

Curriculum Ideological and Political Education: An Educational Philosophy with Distinct Chinese Characteristics

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Abstract

As an educational philosophy with distinct Chinese characteristics, curriculum ideological and political education has been widely promoted and applied in major universities in China in recent years. This article takes the teaching practice of ideological and political education in the Financial Management course as an example, illustrates the real scenes of content innovation in the teaching practice process, analyzes the innovative ideas of integrating the ideological and political concepts into professional courses in universities, and expounds the specific content of the reconstructed teaching system and evaluation reform of Financial Management teaching based on the ideological and political concepts. Finally, it summarizes the experience in the ideological and political practice of the financial management course and reflects on the problems encountered and the shortcomings therein, with a view to providing broader ideas and research paradigms for the continuous construction of the Financial Management course in the future.

Keywords: curriculum ideology and politics, educational philosophy, distinct Chinese characteristics, financial management

1. Research Background and Current Situation

Curriculum ideological and political education as is a comprehensive educational philosophy with distinct Chinese characteristics, which aims to construct a pattern of educating people throughout the entire staff, the entire process, and the entire curriculum, integrate various courses with Ideological and Political Theory courses to form a synergistic effect, and takes "cultivating morality and cultivating people" as the fundamental task of education, has been widely promoted and applied in major universities as well as attracting widespread attention from scholars in China in recent years, and discusses the construction of various curriculum teaching models and methods in the context of ideological and political educational philosophy. Actually, relevant research literature only began to appear after 2022. Birong Dong(2022) analyzes the misconceptions existing in some Chinese universities and teachers in the process of promoting curriculum ideological and political construction in eight aspects, namely, the understanding of the nature of curriculum ideological and political, classroom scope, promotion methods, ways and means, audience targets, education subjects, difficulty coefficients, and effect evaluation, as well as ten major problems that need to be solved urgently in promoting curriculum ideological and political construction, and also pointed out that the refinement and design of curriculum ideological and political education must improve the political standing based on the deconstruction of professional ideological and political education, and differentiate the architecture and design based on the characteristics of disciplines, majors, and courses. The core path for the implementation of curriculum ideological and political education is to identify the intersection between curriculum ideological and political education and professional knowledge, carefully design the ideological and political integration mode and presentation method, and the key is teachers. The core mechanism is to stimulate the normalized discussion and operation of grassroots teaching organizations. In terms of research on the introduction of curriculum ideological and political into economic management related courses, Lili Han(2022) points out that it is necessary to establish and improve the coordination mechanism between economic professional education and ideological and political

education, expand the channels and ways of ideological and political construction of economic professional courses in the new era by promoting the "grid" layout, telling "localization" China story well, building a "double qualified" teacher team, and innovating the "Internet plus" teaching model. Hua Ling, Yue Jin, Jun Pan(2022) starting from the integration demand of ideological and political education and university accounting talent cultivation, explores the internal mechanism of ideological and political education integration in university accounting curriculum construction from three aspects: extending curriculum training objectives, assisting ideological and moral cultivation, and expanding teaching content. At the same time, taking "Accounting for Government and Non Profit Organizations" as an example explores the practical path of ideological and political education and curriculum teaching integration from the dimensions of content remodeling, classroom interaction, and quality evaluation. Li Wang, Dayong Zhou(2022) taking the accounting major as an example, explores the laws and methods of curriculum ideological and political implementation under the OBE concept, and believes that it is necessary to systematically design professional ideological and political education based on results, guide curriculum ideological and political education with professional ideological and political education, guide curriculum ideological and political education design with the OBE model, construct curriculum ideological and political education implementation methods based on experiential principles, and attach importance to the evaluation of curriculum ideological and political learning outcomes. Wei Xu, Hanyou Xu, Yuanyuan Li(2022) explored the ideological and political construction of courses based on "Performance Management" course for ACCA, taking the ACCA project of Nanjing Audit University as an example. With the goal that curriculum construction of international projects should enhancing students' national self-confidence and promoting the external dissemination of Chinese culture, analyzed the elements excavation, deep integration, potential difficulties and challenges, and bottleneck breakthrough of ideological and political courses. Jun Pan, Jiqing Yao, Jialin Li(2022) starting from the integration demand of curriculum ideological and political education and government accounting education in cultivating accounting versatile talents, discussed the prominent role of curriculum ideological and political education in the cultivation of government accounting talents from three aspects: shaping the value system, expanding the curriculum content, and improving the level of ability. And also explored the practical methods of expanding the curriculum ideological and political education of government accounting from four perspectives: building ability, ideological and political resources, teaching methods, and evaluation system. At the same time, Yuxi Qin(2022) introduces the way in which the course of "Basic Accounting" of Renmin University of China organically integrates ideological and political education into the teaching material. Wenjing Li, Haiying Wei, Youchao Tan(2022) introduced The School of Management of Jinan University has built an excellent team of curriculum political and ideological teachers based on party building and league building, guaranteed by improving the organizational structure, establishing a reward and punishment system, and using teaching competitions, teaching research, "mentoring", and training seminars, and also has proposed a curriculum ideological and political design scheme driven by scientific research and combining macro and micro perspectives. Junyong Liu, Xueyuan Zhao, Jiguang Zhu, Yousan Duan(2022) introduced that The School of Accounting at the Central University of Finance and Economics has constructed the concept of "industry leading enterprises +guest tutors+ course teachers +professional service institutions" and a practical and innovative curriculum ideological and political platform through system construction as the first, textbook construction as the foundation, case development as the key, Omar Action as the feature, and guest tutors as the assistance.

