ideology and Politics” of Macroeconomics under the Whole Course

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Abstract: According to the characteristics of macroeconomics and related professional comprehensive quality courses in local colleges and universities, this paper explores the ideological and political education elements contained in the Macroeconomics courses from the perspective of the whole-course education. This paper discusses the methods and measures of implementing the “curriculum ideological and political” of the Macroeconomics professional courses. Including improving the abilities of teachers' ideological and political teaching, building the incubation platform for teaching and scientific research, and integrating with the second classroom effectively. It is expected to play a certain role in promoting the ideological and political reform of college curriculum.

Key words: the whole-process education; Macroeconomics; curriculum ideological and political education

I . Introduction

On February 27, 2017, the CPC Central Committee and the State Council issued the Opinions on Strengthening and Improving the Ideological and Political Work in Colleges and Universities under the New Situation. It pointed out that the construction and management of classroom teaching and all kinds of ideological and cultural positions should be strengthened. The basic principle of strengthening and improving the ideological and political work in colleges and universities is to insist on the all-around education of the whole process. Ideological values should be guided through the whole process and all links of education and teaching, and a long-term mechanism of teaching, scientific research, practice, management, service, culture and organization should be formed ^[1]. In December 2017, the Leading Party Members' Group of the Ministry of Education of the Communist Party of China (CPC) on the issuance of the Implementation Outline of the Project to Improve the Quality of Ideological and Political Work in Colleges and Universities (Jiaodang 2017) pointed out that: To vigorously promote the

curriculum ideological and political as the goal of classroom teaching reform, optimize the curriculum setting, revise the professional teaching materials, perfect the teaching design, strengthen teaching management, comb of each professional courses of ideological and political education of elements and the ideological and political education function, carried by the blend in each link of classroom teaching, realize the organic unity of ideological and political education and knowledge education.^[2]

Therefore, strengthening the ideological and political construction, which including the organic integration of professional courses and ideological and political content, has become an important task of the educational reform in colleges and universities, as well as the mission of college teachers to impart knowledge and educate people. The essential connotation of ideological and political courses is that all professional courses should contain ideological and political elements, which should not only play the role of the main channel of ideological and political education, but also give play to the purpose of all-around and whole-process education of professional courses, so as to realize the purpose of educating people of the establishment of colleges and universities. At present, In college curriculum teaching, emphasis is placed on knowledge imparting and skill cultivation, while the infiltration of ideological and political education is neglected, and the tendency of talent training to attach more importance to wisdom than morality so that the educational effect is unsatisfactory.

Based on this phenomenon, this paper focuses on how to carry out ideological and political teaching in the course of Macroeconomics, and actively explores effective ways to carry out ideological and political teaching practice in the course of Macroeconomics on the basis of its own teaching experience and previous research results.

II. The “course ideological and political” teaching under the whole process of education

On May 28, 2020, the Ministry of Education issued the Guidance Outline for the Ideological and Political Construction of Higher Education Courses (Jiaogao [2020] No.3), which pointed out that: To hold “mainstay” teachers, the “main battlefield” of curriculum construction, the “main channel” “classroom teaching and for all, is that all teachers in colleges and universities as well as all courses are responsible for educating people. Make all kinds of courses and ideological and political courses the same peer. The overt education and the recessive education should be unified to form the synergistic effect and construct the whole process education pattern.^[3]

2.1 Teaching objectives of “Course Ideology and Politics”

The teaching goal of course ideological and political education is to permeate the idea of ideological and political education into every specialized course. It should give full play to the role of professional courses as the main channel of education, enhance the ideological and political education ideas of teachers of professional courses, give full play to the collaborative education power of various links in colleges and universities, and achieve the purpose of cultivating students by virtue in colleges and universities. The Ministry of Education pointed out when answering the reporter's question on the Guidance Outline for the Ideological and Political Construction of Higher Education Curriculum: The general goal of the ideological and political construction of the curriculum is to comprehensively promote the ideological and political construction of the curriculum in all colleges and universities across the country and all disciplines around the core point of comprehensively improving the ability of talent cultivation, based on the fundamental problem of who to train, how to train and for whom. The idea of the ideological and political construction of the curriculum will form a broad consensus among colleges and universities across the country. It should improve the teachers to carry out the course of the construction of the ideological consciousness and ability, establish and improve the coordination mechanism, promote the course of the construction of the ideological system build full all-round education pattern, take all the efforts to train socialist builders and successors who are well developed morally, intellectually, physically, aesthetically, and with hard work. ^[4]

