A Study on the Implementation of Civic Teaching in Higher Education Programmes Based on Smith's Model

Xiaoyue Jiang
Harbin Business University, Administrative Management

Abstract: Education is the foundation of the country, the rise of education is the rise of the country, to achieve the great rejuvenation of the Chinese nation on the road, the curriculum Civic and political teaching to meet the dual requirements of teaching and educating people, is to cultivate talents in the new era is an indispensable and important part. Especially colleges and universities are the main way to export talents for the motherland, so the construction of Civics and Politics in colleges and universitites is more important, however, in the process of Civics and Politics programme construction in colleges and universities are faced with many obstructive factors. Therefore, according to Smith's policy implementation process model, we analyse the difficulties in the implementation of Civic Politics teaching from the four levels of policy itself, implementation agency, target group, and policy environment, and point out that the teaching content is not yet perfect, the awareness of the implementation body is weak, and the external environment is not enough to support the implementation of Civic Politics teaching, and put forward the corresponding countermeasures and suggestions to ensure that Civic Politics plays an active and effective role in cultivating China's modern talents.

1 Preface

Education is a major plan of the country and the party, and the root of educating people lies in educating morality[1]. Since 2004, the state has promulgated policies to strengthen the ideological and political work of college students, and promoted a new round of teaching reform of "subject moral education" in 2005. Shanghai's colleges and universities have taken moral education as a key reform pilot, and gradually transformed from "ideological and political curriculum" to "curriculum ideological and political curriculum" by 2014. Curriculum ideology and politics make college teachers shoulder the burden of moral education, which is the change of educational thought and curriculum concept. The Guiding Outline for the Construction of Curriculum Ideology and politics in Colleges and Universities issued by the Ministry of Education proposed that all colleges and universities, all teachers and all courses should shoulder the responsibility of "educating people", put forward the "good canal" and "planting well", and unify the "explicit" and "dark" education. We will build a comprehensive education pattern for all employees. University is the main battlefield of ideological and political education and ideological and political construction of college students in our country. Curriculum Civics and Politics is to make its position in the curriculum effectively reflected by constructing a whole-staff, whole-process and whole-course moral education, organically combining theoretical knowledge, value concepts and spiritual aspirations, so that all kinds of courses can form a complementary relationship with it, and form the basic educational concept of "establishing morality and educating people"[2]. The basic educational concept of "cultivating moral values". Ideological and political lessons are not incidental to other courses, and being reasonable is not exclusive to ideological and political lessons, and there is no ideological and political truth divorced from reality. Curriculum thinking and politics is through the construction of the whole process, the whole course of moral education, so that its status in the curriculum can be effectively reflected, the theoretical knowledge, value concept, spiritual appeals and other organic combination, so that all kinds of courses complement each other, form the basic education concept of "moral education", so that teachers and students can communicate through the soul. It has a profound effect on thought and behavior without being aware of it.

2 Theoretical framework for the implementation of the teaching of curriculum ideology and politics

According to Graham T. Allison, "the function of programme definition accounts for only 1 per cent of the
achievement of policy objectives, while the remaining 99 per cent depends on the effective implementation of policies" [3]. Thomas Smith (T.B. Smith) pioneered the basic theoretical analysis framework for policy implementation, and proposed the Smith policy implementation process model (shown in Figure 1, hereinafter referred to as the Smith model) [4].

The theoretical framework mainly involves four variables: firstly, the idealised specific teaching content as well as ideas of Curriculum Civics; secondly, the main body of implementation of Curriculum Civics teaching, which is mainly the Central Education Bureau, various local education bureaus, various colleges and universities as well as the lecturers; thirdly, the target group of Curriculum Civics teaching, i.e. the students of colleges and universities; and fourthly, the macro-environment of Curriculum Civics teaching, which is mainly concerned with the The overall social environment and atmosphere and economic environment, teaching concepts and so on.