On the whole, due to the short time since curriculum ideological and political education was proposed as an innovative education philosophy with distinct Chinese characteristics, although it has increasingly received attention from universities and scholars, so far there is less literature on relevant theories and practices, and there is a lack of theoretical and practical discussions on integrating curriculum ideological and political concepts into the teaching of Financial Management courses.

2. Teaching Status of Financial Management

In the context of the big data era, Financial Management has become a highly theoretical and practical interdisciplinary subject, and is a required professional core course for students of various business majors. However, due to the dual effects of the problems in Financial Management itself and the problems in the Financial Management education system, there are problems in current financial management research and teaching, such as the separation of theory and methods from reality, and the lack of practice and internships. The current teaching of Financial Management focuses more on the explanation of theoretical knowledge in teaching materials, while the application of reality and enterprise practice is at most limited to the analysis of written cases in the classroom. Moreover, it lacks the cultivation of students' moral integrity, which seriously disrupts the Financial Management knowledge learned in school from the actual work situation, and lacks a high sense of social responsibility and national mission, which unable to achieve the original intention of cultivating students.

3. Innovative Thinking of Ideological and Political Education in Financial Management

Centering on the "Guidelines for Ideological and Political Construction of Higher Education Courses" issued by the Ministry of Education and the construction goal of "double first-class" in universities, the ideological and political innovation of Financial Management courses aims to further implement the fundamental task of establishing morality and cultivating people, integrate value creation, knowledge transfer, and ability cultivation, give full play to the educational role of Financial Management courses, and improve the quality of talent cultivation.

The ideological and political aspects of the Financial Management are mainly reflected in: (a) Focus on China's path and tell China story from a financial perspective; (b) Combine ideological and political elements with financial management work and professional ethics and standards of relevant practitioners; (c) To help students understand national strategies, laws, regulations, and related policies for the financial management profession and industry.

Based on the above understanding, the ideological and political design of Financial Management putting institutional construction first, focuses on comprehensively improving the quality of talent cultivation, optimizing the supply of ideological and political content of Financial Management around political identity, national sentiment, cultural literacy, constitutional awareness of rule and law, and moral cultivation. Then based on the construction of teaching materials, first highlight Chinese characteristics, embodying four self-confidence, including (a) Theoretical Characteristics, based on the academic frontier of Financial Management; (b) Practical Features, adhere to the issue orientation of Financial Management; (c) Cultural Characteristics, combine excellent traditional Chinese culture with modern Financial Management knowledge. The second is to reflect the requirements of the times, summarize the new changes, new requirements and new trends that reflect China's financial wisdom, value concept, "Internet plus" financial practice and teaching in China's economic and social development. The third is that with case development as the key, students can use their knowledge to think, analyze, discuss, and solve problems, deeply explore professional ethics and relevant legal and regulatory requirements, understand and experience China's practice and progress, and understand the importance of technological progress and independent innovation. Finally, with the focus on curriculum design, Financial Management expertise and ideological and political education are integrated into actual classroom teaching, effectively improving students' enthusiasm for learning and for active participation, integrating curriculum ideological and political education into all aspects of talent cultivation, while improving classroom teaching effectiveness, shaping students' moral and values of loving the motherland, thriving, abiding by the law, and constantly forging ahead.