2.2 Features of the whole course education of specialized courses

Professional teaching course is the main channel of course ideological and political thought. Most of the teachers in colleges and universities are professional teachers, and students spend most of their time focusing on the study of specialized courses. Students' quality and ability, employ-ability and innovation ability are mostly centered on specialized courses. The study of specialized courses and the improvement of their ability are of great importance to students. The infiltration of specialized courses into the content of ideological and political education will play a subtle and silent effect. It is of great significance to thoroughly sort out the educational objectives and teaching contents of professional courses, to find out the ideological and political elements hidden in professional courses, to refine the spiritual connotation of professional courses and to expand the humanistic connotation of professional knowledge system.

The characteristics of whole-course education of professional courses in colleges and universities can be summarized as follows: (1) Professional whole-course education of teachers' ideological and political ideas; (2)The whole process of teacher teaching process design; (3) The whole-process of teachers' professional teaching research; (4)The whole-process of teachers'

teaching practice; (5) The whole process of the integration of teacher professional teaching and the second classroom.

2.3 The idea of “course thinking and politics” under the whole course education

In the process of constructing the pattern of “three whole education”, firstly, it should set up a curriculum ideological and political teaching team, strengthen each teacher's awareness of teaching and educating people, explore ideological and political value in each course we teach, and launch professional courses with ideological and political value. Secondly, the author studies the ideological and political class of the series of courses as a shared course in colleges and universities. Thirdly, the incubation platform of ideological and political research and training should be established to improve the function of professional research and ideological and political education to a higher level. Fourthly, realize the linkage mechanism between professional courses and students' second class, and launch a series of ideological and political special activities and classic courses. Forming the close combo of specialized courses, scientific research and students' second so as to realize the same direction of the pattern of education.

III. Advantages of “course ideology and politics” in Macroeconomics

3.1 Characteristics of the course Macroeconomics

Macroeconomics belonging to the category of western economics, is the core course of economics and management major, and is the basis for learning other economics courses. First of all, macroeconomics is closely related to finance, international economics and trade, and development economics. Secondly, as a basic discipline, macroeconomics has the characteristics of perfect logical system and relatively abstract theory. It mainly studies the whole national economy, and the core problem to solve is the problem of resource utilization. The central theory is the national income determination theory, and the research method is the aggregate analysis method. It includes the theory of national income accounting, the theory of national income determination, the theory of unemployment and inflation, the theory of economic cycle and growth, etc. Thirdly, there are numerous schools of macroeconomics, presenting a situation of contention of a hundred schools of thought. At present, the macroeconomics teaching in colleges and universities mainly teaches Keynesian macroeconomics theory and neoclassical macroeconomics theory which originated from monetarism and rational expectations school ^[5]

The above-mentioned characteristics of macroeconomics make teachers and students have an understanding of the theoretical abstraction and the difficulty of mastering macroeconomics, which gives people a wrong understanding: Macroeconomics is the patent of scholars and

Table 1 Core teaching content characteristics and expected effects of Macroeconomics course

