

Exploration and Practice of “Professional Ideological and Political Education” Teaching Reform in Local Applied Undergraduate Colleges - Taking the Engineering Cost Major of Our University as an Example

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Abstract: Promoting the reform and innovation of ideological and political theory education has become a hot topic nowadays, but how should it be implemented specifically? In fact, at a symposium for teachers of ideological and political theory courses in schools, the General Secretary pointed out the direction for the reform and innovation of ideological and political theory courses, and put forward the specific requirements of “eight unifications”. The educational concept of “curriculum ideology and politics” has been continuously integrated into teaching reform and innovation, aiming to achieve the organic integration of professional curriculum system construction and ideological and moral education construction. This article takes the “Engineering Cost Major” of local applied undergraduate colleges as an example to introduce the background and existing problems of the “Professional Ideological and Political Education” teaching reform in local applied undergraduate colleges. It analyzes the necessity of “Course Ideological and Political Education” and effectively explores the path of “Course Ideological and Political Education” teaching reform, aiming to achieve the goal of embodying value and imparting knowledge in higher education, enriching teaching content and forms, and providing more high-quality and skilled talents in engineering cost for society.

Keywords: Engineering Cost Specialty; Reform in Education; Course Ideology and Politics; Professional Ideological and Political Education

1. Introduction

The Engineering Cost major is one of the core majors of architecture in local applied undergraduate colleges. This major is an interdisciplinary major established on four platforms: engineering economics, engineering technology, laws and regulations, and management. The main goal is to cultivate composite and applied engineering technology and management talents who master the basic knowledge of management, economics, law, and engineering construction technology, possess modern management science theories, methods, and means, and understand relevant economic construction laws and regulations. The Engineering Cost major is one of the newly established architectural majors by the education department to meet the needs of social development. It is an emerging discipline based on economics, management, accounting, and civil engineering, developed from the field of construction engineering management [1]. Intended to cultivate individuals with firm ideals and beliefs, good ideological and political literacy, professional ethics, craftsmanship spirit, and innovative spirit; A high-quality and highly skilled talent with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, who has mastered the basic theory and operational skills of engineering cost, is able to engage in the reasonable determination and effective control of the entire process of construction projects, and adapts to the needs of engineering budgeting, construction, supervision, bidding, and other positions [2].

2. The Background of the Reform and Innovation of “Professional Ideological and

Political Education” Teaching in Local Applied Undergraduate Colleges

Against the backdrop of rapid and high-quality development in both economy and technology in the new century, This also promotes the cultivation of high-level composite talents by local applied undergraduate colleges. Therefore, Greater emphasis should be placed on the first classroom by this type of colleges. While teaching students relevant knowledge of their own courses, other courses should also be interspersed with ideological and moral education, Next, we will refer to ideological and political education as this type of education. This enables various professional courses to play a role in this type of education, and collaborative promotion of professional this type of education construction [3]. General Secretary pointed out that a fundamental mission of universities is to cultivate talents with moral qualities. The measure is to comprehensively promote the construction of “ideological and political courses” in professional courses. Currently, many universities are promoting the teaching reform of “course this type of education” in professional courses, aiming to achieve the organic unity of professional course knowledge system education and this type of education [4]. However, most professional course teachers in universities lack this type of education knowledge and have no experience in this type of education, resulting in stagnant or slow progress in promoting the construction of this type of education courses. Even professional course teachers may mechanically apply political theories during the teaching process, making it difficult for students to understand and leading to phenomena such as dull learning psychology. Therefore, promoting the reform and innovation of this type of education theory courses, deeply exploring this type of education knowledge contained in professional courses, and integrating ideological education with professional education are inevitable requirements for cultivating well-rounded talents and urgent tasks for ushering in a new phase of undergraduate education development.

3. Problems in the Teaching of Ideological and Political Courses in Engineering Cost

Majors in Local Application-Oriented Undergraduate Colleges

Current instruction in engineering cost courses exhibits numerous shortcomings in local applied undergraduate colleges, such as abundant teaching resources, relatively single and rigid teaching content, and unclear teaching objectives [5]; The teaching method is relatively traditional and conservative, and students do not occupy a dominant position; Practical teaching is also relatively insufficient; The assessment method is relatively single; The integration between professional education and this type of education is not tight; There are also certain problems with the structure of the teaching staff, undermining the core mission of cultivating ethical professionals, and to achieve the goal of cultivating engineering cost professionals.

