

Research on the Path of Industry-University Cooperation Enabling High-Quality Development of the Curricular Ideological and Political Education in Universities

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Comprehensively promoting the construction of the curricular ideological and political education is a strategic initiative to implement the fundamental task of cultivating virtue and nurturing people. At present, the construction of the curricular ideological and political education has made remarkable achievements in universities. However, there are problems such as narrow channels for digging out the elements of the curriculum ideological and political education, students' weak sense of experience, teachers' lack of enterprise practice experience, and a single main body for evaluating the quality of the curricular ideological and political education, which need to be solved urgently. Industry-university cooperation provides a broad space and unlimited vitality for the curricular ideological and political education, which helps universities achieve the high-quality development of the curricular ideological and political education, and continuously improves the level of cultivating virtue and nurturing people.

Keywords: industry-university cooperation, the curricular ideological and political education, cultivate virtue and nurture people, high-quality development

Introduction

What to cultivate people, how to cultivate people, and for whom to cultivate people are the fundamental problem of education (Zhang, 2021). The report of the Communist Party of China 20th Congress points out that the root of educating people lies in establishing morality, and that it is necessary to fully implement the Party's education policy to cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness, and aesthetics. The construction of the curricular ideological and political education is a strategic initiative to implement the fundamental task of cultivating virtue and nurturing people. In recent years, many universities have carried out in-depth construction of the curricular ideological and political education, and a number of achievements in theoretical research and practical exploration about the curricular ideological and

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political education have emerged (Hao, 2021), especially after the promulgation of the Outline of Guidelines for the Construction of the Curricular Ideological and Political Education in Universities. Universities have a more comprehensive understanding of the curricular ideological and political education, and the goal of talent cultivation is not only the growth of students' knowledge, but also the shaping of students' worldview, outlook on life, and values, so it is necessary to grasp the ideological, political, epochal, cutting-edge as well as cultural nature of the curricular ideological and political education, so as to make it have a greater depth, temperature, and challenge, and to effectively enhance the infectious force of the curricular ideological and political education. Universities have boldly explored the core elements, basic guidelines, and implementation strategies of the curricular ideological and political education, and explored the construction of professional civic politics and discipline civic politics. At the same time, teachers' ability to implement the curricular ideological and political education has been substantially enhanced through initiatives such as strengthening the training of teachers' ability to conduct the curricular ideological and political education, developing a teaching guide about the curricular ideological and political education, and emphasizing teaching management.

In order to cope with the challenges of the new round of scientific and technological revolution and industrial changes to the quality of talent training in universities and serve the construction of a manufacturing power, China has successively issued a series of documents such as Several Opinions on Deepening the Integration of Industry and Education, Measures for Implementing the Construction of Industry-Education Integration Enterprises, Measures for the Management of the Ministry of Education's Industry-University Cooperation Co-education Program, etc., and has established the Ministry of Education's platform for industry-university cooperation coeducation. For the first time, industry-university cooperation has risen to the level of national strategy. Through industry-university cooperation, universities can strive to realize the innovative talent cultivation mode and promote the organic convergence of the education chain, talent chain with the industrial chain and innovation chain, as well as the all-around integration of the structural elements of the supply side of talent cultivation and the demand side of the industry (Liu & Xu, 2022).

Despite the remarkable results of the construction of the curricular ideological and political education in universities, there are still a lot of problems that continue to be solved, such as a single source of elements of the curricular ideological and political education, the infectious force of the curricular ideological and political education on student' needs to be strengthened, the teachers' capacity of the curricular ideological and political education needs to be urgently improved, and the evaluation mechanism of the curricular ideological and political education is imperfect, and so on. From the perspective of educational ecology theory, the construction of the curricular ideological and political education is a complex open system, which can only realize the overall optimization of the curricular ideological and political education system by continuously exchanging energy, material, and information with the external environment. Society is a big classroom, and students benefit most, not from the classroom, but outside the classroom. Industries and enterprises are participants in the socialist market economy, bearers of social production and services, and promoters of technological progress, and industry-university cooperation is conducive to promoting the construction of innovative curricular ideological and political education in universities, and facilitating the internalization of the elements of the curricular ideological and political education by students. Therefore, industry-university cooperation can effectively empower the work of moral education, thus promoting the high-quality development of the curricular ideological and political education in universities.