Topics	Teaching Points	Thinking Mapping and Integration Points	Class Format and Teaching Method	Extension of Scientific Research and Practical Training Points	Integration Points with the Second Classroom	Integration Point with Innovation, Entrepreneurship and Employment	Expected Results
The formation and development of Keynesian macroeconomics	The patron saint of macroeconomics: Keynes	Keynesian Value Choices - How to Live a Good Life (Economics and the Relationship between Happiness, Personal and Social Values)	Case studies, class discussions, group presentations and post-class assignments	Conduct scientific research activities on the topic of the study of Keynesian ideas on cultural economics, collect at least 10 relevant papers, sort through them so as to form the entirety of Keynesian studies and develop their own research paper.	Students' written classroom papers are screened by teachers in the second classroom for a paper creation competition and graded as finalists in the Innovation and Entrepreneurship Competition.	The top ten finalists of the thesis competition were selected for the school-level innovation and entrepreneurship competition to enhance students' innovation ability.	They will master the methods of correct evaluation of economics figures; comprehensively grasp the ideas and contributions of Keynes, establish a correct world view, outlook on life and values, and form good moral qualities; be familiar with basic literature collection methods and conduct basic scientific research and creative activities; be able to integrate learning and creativity, organically combine theory and practice, and improve students' thinking level and hands-on ability.
National Income Accounting Theory	Gross Domestic Product: Comparison of BRIC economies; China's economic development is the "world's best"; Robert F. Kennedy's speech during his 1986 presidential campaign.	Understand international economic trends, learn to compare, analyze and judge the changes in the economic aggregates of various countries, and have an international perspective; understand the status of the national economy in the world, enhance national pride and self-confidence, and cultivate patriotic sentiments; the relationship between GDP and people's well-being.	Case studies, class discussions and chapter quizzes	Students will learn to use theories to relate to their own lives, to identify problems, to solve problems, and to propose new ideas through literature collection on the above topics.	Themed "China's GDP has become the second largest in the world, how to account for it", we held a professional knowledge and answer contest.	The study of the relationship between GDP and happy life as a perspective to make up for the limitations of GDP, so that students can construct an indicator system for measuring happy life. Besides, they can understand more about the calculation, measurement methods, significance and limitations of a country's GDP in their re-innovation and entrepreneurship training.	Analyze a country's GDP rationally and objectively; be able to better understand the relationship between life and economic growth, establish a correct view of economy and life, and be a healthy, rational and happy person.
National Income Determination Theory	The role of consumption in national income - the "moonlites" are expected to make a significant contribution to GDP growth.	Properly understand the relationship between investment and savings, make good arrangements for life income and expenditure, and develop reasonable consumption behavior; understand the relationship between saving and consumption paradox; develop a sense of saving, be a wise lifer, and inherit and carry forward the virtue of saving.	Case study, class discussion and post-class practical training	Collect relevant documents, form a data card then write a short essay on the topic of possession of wealth among the people and possession of wealth for the country.	Eight groups of students were selected to hold a professional debate competition based on the information cards on the topic of whether to collect wealth from the people or to collect wealth for the country.	Learn about the current entertainment economy in China, get economy trends, and the domestic and foreign home economics industry. Then, to select business incubation projects and develop students' investment rationality.	Cultivate students' correct consumption concept and rational investment vision; cultivate students to analyze economic phenomena with the theory of national economic decisions and learn to analyze, judge and choose their own economic behavior. Be a rational consumer and investor, inherit and carry forward the traditional virtue of saving in China and get out of the misunderstanding of "moonlites".

experts, which is far from people's life and lacks practicability. However, the truth is that macroeconomics exists in a significant way, and it is a great and important science. Ren Zeping believes that the main significance of the existence of macroeconomics is to solve national economic problems and achieve economic prosperity. The reason of national prosperity cannot be separated from the theory of economic growth, and the fluctuation of economic cycle cannot be separated from the study of economic cycle theory. After each world crisis, macroeconomics has lived up to its mission by proposing powerful solutions that have promoted economic development and the progress of the times. It is also said that macroeconomics not only enables people to see the economic phenomena in life, discover the economic laws, and make your wallet bulge again, but more importantly, it makes people wise and colorful in their way of thinking.

Therefore, it is especially important to master the characteristics of macroeconomics course, explore its educational connotation, combine economic phenomena, change the way of thinking of students, and let students learn to analyze and judge.

