The Exploration on the Implementation of “Curriculum Ideological” in the Course of Economics

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ABSTRACT

Starting from the connotation of curriculum ideological, this paper expounds the necessity and the possibility of implementation of curriculum ideological in teaching Economics, proposes the specific approaches on the implementation of curriculum ideological in this course: Combine the knowledge of macro and micro economic theory with political attitudes, with political belief education, with the transmission of Chinese excellent traditional culture, and the emotional education.

The connotation of “curriculum ideological”

Xi Jinping, the general secretary of CPC pointed out in the National Ideological and Political Working Conference of Colleges and Universities across the country that: “Classroom teaching is the main channel, which should be made full use of. Ideological and political theory course should be strengthened in the improvement. The affinity and targeted of ideological and political education should be improved to meet the demand and expectation of the growth development of students. Other lessons should keep a canal, grow a kind of good responsibility farmland to make all kinds of courses and ideological and political theory develops in the same direction, form the coordination effects.”[1] All courses in universities, including general education courses, basic subject courses, specialized courses, should give full play to the educational function of thought leadership, spiritual shaping and values, namely “curriculum ideological”.

“Curriculum ideological” refers to teachers in colleges and universities, on the basis of imparting course knowledge, guide students to transfer the learned knowledge into inner virtue, into the organic composition of their mental system, transfer into the
quality or ability of their own, become basic ability and method for individual to know
the world and change the world. Based on this, the author defines the “curriculum
ideological” of economics as that during the teaching process, teachers combine the
knowledge of macro and micro economic theory and political attitudes, political belief
education together, with the transmission of Chinese excellent traditional culture, with
the emotional education, to achieve the effects of “condensing knowledge background
in the spread value, realizing value guidance in knowledge dissemination”.

The necessity and possibility of implementing “curriculum ideological” in
Economics

Economics (generally called Western Economics in domestic) is a kind of science
on the study of how to effectively use and rational allocate the limited resources, so as to
maximum satisfy the human desires and social welfare demands. It is the theoretical
crystallization of the operation rule of capitalist market economy studied by western
economists. The introduction and spread of western economics for China can be traced
back to the early 1880s from the translation, introduction and research of some
bourgeois reformists on western classical economic thoughts and modern economic
thoughts. After the reform and opening up, the number of scholars specializing in
teaching and research of western economics increases dramatically, and the
introduction and dissemination of the study also expand to a larger and higher level. In
view of the attitudes and evaluations of western economic theory, domestic scholars
hold different ideas. Some are total negative. Some are full of praises. Some advocate
for criticism, reference and utilization. Therefore, in the course of Economics teaching,
we should pay attention to the guidance of the psychological state, dialectical thinking
and value orientation of students.

Economics is known as “the queen of social sciences, the oldest art, and the most
original science” in the western country. Firstly, it is a kind of natural science. Under
the premise of strict assumption, a large number of mathematical reasoning and models
are used to demonstrate the interrelationship between economic variables. But at the
same time, it is also a social science, with a rich world outlook, values, thinking
training. Therefore, in imparting economy theory, the teaching of Economics is entirely
possible to stimulate the creative spirit of students through the teaching reform, teach
students how to behave, foster correct world outlook, values and outlook on life, and
improve the ideological and moral level and cultural quality of students.

The concrete practice of implementing “curriculum ideological” in Economics

1. Combine economic theory with political belief education

   Political belief refers to the conviction and respect of people on some political
theories and political systems established on the basis of certain cognition, and it is
regarded as its own code of conduct and activity guide. Though college students have
become adults, but the social experience is not rich and the experience of life and
thinking is not enough. When facing the impact and penetration of western politics and
culture, they tend to lack the ability to distinguish right from wrong. Therefore, if they
are not properly guided, their political attitudes and political beliefs will be affected. The political attitudes and beliefs of college students are the key which concerns to the future fate of the country and the stability of the whole economic and social development. Therefore, it is very important to strengthen the political faith education of contemporary college students.

Economics (commonly known as Western Economics) is an analysis, abstraction and summary of problems occurring in the operation of western capitalist economy. Each genre theory is a realistic abstraction of the capitalist market economy. For example, the new classical economic theory thinks that the “invisible hand” plays an infinite role, which is formed in the summary of the economic reality of the western countries in the free competition capitalism stage. Keynes’s theory of state intervention was developed in the study of the economic crisis of western capitalist countries erupted in the 1930s. In other words, western economics is rooted in the capitalist market economy. Since the reform and opening up of more than 30 years, China has always pursued the theory of socialist market economy suggested by Deng Xiaoping. The direct source of his theory is Marxist political economy. Therefore, in the study of western economic theory, students are inevitably confused and even questioned about China’s socialist market economic theory. Therefore, the author believes that the political belief education in the teaching of Economics should focus on the political identification of students’ on socialist market economy.

For example, in the teaching of the “invisible hand”, namely, the function and the principles of market, teachers should tell students that both the plan and the market play a special role in different development stage in our country, and we should not blindly exaggerate the role of the market economy and belittle the role of the planned economy. Both the plan and the market have advantages and disadvantages on adjusting economic activities. “Whether the plan should be more or the market should be more. It is not the essential difference between socialism and capitalism. Planned economy is not equal to socialism, capitalism also has the plan. Market economy is not equal to capitalism, socialism also has market. Both the plan and the market are economic instruments.” [6]

The socialist market economic theory has advantaged superiority. It organically combines plan and market, which can play a role of the market allocation of resources effectively, and can play the important role of the macroeconomic regulation and control guide of the plan.

