

Research on the Construction of Teachers' Team From the Perspective of Ideological and Political Curriculum Integration

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Abstract:

High-quality teachers are crucial to the integrated development of ideological and political courses. However, current ideological and political teachers face several challenges: a shortage of full-time teachers, the need to enhance teacher quality, a lack of comprehensive evaluation standards, and inadequate system protection. To advance the integration of ideological and political courses in schools and colleges, we should enhance the development of teaching staff through the following measures: a. increase investment and stabilize the number of ideological and political teachers; b. enhance teacher training and optimize the teacher structure; c. improve the evaluation mechanism and establish a diverse evaluation system; d. increase support and strengthen resource supply.

Keywords:

Ideological and Political Course, Integration of Universities and Primary Schools, Teaching Team

1. The Necessity of Integrated Construction of Ideological and Political Courses in Primary and Secondary Schools

1.1. The State has put Forward new Requirements for Ideological and Political Education in Schools

Entering the new era, Ideological and political lessons are becoming more and more important. Integrated teaching necessitates that ideological and political teachers establish a cohesive knowledge system in primary schools, middle schools, and universities, as well as construct a cognitive framework for socialist moral education. This requires ideological and political teachers in primary and secondary schools to not only be well-versed in the knowledge content within their own teaching scope but also to lay the groundwork for or guide other levels of knowledge content. Ideological and political educators should not only convey the knowledge of their own level but also comprehend the ideological and political content of other levels and sections. This sets higher standards for the quality of teachers' knowledge.

Ideological and political teachers should not only carry out teaching work, but also encompasses a rigorous exploration of theoretical knowledge. For instance, delving into party history, comprehending relevant policies, understanding the domestic system and laws, and establishing a solid theoretical foundation can enhance the confidence of ideological and political educators in their teaching endeavors. This will enable them to adeptly address students' inquiries and foster student support for socialism through effective moral education. Therefore, ideological and political educators should continuously enhance the study of theoretical knowledge and improve theoretical cultivation, and deepen their understanding of policies in order to successfully achieve their educational objectives.

1.2. Adhere to the Inevitable Requirements of the Physical and Mental Development Law of Students

Young people are undergoing rapid value development, and their value orientation significantly influences the overall societal values. Therefore, it is essential to guide young individuals in establishing correct values, pay attention to the systematic influence of ideological and political courses on students. It is crucial to focus on the education of ideological and political courses during the youth period and help young people establish correct values. Therefore, in the planning process of integrating ideological and political courses, it is essential to consider the physical and mental development of students in different classes, recognizing them as individual consciousness independent from teachers' behavioral consciousness, fully respecting their subjectivity, and guiding them in establishing an ideological and moral consciousness that aligns with their cognitive developmental abilities at various stages. This ensures that their ideological and political growth complements their physical and mental development across different aspects.

2. The Problems Existing in the Construction of Integrated Teachers of Ideological and Political Courses in Primary and Secondary Schools

However, the professional ideological and political teachers still face some challenges:

2.1. The Number of Full-time Teachers for Ideological and Political Courses is Insufficient

A professional team of teachers is a crucial element in effectively promoting ideological and political courses, especially the teachers of these courses. High-quality teachers have a profound influence on the development of students' values. However, there is a shortage of ideological and political teachers. And there is still a significant gap between full-time ideological and political course teachers and the actual needs of ideological and political courses. For example, in some educational systems of primary, secondary, and high schools, ideological and political teachers work part-time, while others hold full-time positions that do not meet the Ministry of Education's standards. In certain rural primary schools, there is only one ideological and political teacher. As a result, the lack of full-time ideological and political teachers impedes the incorporation of ideological and political courses.

2.2. The Quality of Ideological and Political Teachers Needs to be Improved

The quality of ideological and political teachers needs to be improved. Firstly, there is a shortage of teachers specializing in ideological and political education and Marxist theory majors, necessitating an enhancement in the professional level of ideological and political teachers. Secondly, the complexity of the background of ideological and political courses results in other professional teachers being assigned to teach ideological and political courses. Consequently, the quality of ideological and political courses is compromised, impacting the achievement of teaching objectives.