3.1 Educational Resources Are Relatively Abundant, but the Teaching Content is Single and Rigid, and the Teaching Objectives Are Not Clear

The Engineering Cost major is a major that combines theoretical and practical courses closely. Its curriculum itself has a relatively rich teaching resource foundation, but there are problems in the teaching process such as stubborn and conservative teaching content, outdated teaching concepts, and unclear teaching objectives, which make it difficult to organically combine professional education and this type of education. Although in recent years, universities have continuously integrated and updated the content of textbooks for this type of education, the content of classrooms for this type of education is relatively single, and the connection between topics for this type of education and social hot issues is not close enough, making it difficult to attract the attention of college students. As a result, classrooms for this type of education have become what everyone calls “water courses”, and even play games, sleep, watch dramas, and so on openly in class. This not only fails to make courses popular for this type of education and beneficial for college students, but also affects the effectiveness and goal system of construction for this type of education in engineering cost majors.

3.2 Traditional and Outdated Teaching Methods, With Students Not Occupying a Dominant Position

Traditional ideological and political education classrooms are mostly centered around teachers and textbooks, and even traditional “cramming” and “cramming” teaching methods, which to some extent ignore the dominant position of students. It is also common for teachers to lecture wildly in class, while students sleep soundly below. In terms of teacher-student relationships, Teacher-student interaction remains limited, and In-depth discussion is deficient on a particular issue between them. This cannot stimulate students' motivation to study seriously and improve themselves, nor can it encourage them to actively participate in a learning atmosphere of independent exploration, much less instill foundational values and worldviews.

3.3 Relatively Less Practical Teaching

Practical teaching serves as a vital component of both professional and courses for this type of education [6]. However, Numerous deficiencies persist in the practical teaching of courses for this type of education in local applied undergraduate colleges at present. From the perspective of engineering cost major, most courses are too specialized, and students can only stay at the level of understanding theoretical knowledge, without practical ability being exercised, which cannot meet the needs of cultivating students' practical ability and moral education literacy. However, we all know that “Practice alone validates truth”. This also leads to a relatively narrow knowledge structure for students, limits their learning horizons, and hinders the expansion of their knowledge and the cultivation of their comprehensive qualities. The education department, together with other departments, jointly released the Opinions on Accelerating Higher Education's Ideopolitical Framework, which pointed out that it is necessary to integrate the cultivation of moral character into various aspects of this type of education, cultural construction, and social practice, and improve the construction of the moral character cultivation system [7]. It can be seen from this that social practice is of great importance and necessity within higher education's ideological-political framework development. It can be imagined that without this link, the comprehensive quality cultivation of applied talents in the transformation and development process of local universities cannot be met.

3.4 Single and Outdated Assessment Methods

The traditional assessment method for courses in this type of education in the engineering cost major is 30% of the regular score (mainly including classroom attendance, performance, and speech) +70% of the final written exam score=final comprehensive score [8]. This assessment method means that as long as students achieve full marks in their regular grades and a score of 43 or above in their written exams, they will not fail the course. Generally speaking, ideological and political education teachers tend to give relatively high scores, which also leads to more students having a sense of luck. They can do whatever they want in class, only memorizing key content during review weeks and confidently entering the exam room. During the exam process, they can also do whatever they want and submit their papers early. But in fact, ideological education is a long-term process, and it cannot be deeply implemented by listening to one class today and two classes tomorrow. So the establishment of courses for this type of education in universities is not only for the purpose of exams, but more importantly, it emphasizes putting people first, promoting the comprehensive development and improvement of every student in morality, intelligence, physical fitness, aesthetics, labor and other aspects, and cultivating the goal of all-round talent development. However, the traditional assessment method for courses in this type of education cannot comprehensively evaluate students' overall quality.