3.2 Elements of ideological and political education in the ideological and political construction of the course Macroeconomics

In order to fully explore the Macroeconomics course of ideological and political elements, mix these elements into curriculum then highlight the ideological and political content, realize the integration of both, the author has analyzed the teaching contents, summarized a total of 18 key points, integrated the ideological and political contents of each course topic and the moral education function into the teachers' teaching design. Furthermore, the author adopted a combination of in-class and out-of-class methods as well as the interaction of the traditional education and the quality education to complete the teaching objectives. The following table shows the teaching methods and expected effects of the core teaching contents of the three topics of macroeconomics, as shown in Table 1.

IV. The Exploration of Ideological and Political Teaching Practice in the Course of Macroeconomics

4.1 Establish the Ideological and Political Teaching Team for the Course Macroeconomics

4.1.1 With the school office of overall planning, set up a specialized agency for the management of the teaching team of the course of "Macroeconomics", appoint the outstanding teachers teaching this course in the whole school to be the team leaders, and set up a leading group of the project of professional development of teachers of this course and the construction of ideological and political contents of the course. Moreover, establish the goals of professional

development of teachers and the construction of ideological and political contents of the course, and list the specific entries for achieving the specific goals. At the same time, formulate incentive policies for integrating teacher professional development with curriculum thinking and politics, and clarify responsibilities and obligations.

4.1.2 Determine the team of teachers. Teachers teaching Macroeconomics or class teacher and counselor of similar courses should form teaching practice research team. In the process, utilizing the advantages of each teacher's work to form mechanism of collective lesson preparation, the curriculum system and curriculum knowledge, exploring course ideological elements, and developing professional teacher's lecture. With the help of head teachers and counselors, the schools should set up a special teaching team for the course Macroeconomics, a scientific research team for the course and a practice team for the integration of the two classes for the course. Therefore, it can organically combine professional courses with classroom teaching, scientific research activities and the two classes for students, forming an all-round pattern of education.

4.1.3 Formulate professional development plans for teachers at different levels. To start with, stimulate the enthusiasm of teachers' professional development and curriculum education integration development and establish a long-term mechanism. Besides, closely integrate teachers' professional teaching, the excavation of ideological elements and scientific research with the second classroom and innovation. Furthermore, update the ideological consciousness of teachers' team members, formulate a teacher training promotion plan for long-term professional development and ideological and political integration, and to make Macroeconomics develop into an excellent ideological and political course and a model course.

4.1.4 Matching special funds, giving policy support, and linking with teachers' title, research activities, promotions. Also, it should formulate an expected development plan for the future integration of the faculty's major and ideology and politics in order to ensure continuity and development in the practice of macroeconomics as well as ideologist and political curriculum. At the same time, guarantee the stability, motivation and innovation of the teaching team staff.

4.2 Create the Ideological and Political Teaching Content of the Course Macroeconomics

4.2.1 Clarify the nature of ideological and political teaching of Macroeconomics. First of all, the teaching team members should make it clear that Macroeconomics is not only a core course of economics and management, but also has the nature of ideological and political education. Teachers should not only grasp the main status of the course Macroeconomics and its relevance with other subjects, but also master the status of the course, and sort out as well as explain the status and the significance of Macroeconomics to students from a macroscopic perspective. In

the face of the abstractness of the theory of Macroeconomics and the situation of numerous schools of thought, we need to integrate it with reality so that students can realize that Macroeconomics is a course full of happiness and wealth.

4.2.2 Clarify the ideological and political teaching content of Macroeconomics. The ideological and political teaching contents of Macroeconomics are divided into teaching topics, curriculum ideological and political topics and comprehensive practical training topics. The teaching topics include four topics: national income accounting theory, national income determination theory, unemployment and inflation theory, and economic cycle and growth theory, highlighting the depth and breadth of the major; the ideological and political topics of the course is combined with four major topics to summarize 18 core contents (see the examples above) to highlight the ideological and political education characteristics of the course; the comprehensive practical training highlights both professional and ideological education, while enhancing students' practical and innovation ability. It is highly integrated with students' second classroom, reflecting professionalism, ideological and political nature, education, innovation and whole-process characteristics in all aspects. The organic integration of the three, play the function of professional education, ideological education and practical education.