2.3. Lack of Overall Assessment and Evaluation Standards

The evaluation of ideological and political teaching pertains to assessing whether the goals can be achieved through such teaching methods. Firstly, the evaluation criteria for ideological and political teaching are narrow. Due to the influence of exam-oriented education, the evaluation standards of primary and secondary schools primarily focus on theoretical exams for evaluation, causing teachers and students paying more attention to prioritize scores over students' learning abilities and the development of innovative thinking. In colleges and universities, ideological and political courses are part of students' overall scores, but the weightage is relatively low. Consequently, the current evaluation system for ideological and political courses struggles to engage students' interest in learning. Secondly, the main focus of teaching evaluation is singular. Currently, whether it is theory-based evaluations in primary and secondary schools or credit-based evaluations in universities, the assessments target students, lacking student self-assessment and teacher-student mutual evaluation, resulting in biased evaluation outcomes.

2.4. The Integration of Ideological and Political Education Lacks Institutional Guarantee

At present, the integration of ideological and political courses in universities and primary schools is in the exploratory stage. The full-time teachers of ideological and political courses lack a corresponding management system. Firstly, the promotion mechanism for teachers is imperfect, with promotion standards having issues such as single indices and unclear conditions. Local schools lack communication channels in the integration construction, and there is also a lack of unified exchange and learning platforms nationwide. Secondly, There are still some problems in the training system of ideological and political teachers. Ideological and political lessons need to keep pace with the times, and changes in current affairs and politics will impact its development. Consequently, ideological and political teachers lack professional theoretical knowledge in the training system and a unified and clear understanding of current politics. Regarding teaching methods, ideological and political teachers lack relevant teaching exchange platforms, opportunities for external studies, and the ability to update teaching methods and concepts regularly. Additionally, ideological and political teachers require a clear reward and punishment mechanism to recognize outstanding performance and stimulate their teaching enthusiasm.

3. The Construction Path of Integrated Ideological and Political Education Teachers in Primary and Secondary Schools

3.1. Increase Investment to Stabilize the Ranks of Ideological and Political Teachers

The number of ideological and political teachers is different from that of other subjects, bear the responsibility of disseminating ideology. Regarding the remuneration of ideological and political teachers, it is essential to enhance performance incentives and recognize outstanding teachers in this field. Firstly, implementing a performance-based system and establishing assessment criteria aligned with the demands of the modern era can help ideological and political teachers identify their weaknesses, enabling them to enhance their teaching methods and motivating them to fulfill their teaching duties with excellence. Secondly, enhancing the salary structure for ideological and political teachers and incentivizing their intrinsic motivation with fair compensation is crucial. Additionally, it is imperative to increase investments in educational resources for ideological and political teachers, offer more guidance in teaching and research, and provide support in terms of infrastructure, such as creating dedicated funds for upgrading teaching equipment for ideological and political courses and sponsoring teachers' further education. Ensuring that the teaching and research resources for ideological and political courses are on par with other subjects is vital to rectify the historical neglect in this area. Thirdly, organizing competitions, teaching and research workshops, and other activities for ideological and political courses can boost the teaching enthusiasm of teachers in this field and foster their professional growth. Furthermore, ideological and political teachers should engage in cross-school exchanges to share teaching experiences, learn, and enhance their skills. Tailored training programs should be actively conducted to enhance the quality and expertise of ideological and political teachers based on their specific needs. This will facilitate the institutionalization and standardization of ideological and political training, leading to an overall enhancement of teaching practices. For new teachers joining the institution, personalized support should be provided to help them quickly adapt to the teaching methods of ideological and political lessons and facilitate their smooth transition into the teaching profession.