3.5 Professional Education and this Type of Education Are Not Closely Integrated, and there is a Serious Lack of “Elements for this Type of Education” in Professional Courses

In the traditional teaching process of engineering cost courses, very few teachers integrate moral education elements into professional course teaching, such as core values and patriotism education, making it difficult to penetrate the elements for this type of education into students' hearts [9]. As a result, cost engineering courses and this type of education have become two distinct and parallel fields that do not intersect with each other. Teachers and students have not delved deeply into the elements for this type of education in professional courses, leading to the phenomenon of professional teachers' lack of teaching ethics.

3.6 Problems Such as Unreasonable Structure of Teaching Staff

A reasonable teaching staff structure is conducive to building a high-quality teaching team. However, there are also certain deficiencies in the faculty structure of local applied undergraduate colleges. Mainly manifested in age structure, professional title structure, and lack of discipline leaders. General Secretary also pointed out that the teaching staff is the “main force”, and teachers have great potential in comprehensively promoting this type of education in professional courses.” It can be seen that the teaching staff has a huge influence on the construction of students' moral education ideas.

4. Exploration of Curriculum Reform in Engineering Cost Major of Local Applied Undergraduate Colleges

To solve these problems in the curriculum of local applied undergraduate colleges, we can try to find a way out from its own reform. The following introduces the innovating ideopolitical education within engineering cost programs in local applied undergraduate colleges [10].

4.1 Build and Improve the “Ideological and Political Teaching Case Library” for Engineering Cost Majors

A “case library of this type of education” for engineering cost majors should be established. Introduce more cases to attract students' attention and resonate with them. Encourage more students to actively participate in course learning and exploration, stimulate their interest in learning, and foster an effective learning environment [11,12]. By presenting the ideological, political, and moral education elements contained in case studies, integrating the important ideas and the new era across all instructional dimensions, maximizing the benefits of each case, and achieving the organic integration and unity of professional education and this type of education. The cases covered in the case library must reflect the current social situation from multiple perspectives, aspects, and levels, embody core values, and the “craftsman spirit” is equivalent to professional related moral education elements. And alongside economic and social progression, many cases in the case library are not always

applicable to classroom teaching, so they need to be updated and replaced in a timely manner [13]. And teaching philosophy, teaching objectives, etc. must evolve contemporaneously through continuous renewal, and strive for authenticity. Enable students to respond quickly and confidently to the problems encountered in the case in their future job positions.

4.2 Innovation in Teaching Models and Methods for Professional Courses

As mentioned earlier, traditional teaching methods are outdated, so innovation in teaching methods is also an important aspect. In the classroom, allowing students to take the lead and lead the role exchange between students and teachers can be achieved by setting up a discussion group where students can freely come up to the podium to discuss their own views, transforming “teacher teaching” into “self learning” for students. This can enable students to think deeply, develop their brains, deepen their impressions, and stimulate their interest in learning. The new methods emphasized in the curriculum of ideological and political education are not just about innovative methods, but also about teachers being able to understand students from their perspective and develop a set of teaching methods that are suitable for them. This is called “teaching according to students' aptitude” and “what suits oneself is the best”. Introducing task driven teaching method, we started writing task driven papers in high school. So, what is 'task driven'? Task driven, in layman's terms, refers to a learning practice task in which students, with the assistance of teachers and driven by the task, independently learn resources and apply them to actual tasks to complete the predetermined tasks while guiding students[14]. For example, by studying the course “Engineering Quota”, students can understand that quota is actually the amount of labor, materials, and machinery required to complete a unit of qualified building products under normal production conditions. At this point, a quota task can be assigned, allowing students to collect data, complete task decomposition, understand how to calculate the bill of quantities and how to set quotas. By consulting materials, cultivate students' ability to learn independently and establish correct values.