4.3 Establish an Incubation Platform for Ideological and Political Scientific Research Training of the Course Macroeconomics

4.3.1 Create a scientific research team of ideological and political teachers for the course of Macroeconomics. The team members of the course of Macroeconomics should not only explain the teaching content of Macroeconomics thoroughly and deeply, but also carry out scientific research activities in combination with the latest research trends at home and abroad, so as to make inventions for our country and even the world. Therefore, it is necessary for the ideological and political team of the course of Macroeconomics to set up a scientific research team by tapping teachers and counselors who have potential and are fond of scientific research, to summarize the direction of scientific research, to establish research topics, integrate internal resources and introduce external resources so as to build a scientific research incubation platform and realize resource sharing.

4.3.2 To form a student scientific research associations and attract outstanding students to participate in it, then carry out regular academic research project on specific topics. The associations will conduct research on hot topics in Macroeconomics, such as unemployment, inflation, income distribution, etc. After that, students will collect relevant literature, create papers, which strengthen their thinking about economic phenomena, enhance their scientific

Exploration on the Teaching Practice of “Course Ideology and Politics” of Macroeconomics under the Whole Course research, and carry out exhibitions of their research achievements. In addition, the program is combined with the innovation and entrepreneurship training program and entrepreneurship competition for students to find several research projects that can be cultivated and incubated and give one-to-one follow-up guidance, so as to give full play to the scientific value and practical value of the projects and thus improve the quality of student talent cultivation.

4.4 Create A Classical Activity Course for Ideological and Political Students in the Second Classroom of Macroeconomics

To explore the ideological and political elements of the course Macroeconomics, to combine the ideological and political points of each course with the second class of students, and to extend the teaching points of the first classroom:

4.4.1 To create activity courses integrated with students' social practice activities, improve the professionalism and continuity of social practice activities, and avoid activities that lack professionalism and become formal and lose their appeal to students. For example, the colleges and universities integrate regional unemployment survey with students' social practice activities, elaborate questionnaires, select different regions for investigation and research, and combine theory and practice. Through these activities, students can have a rational understanding of the regional unemployment and employment situation and make personal planning in advance.

In addition, through investigation and research, students can grasp first-hand data and learn to process and analyze the data. Then they can put forward targeted suggestions based on the current situation of unemployment and employment of students, and find out some innovative and entrepreneurial incubation programs to enhance students' innovation and entrepreneurship.

4.4.2 Carrying out activity courses integrated with students' professional quality development, highlighting the professionalism of quality activities, and improving students' professional application ability and practical operation ability. Such as to carry out the "rich people or hidden abound country", "economic relations with happiness" debate, and the national contest of professionalism in the field of macroeconomics, let the student through the game more rational knowledge economic phenomenon, not only learned more profoundly understand and grasp professional knowledge, broaden the professional field of vision, and through the competition to have a new understanding of macroeconomics and planning, I can find my own position in the economic tide, improve my professional creativity, and make my professional development more directional.

4.4.3 To build a course combined with students' professional development, to highlight the professionalism of the quality activities, and to improve the students' professional application and practical skills. For instance, we have launched the debate competition on "the relationship

between economy and happiness" and the national professional quality competition in the field of macroeconomics, so that students can understand economic phenomena more rationally through the competition, not only to understand and master the knowledge they have learned, but also to have a new understanding and planning of macroeconomics, find their own position in the economic tide, enhance their professional creativity, and make their professional development more directional.

In brief, in the background of the whole education, the training of the students in colleges and universities should not only emphasize the professional education of students, but also pay more attention to the ideological education, moral education, practical education and innovative education. Therefore, it helps to bring into play the whole course and synergy of professional education and course ideological education, form a pattern of education in the same direction and improve the quality of education and teaching management training of students in colleges and universities.

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