
Ideological and Political Construction of the Course "Western Economics" Based on Economic Thought of Social Scientism in the New Era

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Abstract: On the basis of studying the economic ideology of socialism with Chinese characteristics in the new era, this article reshapes the ideological and political teaching content, teaching methods, and methods of the course "Western Economics", in order to better construct the ideological and political education of the course "Western Economics". Firstly, based on the economic ideology of socialism with Chinese characteristics in the new era, ideological and political elements are internalized into basic theories, teaching content is supplemented and improved, the depth and breadth of professional knowledge are expanded, and students are guided to understand and master relevant economic concepts and theories. Western Economics itself contains a large amount of ideological and political elements. By introducing the new era of socialist economic thought with Chinese characteristics through knowledge points, it can effectively complete the ideological and political courses and help students better understand relevant concepts and theories. Secondly, based on the economic ideology of socialism with Chinese characteristics in the new era, we aim to explore China's economic cases and help students better use the theories they have learned to analyze China's actual economic problems. The third is to focus on guiding ideas and values. In order to fully utilize the collaborative educational function of the course "Western Economics" while taking ideological and political courses, and form a situation where the teaching of international economics and trade majors and the teaching of Marxist disciplines are in the same direction, achieving full and comprehensive education.

Keywords: Curriculum Ideology and Politics, Western Economics, Teaching Method

1. Introduction

At the 2016 National Conference on Ideological and Political Work in Colleges and Universities, General Secretary proposed that "we should adhere to the central link of establishing morality and cultivating people, and carry out ideological and political work throughout the entire process of education and teaching, so as to achieve full and all-round education.", "To make good use of classroom teaching as the main channel, ideological and political theory courses should adhere to strengthening in the process of improvement... All other courses should adhere to a certain channel and cultivate a good field of responsibility, so that various courses and ideological and political theory courses can go hand in hand and form a synergistic effect." These important discussions have pointed out the direction for the ideological and political

construction of curriculum in universities and established the educational concept of ideological and political education of curriculum. In May 2020, the Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities", further clarifying the significance, objectives, requirements, and content priorities of the ideological and political construction of curriculum, and providing clear guidance for promoting the ideological and political construction of curriculum by classification based on professional characteristics. The spirit and guiding outline of these important speeches play a very important guiding role in guiding universities to fully understand "why should we practice curriculum ideological and political education?" and "how to do it in mechanism construction?". At the practical level, the issue of how to design, integrate, and integrate various courses into

ideological and political education, that is, the issue of "what should be done specifically?" in the design of educational content, is an important topic in the current ideological and political reform of university courses [1]. In May 2020, the Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities", further clarifying the significance, objectives, requirements, and content priorities of the ideological and political construction of curriculum, and providing clear guidance for promoting the ideological and political construction of curriculum by classification based on professional characteristics [2]. The spirit and guiding outline of these important speeches play a very important guiding role in guiding universities to fully understand "why should we practice curriculum ideological and political education?" and "how to do it in mechanism construction?". At the practical level, the issue of how to design, integrate, and integrate various courses into ideological and political education, that is, the issue of "what should be done specifically?" in the design of educational content, is an important topic in the current ideological and political reform of university courses.

At present, there are some problems in the teaching of Western Economics, such as the poor practical applicability of theories, the ineffective linkage between teaching content and practical issues, and the excessively Westernized teaching content [3]. Education in economics focuses on teaching theoretical knowledge of economics, with less emphasis on instilling humanistic spirit and moral ethics [4]. The basic assumption of economics is that everyone is self-interested and pursues maximum benefits under certain constraints. Therefore, the teaching of economics courses should not neglect the cultivation of ideology and politics. Economic Thought of Social Scientism in the New Era is an important component of the thought of socialism with Chinese characteristics in the new era, is a significant theoretical achievement formed by applying the basic principles of Marxism to guide China's economic development practice, an action guide for doing well in economic work in the new era, and a very valuable spiritual asset for the Party and the country [5]. Therefore, it is necessary to construct the ideological and political course of "Western Economics" based on Economic Thought of Social Scientism in the New Era.