2. **Combine economic theory with the transmission of Chinese excellent traditional culture**

Chinese excellent traditional culture is the precious wealth of our nation, covering many moral ethics and survival wisdom of living, is the total of the common spirit of stable structure, psychological state, thinking mode and value orientation and other spiritual achievements, is the foundation of modern spiritual civilization, is an important source of self-restrain socialist core values, is one of the important channels to spread the positive energy of the society, is an important carrier of carrying forward socialist core values. The spirit of nutrients nourishes the developing nation and society. [7] However, college students are in the particular stage of life, their outlook on life, values are not entirely sure. When facing the choice of diversified values, they are often vulnerable to the impact and penetration of western culture, reject or abandon the Chinese excellent traditional culture. In addition, contemporary college students tend to
be only child in one family. In their daily behaviors, they tend to be self-centered, emphasizing their own interests and ignoring social responsibilities. Therefore, western economics, as the product of western capitalist system, should pay special attention to guide students to dialectical regard western culture and traditional culture in the course of teaching.

For example, in the interpretation of the “paradox of thrift”, students tend to be confused about whether the theory is incompatible with the Chinese traditional culture of frugality and frugality. Teachers must tell students that frugality is the traditional virtue of the Chinese nation by introducing and citing the classics, and we should always adhere to and pursue it. Keynes’s judgment on “paradox of thrift” is the conclusion after short, static and overall analysis. One of the direct powers of economic growth in the short term is indeed the “consumption”. However, on the view of the current national conditions of China, China is still a developing country, we should switch to a long-term and dynamic analysis thought, carry forward the traditional virtues of frugality, keep the sustainable development drive of Chinese economy.

For example, one theoretical cornerstone of western economics is the hypothesis of “rational economic man”, namely, people in the economic society are always selfish, in the pursuit of self-interest maximization. At the same time, they also promote the economic and social development. If teachers interpret the connotation of “rational economic man” to students, students may tend to be allowed to regard “self-interest” as the motivation of all economic activities, completely ignore the relationship between individual and society, individual and others, to form a kind of wrong behavior patterns. Teachers must tell students that there is a dialectical unity between the hypothesis of “rational economic man” and the moral. Rational economic people do not refer to pure “egoism”, but the premise of their behavior is in the boundary of market ethics rules, not “non-moralism”. The true morality is not the pure unilateral altruism of traditional morality, but the organic combination of the self-interested and the acquired altruistic values.

3. Combine economic theory with emotional education

Emotional education refers to the education which relates to the outlook on life, world outlook, values and personality cultivation, the morality and sentiment education with family education, friendship education, love education as the core as well as the variations of issues related to education.\(^8\) The teaching of Economics should focus on cultivating and promoting the positive emotional experience of college students, promoting the all-round development of students and promoting the harmonious development of the whole society.

For example, teachers can use the question-type teaching method to let students speak freely about problems before learning economic theory, and put forward their own opinions and views. This can not only improve the ability of students to identify and judge problems, but also satisfy the desire of students on self-respect, self-determination and self-expression. There are two kinds of specific ways on questioning, one is before the introduction of the new chapter and the other is in the process of teaching knowledge. Before introducing new chapters, teachers set problems with realistic meanings for students to think and discuss which can cause the curiosity of students, mobilize the learning enthusiasm of students, making the students be more purposefully into the learning of the new chapter. For example, before the introduction
of demand and supply in the first chapter, firstly teachers put forward a question that “Is the high income of the star reasonable”; before the introduction of consumer behavior in chapter 2, the first question is “Why mobile phones change so fast?” and “What do you want to carry as the dowry?” and other problems. The second way of asking questions is through the whole teaching process. For example, when teaching the knowledge of demand price elasticity, teachers can combine the hot spots of current affairs to propose the problems such as “What is the explanation of the severe traffic jam caused by National Day free road tolls?” When it comes to the AD-AS model, teachers can ask “Why the CPI continues to rise in recent years?” and other problems. The question teaching method in the process of teaching can deepen the understanding of students on specific knowledge and help them master and improve the interpretation and analysis ability on applying economic theory to the actual economic phenomenon.

For example, teachers can use case-based teaching method to effectively mobilize the learning enthusiasm of students, cultivate the correct world outlook and values of students, improve theoretical and practical abilities. The selected cases are divided into two types, one is the classic cases of economics, for example, the famous Coase theorem, which can be explained by a simple story of “cattle eat grains in the adjoining valley”; The external economy can be explained by “the pollution of the river”; Public goods can be explained by the story of the “lighthouse”. The second kind of cases is the cases which integrate with the real economy and the current hot topic issues which are selected for analysis and discussion. For example, when learning the chapter on fiscal policy and monetary policy, the regulation of real estate market are selected to analyze.

CONCLUSION

“Curriculum ideological” is a systematic project that cannot be achieved overnight. In the course of teaching Economics, how to implement the “curriculum ideological” should be further explored. The concrete practice proposed in this paper should be further implemented and perfected in practice.

REFERENCES