4. Reconstruction of the Ideological and Political Teaching System for Financial Management

4.1 Optimize Ideological and Political Supply

At the national level, curriculum ideological and political is guided by Xin Jinping Thought on Socialism with Chinese Characteristics for a New Era, the basic theories of Marxism, core socialist values, and excellent traditional Chinese culture; At the industry level, integrate the professional ideals, ethics, professional responsibility, and business integrity culture of financial practitioners into the curriculum ideology and politics; At the school level, deeply tap the ideological and political education resources on campus, and organically integrate the school motto culture and curriculum ideological and political education.

4.2 Improve the Course Content

Fully sort out the knowledge points in various chapters of Financial Management, clarify the different ideological and political content and forms and the goals to be achieved of different knowledge points, create the most suitable ideological and political education point for specific knowledge points through ingenious design and careful layout, through the "intersection of two points", the organic integration of knowledge points and ideological and political points can be achieved, thereby achieving the organic integration of Financial Management curriculum education and ideological and political education with peers, value shaping, knowledge transfer, and ability cultivation.

4.3 Reform Teaching Methods

In terms of teaching methods, traditional and modern methods are used to integrate ideological and political education concepts into the curriculum according to different situations; In terms of teaching devices, closely combine Financial Management related cases and hot issues, adopt problem-oriented ideological and political design, and use the full media carrier in the information era to broaden the form of ideological and political communication and improve the communication effect.

4.4 Enrich the Assessment System

Establish a curriculum assessment and evaluation mechanism of "combining in-class and extracurricular activities, and integrating at ordinary times and at the end of the semester." Curriculum ideological and political education is actually a process of shaping students' outlook on life and values, therefore, it is not only necessary to focus on students' performance in class, but also to establish a curriculum assessment and evaluation mechanism that integrates both in and out of class and at regular and final periods. In the class, attention is paid to students' learning, understanding and cognition of professional knowledge in Financial Management and the building of values, extracurricular attention to students' emotions and personal accomplishment, promote the evaluation of students' entire learning process through student discussions, demonstrations, tests, and other forms at ordinary times, and evaluate the effectiveness of ideological and political teaching through comprehensive assessment at the end of the term, perceive students' ideological and value tendencies through the assessment of open questions, and enrich the ideological and political evaluation system of Financial Management driven by dynamic multiple value-added evaluation.

5. Innovation in Ideological and Political Content of Financial Management

The integration of ideological and political philosophy in Financial Management that follow a high-level, innovative, and challenging approach can stimulate students' engagement in curriculum learning, improve learning effectiveness, and enhance ideological and political literacy. The ideological and political of Financial Management should select the hot spots, cases, and stories that students are interested in as the material to properly design the entry time and presentation method, enhance classroom interest and participation, and effectively arouse students' emotional resonance, to enable students to truly appreciate the importance of Financial Management in modern economic management and life, as well as the sense of value and mission of related work, so as to stabilize their professional thinking, stimulate their enthusiasm for learning, and improve their learning effectiveness and ideological and political literacy.

The teaching reform of ideological and political education in Financial Management encourages relevant teachers to explore and research teacher building capabilities, ideological and political education content, methods, and curriculum evaluation systems in accordance with the teaching philosophy of cultivating morality and cultivating talents, and the connotation and role of talent cultivation. This is an important way to cultivate high-level applied undergraduate talents in the future. Including (a) Integrating knowledge and practice, infiltrating teaching concepts, improving course construction ability; (b) Develop multiple effects simultaneously and use practical resources to supplement ideological and political teaching content; (c) Colliding with tradition and integrating various means to reform ideological and political teaching methods; (d) Actively innovate and innovate the curriculum evaluation system around the teaching subject.

For example, when explaining enterprise financing and commercial credit, students can first have a personal sense of understanding from the perspective of personal financing and credit, and then introduce campus loans and other negative cases, interviews, short videos, etc. that are close to university students' lives and personal interests from the perspective of curriculum ideology and politics to attract students' attention and resonance on this issue, so that students can understand the origin and background of campus loans while recognizing their essence and hazards, while recognizing the importance of personal credit, enhancing the reverence for life and establish a correct outlook on consumption, values, and life.