4.3 Building a High-Quality Professional

Teacher Team and Reforming Assessment Methods

The key subject of implementing this type of education in the curriculum is high-quality professional teachers, who help teachers improve their self-cultivation and change their concepts. Teachers are required to fully understand and master the goals of curriculum reform for this type of education, and to use actions to support curriculum reform for this type of education to the teaching process[15]. Schools should also strengthen the construction of teachers' professional ethics and style, carry out standardized management, and improve the overall ability of teachers for this type of education[16]. Strengthen the training and exchange of theories and methods of this type of education in the curriculum, and truly integrate the concept of this type of education into classroom teaching reform. Establish a comprehensive and multi-level assessment and evaluation system for this type of education in courses, linking students' performance in school, extracurricular credits, and participation in activities with the assessment. Combine the process evaluation and result evaluation of the courses to assess students' overall quality from various aspects.

4.4 Inspire Students' Interest in "Professional Ideological and Political Education"

Promote students' initiative and enthusiasm in the process of ideological education and learning. In the process of student growth and cultivation, students have significant differences in abilities, personalities, and lifestyles. The teaching for this type of education mode needs to be flexible and versatile. Students should always be at the forefront of the curriculum, actively understand the moral education and professional skills improvement brought by "professional this type of education". Enhance students' proactive and positive thirst for this type of education in daily life, and develop their personal ideas and perspectives on knowledge for this type of education. Enhance students' understanding of the content for this type of education, encourage them to express their own opinions, and enrich their knowledge content. Attract students to engage in the study of "professional for this type of education". Whether students feel interested is closely related to the teacher's teaching style, expression level, and other factors. Teachers should

enhance the diversity and interest of textbooks and materials, and explain profound knowledge content to students in a simple and understandable way, which will surely generate a certain level of interest among students. Teachers should improve their teaching level, enrich their teaching content, and provide moderately difficult textbooks. Whenever learners acquire new technologies and are able to successfully apply them in practice, it indicates that the knowledge has been strengthened, and students are interested in this experience. Learning how to find our own interests is crucial. Interest is our guiding teacher, which can guide us to seek knowledge and help us grasp the connection between society and individuals. Employing fitting methodologies is equally critical; In a certain aspect, external environmental influences are also crucial.

5. Reflections on the Reform of "Professional Ideological and Political Education" Teaching

5.1 The Significance of the Reform from "Courses for this Type of Education" to "Professional for this Type of Education"

Professional it has changed traditional educational methods, innovated traditional educational models, constructed new educational carriers, and clearly put forward the breakthrough concept of combining them. It has played a crucial role in breaking down the barriers between ideopolitical and disciplinary programs, and has significant historical significance in promoting the reform of various professional subject courses.

5.1.1 "Professional for this type of education" emphasizes ideological guidance, focuses on the dissemination of life philosophy and values, and enriches one's own knowledge foundation

Professional for this type of education adopts a model of combining ideological guidance with professional skills and knowledge to achieve the role of educating people. It not only enables the learning of professional skills, but also cultivates oneself in terms of spiritual and spiritual self-cultivation. By using teaching models that students can accept, we aim to change students' one-sided understanding of courses for this type of education at the root of their thinking, increase the fun and flexibility of courses for this type of education, and make

students not take “professional courses for this type of education” for granted and ignore the cultivation of the most important “virtue” in education.

5.1.2 “Professional ideological and political education” can confirm the values of cultivating virtue and educating people, correctly guide the outlook on life and the world, and spread a correct, great, and ordinary ideological and moral sentiment

In the daily learning of professional knowledge and skills, adding life values, promoting the integration and connection of knowledge and concepts, innovating new teaching methods and diversity changes, using teaching methods that students love, can change students' narrow understanding of “courses for this type of education” and make “professional courses for this type of education” a course that students love and enjoy, allowing students to harvest fruitful and enriched knowledge from it.

5.1.3 “Professional ideological and political education” needs to constantly innovate and develop vigorously with the times

The common teaching methods are gradually unable to achieve their intended effects in this era of innovative development. The Internet is both a challenge and an opportunity. The “professional for this type of education” should seize this opportunity. The course teaching method can change from the original single face-to-face teaching method to the combination of offline and online. On the one hand, it allows students to engage in social practice that is close to real-life situations and experiences, while on the other hand, it avoids formalism and carries out teaching reforms in a down-to-earth manner.