Smith model comprehensively analyzes the various factors that affect the implementation effect in the process of policy implementation and the interaction relationship from multiple angles, and provides a new idea and vision for the follow-up research on public policy implementation. In June 2020, the Ministry of Education issued the Guiding Outline for the Construction of Curriculum Ideology and Politics in Colleges and Universities, which makes a macro-top-level design for the implementation of curriculum ideology and politics. In December 2021, the Ministry of Education issued the "Standards for the Construction of Ideological and Political Theory Courses in Colleges and Universities (2021 Edition)", which provides specific guidance for the orderly development of ideological and political courses. Therefore, the constraints and solutions in the implementation of ideological and political teaching in courses are analyzed with the help of Smith model. It plays a unique role in exerting the sustained effect of curriculum ideology and politics. According to the characteristics of ideological and political teaching of curriculum, this paper constructs the implementation analysis framework of ideological and political teaching of curriculum on the basis of Smith model (as shown in Figure 2).

3 Constraints on the implementation of the teaching of Civics and Politics in colleges and universities

(1) Civic politics teaching content in colleges and universities is not yet perfect.

Thought determines action. On the road to the great rejuvenation of the Chinese nation, we not only need talents with knowledge and ability, but also mouldable talents with correct ideology and harmonious unity with the overall consciousness of the motherland. The concept of curriculum ideology and politics has been put forward since 2014 as a "compass" to guide young people's
thoughts and cast correct ideals and beliefs in the new era. It has been successfully implemented in some areas and universities, but there are still some weak links in the teaching process itself. The content of the teaching of Civics and Politics in colleges and universities has not yet been perfected, the teaching design lacks pertinence, and the corresponding curriculum system has not yet been formed, which makes the teaching of Civics and Politics of the curriculum confusing[5]. On the one hand, there is a lack of specific teaching content that combines specific disciplines with curriculum ideology and politics, unreasonable arrangement of teaching time allocation in class, review and consolidation form after class, etc., it is difficult for students to form a systematic knowledge system of curriculum ideology and politics, and the external curriculum form is not clear and difficult to internalize in the mind. Secondly, the construction of the curriculum ideological and political system has not yet been perfected. For students of different ages and sections, the curriculum ideological and political system has not yet formed, which makes the curriculum ideological and political teaching chaotic, and the curriculum ideological and political philosophy lacks universality. At present, the curriculum ideological and political concept has been successfully implemented in a few areas in China, and the curriculum ideological and political system has not yet formed in most areas.

(2) Weak awareness of the main body of Civics teaching in colleges and universities

Teachers have not received professional training in Civics and Politics of the curriculum, and their lack of ability and professionalism limit the effect of teaching Civics and Politics of the curriculum.

(3) The target group of Civic Politics teaching in colleges and universities has diversified and complex educational backgrounds.

The big gap between rich and poor and the uneven educational resources cause the implementation effect of Civic Politics in the curriculum to be very different. The object of ideological and political teaching of college curriculum, that is, the target group, seems to be single, but in fact, it is different in region, major, grade and middle school educational background. On the one hand, for students in the eastern region, the educational resources are rich in childhood, while the western region is relatively backward, the wealth gap between the East and the west is large, and the educational resources are unbalanced, which may greatly lead to different implementation effects of ideological and political teaching of curriculum. On the other hand, college students, especially graduate students, have relatively heavy learning and scientific research tasks, strong ideological autonomy, and are easily bored with curriculum ideology and politics. In addition, due to different educational backgrounds in middle schools, liberal arts and science and engineering have different understandings and absorption of curriculum ideology and politics, which seriously affects the implementation effect of curriculum ideology and politics.

(4) Insufficient support of the external environment for the teaching of Civic Politics in higher education programmes.

At present, there is no clear legal regulation on the teaching of ideology and politics in the curriculum, and the documents of the Ministry of Education have not formed a harmonious and unified situation with the curriculum of colleges and universities. First of all, from the point of view of economic environment, due to the large difference of economic development in various regions of our country, there is an obvious gap in the capital investment in education, so the fund support in many regions is insufficient in the construction of curriculum ideological and political construction, which leads to difficulties in the construction of curriculum ideological and political construction. Secondly, from the perspective of social environment, at present, there is no clear legal regulation on curriculum ideological and political teaching, the documents of the Ministry of Education have not formed a harmonious and unified situation with the curriculum setting in colleges and universities, and curriculum ideological and political teaching has not been widely accepted by the public, and a large part of the public has failed to understand the real role and significance of curriculum ideological and political teaching. Curriculum thought and politics is still a very new and unfamiliar teaching mode. Although quality education is strongly advocated, there are still many colleges and universities pay too much attention to exam-oriented education, only the achievement theory, and do not realize the importance of curriculum ideology and politics for the development of students and talent training.