The Dilemma Faced by the Curricular Ideological and Political Education in Universities

At present, the construction of the curricular ideological and political education in universities is mainly confined to the campus, showing a typical closed nature, which makes the construction of the curricular ideological and political education appear a series of problems and dilemmas, and directly restricts the improvement of the level of cultivating virtue and nurturing people in universities.

Narrow Channels for Mining Elements of the Curricular Ideological and Political Education

Teachers in universities often excavate the elements of ideological and political education related to curriculum teaching from textbooks. However, the content of the existing textbooks has varying degrees of obsolescence and lagging behind, and cannot absorb the frontiers of scientific and technological development and industrial practice cases in a timely manner. At the same time, there are insufficient reflections of China's ideological theories in the textbooks, which directly restricts the discovery and processing of the resources of educating people in line with the development of the times (Zhang & Wang, 2021). As social cells, industries and enterprises are at the forefront of new technologies, new industries, new business forms, and new modes of change, containing extremely rich elements of the curricular ideological and political education (He, Liu, & Zhang, 2023) which can effectively make up for the lack of channels for digging out the curricular ideological and political education. Therefore, it is necessary to deeply excavate the ideological and political elements in industries and enterprises through industry-university cooperation, so as to improve the effect of the curriculum ideological and political education.

Insufficiently Strong Students' Sense of the Curricular Ideological and Political Education

At present, most teachers can effectively utilize classroom teaching to realize the organic integration of the ideological and political elements, but the expansion of the path of the curricular ideological and political education outside the classroom is relatively weak. Teachers are confined to the classroom, and the curricular ideological and political education becomes abstract and empty, which makes students become passive receivers and indoctrinates of ideological and political elements, rather than active constructors of knowledge meaning (Zhang, 2023). This lack of real scene support for the construction of the curricular ideological and political education, resulting in the reduction of students' experience sense of the curricular ideological and political education, cannot achieve the purpose of stimulating students' emotions and enlightening their thoughts. How to make full use of the scene advantages of the industry and enterprises to enhance the students' level of sense is an important challenge to promote the high-quality development of the curricular ideological and political education in universities.

Teachers' Lack of Practical Experience in Enterprises

Teachers are the "main force" in the construction of the curricular ideological and political education. In the new period, the curricular ideological and political education requires teachers to have higher ability of practicing in the enterprise. The reality is that many teachers directly enter universities to undertake teaching work after graduating from doctoral programs, and they are less involved in the process of enterprise production and practice, which makes them unsatisfactory in the acquisition of practical knowledge and ability in the enterprise. The lack of teachers' practical experience in enterprises not only limits the cultivation of students' ability to understand and solve practical problems in enterprises, but also affects their internalization of the elements of the curricular ideological and political education, which weakens the effect of the curricular ideological and political education in universities.

Single Subject of Quality Evaluation of the Curricular Ideological and Political Education

The elements of curricular ideological and political education have obvious cross-border nature, and the corresponding quality evaluation should also reflect openness, which determines that the curricular ideological and political education cannot be separated from the participation of industries and enterprises in the design of quality evaluation objectives, content structure, organization, and implementation. In practice, the quality evaluation of the curricular ideological and political education is still limited to the campus, and the main body of the evaluation mainly includes administrative leaders, teaching supervisors, and teachers' peers, et al., and seldom includes industry experts, senior managers of enterprises, and technical experts of enterprises, which leads to the drawback of the closedness of the quality evaluation system of the curricular ideological and political education. This makes the construction of the curricular ideological and political education lack a lasting innovative power source and sufficient external force support.

The Path of Industry-University Cooperation Empowering the High-Quality Development of the Curricular Ideological and Political Education

With the continuous deepening of industry-university cooperation, universities and industrial enterprises will continue to move towards deep integration, creating a more open development path for the construction of the curricular ideological and political education, which is conducive to the realization of the high-quality development of the curricular ideological and political education in universities.

Explore the Industry and Enterprise Resources, and Enrich the Channels of the Elements of the Curricular Ideological and Political Education

Universities need to strengthen the excavation of the elements of the curricular ideological and political education from a variety of sources to improve their quality. First of all, they should insist on mining high-quality curricular ideological and political education in teaching materials: in-depth excavation of the elements of moral education in the textbooks, elaborate design of the modules of the curricular ideological and political education elements, value guidance in the teaching of knowledge and ability cultivation, and realization of the value guidance for students. Secondly, we focus on condensing the elements of the curricular ideological and political education in the industry. In particular, we focus on exploring the cultural essence, scientific spirit, national sentiment, engineering ethics, and other elements of the curricular ideological and political education contained in the industry, so as to promote students' absorption of the beneficial nutrients from the enterprises (Chen, 2021). Finally, we try to explore the useful elements of the curricular ideological and political education in enterprises, and give full play to the advantage that China has the most complete industrial system in the world, and show students the national and ethnic mission of our enterprises, so as to prepare students to become a qualified professional in the future.