5.2 The Relationship and Practical Feasibility between “Professional for this Type of Education” and “Courses for this Type of Education”

After the concept of “professional for this type of education” was proposed, it brought new challenges and opportunities to the implementation of this type of education in universities, and overall played a good role in promoting ideological education. However, how to properly handle the relationship between content handover and the implementation of connotation foundation between “professional for this type of education” and “courses for this type of education” is an important issue. Through a profound understanding and

appreciation of the spirit of the National Conference on Work for this type of education in Higher Education Institutions and the important speeches of the General Secretary, we can easily discover that the essential significance of “professional education for this type of education” and “courses for this type of education” lies in strengthening for this type of education and cultivating the correct values of life for the new generation. Therefore, the two are inherently integrated and have a common role. It is necessary to effectively combine the two, form a synergistic effect, and implement the concept.

5.2.1 The correlation between “professional for this type of education” and “courses for this type of education”

Professional for this type of education “is the innovation and progress of courses for this type of education, which is an innovative reform and development that connects with reality on the basis of “These courses”. Professional for this type of education “is the integration with professional courses in terms of content, and essentially emphasizes the implementation and extension. adhere to the improvement and strengthening in the classroom, make it more down-to-earth, close to real life, meet students' thirst for knowledge and the sublimation of their self-worth. In terms of knowledge content, “courses for this type of education” tend to focus on the explanation of philosophical theories and self-cultivation of ideological and moral values, while “professional courses for this type of education” eliminate the gap, allowing the two to coexist and permeate each other, ultimately achieving a seamless effect. When students think of professional knowledge in the future, they naturally think of it, and when they think about the content of itself, they naturally remember professional knowledge. It 'fundamentally changes students' inherent thinking, combines them into one, and simplifies the path.

5.2.2 The unity of goals between “professional for this type of education” and “courses for this type of education”

The common goal of “professional for this type of education” and “courses for this type of education” is to enable students to receive good for this type of education and to develop moral and intellectual education together. The work for this type of education in universities is of paramount importance, and the cultivation of

talents is an important task of the country. The people cultivated should not only make achievements in wisdom and knowledge reserves, but also have correct life standards in ideological consciousness and ideological height [17]. At present, China is at a critical moment of a century long rejuvenation, and the new generation of successors not only need intellectual cultivation, but also noble character. What is rare and valuable is often a person's moral cultivation and ideological consciousness. The talent strategy war is still ongoing, and talent is the foundation of a country's development. We must implement this type of education in the lifelong value cultivation, so that students in higher education can have a brave and patriotic heart. In such a collision of Eastern and Western cultures without gunpowder, the new generation of students needs to have the qualities of morality, intelligence, physical fitness, aesthetics, and labor. They need to have the inner moral bottom line and not be tempted by the money and power of foreign forces. The importance of moral education is self-evident, and no country's prosperity is not built on moral education.

5.2.3 The inevitability of transitioning from “courses for this type of education” to “professional for this type of education”

The combination of knowledge for this type of education with professional knowledge is an inevitable trend in historical development. A person's energy is limited. In today's new era of the moon and the technological revolution of the information explosion, the cutting-edge knowledge and technology of the times are constantly updated every minute and second. Quancai is so unrealistic, requiring both intellectual and moral education, which is not an easy task to achieve. To make students the backbone of the next generation in New China, it not only requires sufficient knowledge reserves, but also a match between morality and intelligence. If the youth is strong, then the country is strong. In the process of realizing the “Chinese Dream”, the Chinese people need to make unremitting efforts; We need the new generation of teenagers to work hard and strive for excellence; We need to have a firm belief in our stance for this type of education. The country has faith, and the people have hope this type of education is a necessary ideological education for China to achieve the Chinese Dream, and deepening for this type of education

in students' hearts is the driving force for the continuous improvement of reform for this type of education. The concept of “professional for this type of education” was born in response to the times, and its introduction marks a new era of “courses for this type of education”. Effectively implementing the shift from “courses for this type of education” to “professional for this type of education” has become of paramount importance. It requires the unremitting efforts of several generations of educators, and the process of implementation is not easy. But it will eventually become a powerful ship in the dream of national rejuvenation.

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