2. Study of Economic Thought of Social Scientism in the New Era

In June 2022, the "Learning Outline of Economic Thought of Social Scientism in the New Era" prepared by the Central Propaganda Department and the National Development and Reform Commission summarized the basic content into 13 aspects: (1) Strengthening the Party's overall leadership over economic work is the fundamental guarantee for China's economic development; (2) Adhering to the people-centered development concept is the fundamental position of China's economic development; (3) Entering a new stage of development is the historical orientation of China's economic

development; (4) Adhering to the new development concept is the guiding principle for China's economic development; (5) Building a new development pattern is the path choice for China's economic development; (6) Promoting high-quality development is a distinct theme of China's economic development; (7) Adhering to and improving the basic socialist economic system is the institutional basis for China's economic development; (8) Adhering to the issue oriented deployment and implementing the major national development strategy is a strategic measure for China's economic development; (9) Adhering to innovation driven development is the first driving force for China's economic development; (10) Vigorously developing the manufacturing industry and the real economy is the main focus of China's economic development; (11) Firmly and comprehensively expanding opening up is an important magic weapon for China's economic development; (12) Overall development and security are important guarantees for China's economic development; (13) Adhering to correct working strategies and methods is the methodology for doing economic work well.

Therefore, this topic first comprehensively and meticulously studies Economic Thought of Social Scientism in the New Era, and then integrates them into the ideological and political curriculum of Western Economics, which will help localize the teaching resources of Western Economics, integrate professional knowledge with theory and practice, cultivate students' ability to apply what they have learned, and improve their ideological and political level.

3. Construction of Ideological and Political Teaching Content During "Western Economics"

Based on studying Economic Thought of Social Scientism in the New Era, fully explore the corresponding content of the course "Western Economics", and create the ideological and political teaching content of the course "Western Economics" [6].

Firstly, based on economic thinking, internalize ideological and political elements into basic theories, re supplement and improve teaching content, expand the depth and breadth of professional knowledge, and guide students to understand and master relevant economic concepts and theories. "Western Economics" itself contains many ideological and political elements [7]. By introducing economic ideas through knowledge points, it can not only effectively complete the ideological and political curriculum, but also enable students to better understand relevant concepts and theories [8].

Second, based on economic thinking, explore China's economic cases to help students better use the theories they have learned to analyze China's actual economic problems. "Western Economics" cannot be divorced from reality [9]. The ideological and political curriculum of "Western Economics" must closely follow China's reform and development practices, highlight China's economic characteristics, be grounded, and have practical results.

Choosing materials that are close to students, close to society, close to the times, targeted, and approachable can enhance students' interest and motivation for learning [10].

The third is to focus on the guidance of ideas and values. "Western Economics" is an important carrier for realizing the fundamental task of "cultivating morality and cultivating talents" in the curriculum module of college economics and management majors, and an important component of the talent cultivation system of college economics and management majors [11]. It can not only achieve the knowledge and ability goals of cultivating talents, but also achieve the moral education goals. In the context of curriculum ideological and political construction, it integrates Marxist Economic Thought of Social Scientism in the New Era and the core values of Chinese Economic Thought of Social Scientism in the New Era in the new era. Through teaching content Diversified approaches such as teaching methods integrate Economic Thought of Social Scientism in the New Era into the curriculum, making the course "Western Economics" an economics course with the characteristics of the new era, thereby assuming the heavy responsibility of cultivating high-quality talents with Chinese thinking and feelings for the country and the people, and cultivating more high-quality applied talents capable of shouldering the important tasks of the times for the construction of socialist economy with Chinese characteristics [12].