For another instance, when explaining investment issues, it is also possible to introduce cases, videos, and interviews of fraudulent investment collections from the perspective of personal investment to enable students to deeply understand the timeless truths such as the risks of investment and the fact that pie cannot fall from the sky from the perspective of curriculum ideology and politics, and further enable students to understand the importance of caring for and accompanying the elderly, enhance their moral sense and personal quality, and practice core socialist values.

Due to the general psychological dislike of sermon and seeking novelty, the majority of the cases can be negative. Regardless of whether it is Financial Management or other courses, although the content of professional knowledge varies, the correct values, outlook on life, moral sense, sense of mission, and socialist core values contained therein remain unchanged. Therefore, excellent case studies and analysis models can also be used for reference in the teaching practice process of other courses.

6. Experience and Reflection on the Teaching Content of Financial Management in the Context of Curriculum Ideological and Political Educational Philosophy

After integrating the curriculum ideological and political education philosophy into the practical teaching of Financial Management, we found that students' theoretical knowledge and practical ability in financial management, as well as their moral cultivation and sense of mission, have been significantly improved. At the same time, the feedback obtained through communication with students is that students generally have an optimistic attitude towards this emerging teaching model and feel that they have benefited greatly from it. In particular, students feel that this teaching model has a very positive guiding effect on their consumption outlook, outlook on life, worldview, and values, while the cultivation of noble moral sentiments will be very helpful for their future lives and careers, which, on the one hand, has greatly changed the students' past lack of positive attitudes towards this course. On the other hand, it can truly change the students' future lives and enable them to develop towards a better future, which actually allows our entire society and country to continuously advance towards a more prosperous, strong, and beautiful direction.

At the same time, the practice of ideological and political education in the Financial Management has also given us the following profound insights:

Firstly, it is necessary to improve the awareness and ability of Financial Management teachers to carry out curriculum ideological and political construction, systematically carry out education on socialism with Chinese characteristics and the Chinese Dream, socialist core values, rule of law, labor education, mental health education, and education on excellent traditional Chinese culture, strengthen students' ideals and beliefs, and effectively improve the effectiveness of moral education.

Secondly, in-depth research on educational goals based on the unique advantages of the Financial Management, refining the ideological value and spiritual connotation contained in professional knowledge, and scientifically and reasonably expanding the breadth, depth, and temperature of the course. Increase the knowledge and humanity of the curriculum, and enhance its leadership, modernity, and openness from the perspective of special fields, industries, domestic, international, cultural, and historical aspects.

Thirdly, the ideological and political education of Financial Management should combine with action learning and teaching case development, avoiding rote and tedious indoctrination of ideological and political theories, and ensure that ideological and political elements are naturally incorporated into teaching activities on the premise of meeting professional teaching standards, making value shaping endogenous an organic and indispensable component of the teaching of Financial Management. In the actual teaching of Financial Management, the specific forms of ideological and political elements include not only traditional forms such as textbooks and written cases, but also information based online media forms such as online articles, audio, video, documentaries, and micro movies. It is also necessary to integrate with the times the most popular forms of self-media such as short videos, microblogs, and WeChat among current university students, so as to eliminate the outdated and stereotyped impression of ideological and political education in the minds of students, thereby truly realizing students' sense of ideological and political value identity.

Curriculum ideological and political design is a process that needs to be continuously improved and deepened, and the cited cases and presentation methods need to be continuously improved and updated over time and events. Due to the short design time of the curriculum ideological and political in Financial Management and the insufficient integration of ideological and political materials, in the future, more detailed and in-depth exploration of more ideological and political integration points should be made to enrich the ideological and political content of each chapter, and constantly improve and update ideological and political materials and integration methods in the test of teaching practice. Teachers need to invest more time and energy in searching for materials and designing integration methods, enhance the acceptability, attractiveness, and interest of ideological and political content while ensuring the effectiveness of professional knowledge interpretation, and subtly internalize the values contained therein as a part of students' personality, which will be a process that requires time precipitation and long-term investment of a large amount of time and energy, and also an important process that requires teachers to have a high sense of responsibility and mission, and personally practice curriculum ideology and political philosophy as well as socialist core values.

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