4 Cracking the path of the teaching of Civics and Politics in colleges and universities

(1) Improve the content and system of teaching Civics and Politics in colleges and universities.

Textbooks are teaching books that reflect the specific content of a course comprehensively and systematically according to the curriculum standards and actual needs. Integration of teaching materials to ensure the scientific and integrity of the teaching content at the same time flexibly increase the elements of ideology and politics, to achieve effective articulation, can provide theoretical protection for the reform of the course of ideology and politics teaching.

(2) Enhance the awareness of the main body of Civics teaching in colleges and universities.

Thought is the forerunner of action. Only by strengthening the consciousness of the subject of curriculum ideological and political teaching can curriculum ideological and political teaching be carried out better. The world is undergoing profound changes unseen in a century, and the process of the great rejuvenation of the Chinese nation is unstoppable. To achieve Chinese-style modernization, we not only need high-level and high-tech talents, but also need talents with correct ideological character and values. Therefore, the construction of ideological character and values is particularly important. The Education Bureau should pay attention to the setting and content of the Civics of the
curriculum, and change from "supervision" to "guidance" for each institution, giving more support and guidance to the institutions.

3. Strengthening the awareness of target groups

The acceptance degree of the target group has a significant impact on the effect of policy implementation, and the main body of ideological and political teaching is the students in major universities. Because students have different cognition of curriculum ideology and politics, and there are many contents of curriculum ideology and politics, it is necessary to form a comprehensive and systematic system of collaborative education, so as to optimize the combination of moral education elements, so as to achieve the best education results. Multi-dimensional and all-round investigation should be carried out to explore the paths and methods of breaking through the difficulties of teaching Civics and Politics in the curriculum, closely integrating the curriculum teaching with the curriculum cultivation, and constantly improving the comprehensive quality of students' knowledge, feelings, intentions and behaviours.

4. Optimising the environment for the implementation of teaching Civics and Politics in the curriculum

In view of the lack of supporting environment for curriculum ideological and political teaching, we should first increase the financial support for educational resources to a certain extent. The economic base determines the superstructure, and financial support is indispensable for the success of curriculum ideological and political construction. Local governments improve the quality of curriculum Civics teaching by establishing corresponding reward systems and providing schools with regular training and assessment of curriculum Civics teaching methods. We will expand education and focus on student development. Ideological and political education itself is extensive. Ideological and political education in colleges and universities should be based on the actual situation and combine with the actual needs of students, such as the employment form of graduates and employment planning and other issues that students are concerned about and need to be solved. Problems can be solved through ideological and political study. Ideological and political education in colleges and universities should play a leading role in the development of students.

5 Conclusions

Curriculum Civics is an indispensable link in the cultivation of modern talents, at this stage, the implementation of curriculum Civics teaching still lacks pertinence, hierarchy and scientificity, and the degree of understanding and implementation of curriculum Civics teaching in various regions are not the same, and the differences are very different, which reflects a great imbalance in curriculum Civics, this paper analyses the constraints on and paths to cracking the implementation of curriculum Civics teaching based on the Smith's model of the implementation process of the policy, mainly divided into two aspects of thought and practice, as well as the government, universities, teachers and students. The path of cracking is mainly divided into two aspects of thought and practice, as well as the four main bodies of the government, colleges and universities, teachers and students, however, perfecting the existing situation of curriculum Civics teaching cannot be achieved overnight, and it requires the common and sustained efforts of all walks of life in the society, to fully explore and use Xi Jinping Socialism with Chinese Characteristics in the new period of the new era of socialism and education, to continuously lead college students to establish the spirit of patriotism, to It is necessary for all sectors of society to make joint and continuous efforts to fully explore and apply education and education in the new socialist era of Xi Jinping Socialism with Chinese characteristics, to lead university students to establish the spirit of patriotism, to cultivate highly sophisticated talents who can shoulder the great rejuvenation of the Chinese nation, and to send usable talents to society.

References