Exert the Advantages of Industry and Enterprise Scenes to Enhance the Students' Experience Sense Level of the Curricular Ideological and Political Education

Universities should make full use of the colorful work scenes that enterprises have to strengthen students' experience of the curricular ideological and political education, so that students can better get into their brains and hearts on the curricular ideological and political education and internalize socialist core values into spiritual pursuits and externalize them into conscious actions. First, on the macro level, students are motivated to integrate their self-scientific pursuits into the great cause of building a Chinese-style modernization, and create historical

performance worthy of the times and the people by guiding students to visit the venues, and watch the physical models or virtual scenes. Secondly, at the meso level, by arranging students to go to industries and enterprises for internships and practices, students are exposed to real scenarios of R&D, production, and operation of enterprises, so as to cultivate students' critical thinking and enthusiasm for exploration, and to better comprehend the spiritual power of the China. Third, at the micro level, students are guided to gain insights into the great convenience brought to the quality of life of the public by changes in the application of technology and management mode in many fields, such as banks, hospitals, public transportation enterprises, communication enterprises, retail enterprises, and so on, so as to enhance their ideals, political identities, core values, and family and national sentiments.

Industry Experts Participate in Teacher Training and Cultivate “Dual-Teacher”

Universities should pay attention to the construction of teachers, in accordance with the concept of double-cycle inside and outside the school, to build a “dual-teacher”. On the one hand, “invite in”. Industry experts, enterprise executives, and technical experts are invited to participate in regular training for teachers to deepen their knowledge of the industry and enterprises, and to promote the universities to better transform their disciplinary and professional strengths into their parenting strengths. On the other hand, it is “going out”. Universities rely on the mechanism of industry-university-research apprenticeship program, horizontal scientific research projects, and enterprise posting to promote teachers to enterprises for on-the-job practice, and engage in product research and development, industry research, case development, decision-making consulting, etc., to enhance teachers' engineering practice ability, and to make the curricular ideological and political education more close to the students' social and living reality. Through industry- university cooperation, a large number of teachers with “dual-teacher type” will be more capable of guiding students to deeply understand and consciously practice the professional spirit and norms of various industries, which will be conducive to the formation of students' vocational character and vocational ideals, and lay the foundation for their future development in the real economy.

Introduce the Evaluation of Industrial Experts and Establish an Open Evaluation Mechanism for the Quality of the Curricular Ideological and Political Education

A scientific and reasonable evaluation mechanism is the guarantee for the normal development and continuous improvement of the curricular ideological and political education in universities. Universities need to explore the establishment of a quality evaluation mechanism for the curricular ideological and political education that combines schools, industry associations, and enterprises. First of all, universities mainly evaluate the degree of implementation of the national policy of the curricular ideological and political education, the degree of integration of ideological education and professional teaching, the level of teachers' excavation of the curricular ideological and political education resources, their teaching design ability, and the effect of the curricular ideological and political education. Second, industry associations evaluate teachers' knowledge of industry development concepts, rules and regulations, and their ability to guide students to actively integrate into the industry based on industrial standards and norms. Thirdly, enterprises, on the other hand, evaluate teachers' ability to cultivate students in terms of professional ideals, professional ethics, teamwork, craftsmanship, and innovation, mainly based on the dimension of practice.

Conclusion

This paper focuses on the dilemma faced by the construction of the curricular ideological and political education in universities, and explains the path of industry-university cooperation to empower the high-quality

development of the curricular ideological and political education. Through industry-university cooperation, universities can broaden the channels of the elements of the curricular ideological and political education, enhance the students' sense of experience, promote the construction of "dual-teacher", and establish an open evaluation mechanism for the quality of the curricular ideological and political education, so as to promote the high-quality development of the curricular ideological and political education, continuously improve the quality of talent cultivation in universities, and better undertake the important task of nurturing people for the Communist Party of China and talents for our great motherland.

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