3.2. Strengthen Teacher Training and Optimize the Structure of the Teaching Staff

In order to promote the courses of ideological and political, teaching subjects in different classes should leverage their own strengths. Colleges and universities should take the lead in incorporating the idea of ideological and political courses throughout the entire process of training ideological and political teachers. Firstly, the universities should establish a robust system for training students majoring in ideological and political studies. Ideological and political education should commence from the enrollment of college students, and the teaching of professional courses should also embrace the concept of integration, offering substantial support for the cultivation of professional ideological and political educators. Secondly, colleges and universities can organize regular seminars on ideological and political teaching. By utilizing their resources, colleges and universities can establish a research platform for the integration of ideological and political education, conducting specialized studies on the content, implementation, key aspects, and challenges of various segments of integrated ideological and political teaching to advance the goal of integration construction. Fourth, regularly carry out ideological and political class collective preparation meeting. Colleges and universities should maximize their strengths by implementing the concept of and breakthrough points between ideological and political courses and other subjects, they can unite students from different backgrounds through collective lesson preparation. This will facilitate teachers from various disciplines to engage and learn from each other through teaching collaboration. Lastly, it is essential to establish a demonstration platform for exemplary ideological

and political courses across all school levels. Colleges and universities need to proactively engage with local educational institutions to acquire outstanding ideological and political courses for practical teaching. By integrating these courses into a shared database and creating a demonstration platform for exemplary courses, teachers across all school levels can access educational resources based on their specific needs. Furthermore, they can contribute their teaching experiences to the platform for mutual resource sharing.

3.3. Improve the Evaluation Mechanism and Build a Diversified Evaluation System

In order to promote the integration of ideological and political courses, it is crucial to establish an evaluation system that spans all levels of schools and colleges. Firstly, there should be a focus on the development of comprehensive assessment results across the board. Ideological and political lessons have a profound and enduring impact on students' worldview, outlook on life, and values. Therefore, when evaluating students' results in ideological and political lessons, a holistic approach should be taken, and growth files for these lessons should be established in universities, primary, and secondary schools to connect students' results in each learning section. Secondly, the evaluation subjects should be diversified. This includes incorporating student self-evaluation, peer evaluation, and involving family, society, and other evaluation subjects to create a multi-subject evaluation system. Thirdly, a variety of evaluation indicators should be established. To move away from a single evaluation model, teachers from different classes should enhance peer evaluation and consider teaching exchanges and research results among teachers from different classes as evaluation indicators for ideological and political courses to enhance their effectiveness.

3.4. Enhance Intellectual Support and Improve the Provision of Ideological and Political Resources

At present, students' demand for teaching resources and the quality of ideological and political courses has become higher. The resources available for practical teaching of ideological and political courses cannot meet the requirements of students' high-quality development. Based on this, colleges and universities should take the initiative to leverage the advantages of talents and intelligence, focus on the all-round development of individuals, utilize rich academic and disciplinary resources, establish a platform for co-construction and sharing of scientific research results, conduct research on teaching reform of ideological and political courses across various academic departments, integrate and utilize resources, and transform them into educational resources. Colleges and universities can also regularly open the school history hall, library, laboratory, and other platforms to teachers and students from primary and secondary schools for practical teaching of ideological and political courses to cater to the individual needs of students in different classes. In short, colleges and universities should enhance intellectual support, provide resource supply, find the right position, take responsibility, and effectively utilize advantages in the practical reform of integrating ideological and political courses in primary and secondary schools.

4. Conclusions

Ideological and political courses have a far-reaching influence on people, and professional teachers can give full play to the influence of ideological and political

courses. Therefore, in order to promote the construction of ideological and political integration of students, we should pay full attention to the construction of teachers, remove obstacles in life for teachers to participate in ideological and political courses, care for teachers' physical and mental development, and alleviate their worries. At the same time, we should improve the relevant system and mechanism construction, provide the whole process for the development of teachers' career, stimulate the enthusiasm of ideological and political teachers, enhance the initiative of teachers, and provide intellectual support for training integrated talents.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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