For example, when explaining the concept of gross domestic product (GDP): First, by introducing its limitations, guide students to measure and evaluate GDP from the perspective of the new development concept of "innovation, coordination, green, openness, and sharing". Students can fully grasp the concept of GDP, it can also help students fully understand the "new development concept". Secondly, introduce specific per capita GDP of each province, urban and rural per capita GDP, and regional per capita GDP of our country, guide students to accurately understand the current issue of uneven and insufficient development between provinces, urban and rural areas, and regions in China, and then understand the "common prosperity" issue [13]. Thirdly, continue to guide students to understand the value goals of "balancing urban and rural development, balancing regional development, balancing economic and social development, balancing the harmonious development of man and nature" and "prosperity, democracy, civilization, and harmony" firmly establish confidence in the basic socialist economic system, and share the fruits of reform and development and a happy and beautiful life through personal hard work and mutual assistance.

4. Exploration of Ideological and Political Teaching Means and Methods for the Course "Western Economics"

(1) Exploration of Ideological and Political Teaching Methods

In terms of teaching methods, the rapid development of new media has profoundly changed the way young people obtain

information, communicate emotions, and engage in communication, and has increasingly affected the living and learning environment of students. Based on this, the deep integration of information technology, especially the Internet, with education and teaching has become an inevitable trend, transforming ideological and political content into online teaching segments that are "audible, visible, and reflective", changing the traditional cramming approach, and improving students' enthusiasm for autonomous learning [14]. During the epidemic period, various online teaching software such as Tencent Conference, Nailing, and Rain Classroom were fully utilized in college classes, making teaching and learning between teachers and students simple, convenient, efficient, and smooth. In the future, guide students to use online resources such as "Learning Power" to learn Economic Thought of Social Scientism in the New Eras and other content, promote the integration of ideological and political elements and curriculum content, and adopt online and offline teaching methods that can be a beneficial supplement to traditional teaching methods, thereby promoting the healthy development of a new teaching ecology.

(2) Exploration of ideological and political teaching methods

Problem Oriented Curriculum Ideological and Political Education. Adhering to problem orientation is one of the methodologies for doing economic work well in economic thinking. Adhering to problem-oriented teaching can also achieve better teaching results than traditional teaching [15]. By raising economic and political issues with teachers, students can shift from passive acceptance to active research, enhance their interest in learning, and exercise their thinking abilities. Instead of explaining the course content in a straightforward manner, students are encouraged to explore and learn independently by asking questions. By solving problems, themselves, students can deepen their learning impression, clarify their learning goals, and improve their critical and innovative spirit.

The case-oriented curriculum is ideological and political. Based on economic thinking, through the introduction of ideological and political causes related to the teaching knowledge points of Western Economics, students can better understand the teaching knowledge points and improve their ideological and political level. For example, in "Microeconomics", the minimum and maximum price policies implemented by the Chinese government for goods of national economy and people's livelihood illustrate the government's positive protection of people's lives. The practice of allowing students to independently conduct case studies on ideological and political education can not only effectively assess the extent to which students understand and master knowledge, but also help cultivate students' ability to analyze and evaluate issues, thereby deepening their understanding of ideological and political education cases.

5. Conclusion

The ideological and political work of university courses is

in full swing. Currently, the ideological and political practice of international economic and trade courses is weak, and it is urgent to deeply explore the ideological and political elements of the courses to achieve the educational function of professional courses. "Western Economics" is a professional basic course for international economics and trade majors, and is taught in the second semester of the university. For new college students, they not only undertake the important task of effectively connecting professional teaching between high school and university, but also bear the role of shaping university students' world outlook, outlook on life, and values in the new stage. Therefore, carrying out ideological and political teaching during "Western Economics" is conducive to better learning and overall development of students in this major.

Integrating Economic Thought of Social Scientism in the New Era into the ideological and political aspects of the course Western Economics is conducive to the localization of teaching resources for Western Economics, the integration of professional knowledge and theory with practice, the cultivation of students' ability to apply what they have learned, and the development of innovative teaching.

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