

Research on the Ideological and Political Construction of Public Management Professional Courses from the Perspective of “New Liberal Arts”

Shengkun Wang

College of Humanities and Social Sciences, Agricultural University of Hebei, Baoding, China

13722516697@163.com

Abstract. In recent years, the party and the state have attached great importance to the ideological and political construction of courses in colleges and universities. Under the background of “new liberal arts”, there is synergy between the construction of public management majors and the ideological and political construction of courses. In this context, there are some practical difficulties in the ideological and political construction of public management majors, such as students' low attention, teachers' insufficient understanding of their own political literacy and ideological and political education, single teaching design and method of ideological and political education, and imperfect system and mechanism of ideological and political education. In practice, we should not only improve teachers' political consciousness and ideological and moral level, teachers' cognitive level of curriculum ideological and political education, optimize teaching design, but also realize the organic integration of professional teaching and ideological and political education, establish and improve the system and mechanism of curriculum ideological and political education, and comprehensively promote the effectiveness of ideological and political education in public management courses.

Keywords: Curriculum Ideological and Political; “New Liberal Arts”; Public Management Class.

1. The Synergy between Public Management Specialty Construction and Curriculum Ideological and Political Education under the Background of “New Liberal Arts”

(1) Under the background of “new liberal arts”, the construction of public management majors and the ideological and political education of courses are unified in the principle of “value guidance.”

Experts and scholars in the 2020 New Liberal Arts Construction Work Conference hosted by the New Liberal Arts Construction Working Group of the Ministry of Education emphasized in the Declaration on the Construction of New Liberal Arts that the task of the construction of “new liberal arts” is to strengthen value guidance. In this context, the curriculum construction of public management majors must firmly grasp the value-oriented nature of education, adhere to the cultivation of morality and cultivate people, comprehensively promote the ideological and political construction of college courses, promote Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into teaching materials, classrooms, and minds, improve students' ideological consciousness, moral standards, and civilization literacy, and cultivate public management talents in the new era to take on the task of national rejuvenation.

Curriculum ideological and political education is an educational practice activity that integrates ideological and political education into professional courses and general courses [1]. The fundamental principle of adhering to and developing socialist education with Chinese characteristics in the new era is the direction of socialist education. Therefore, China's curriculum ideological and political education is an educational practice activity under the socialist school running, which fully reflects the educational content requirements of the cultivation of socialist core values. It is necessary to integrate the relevant content of socialist core values into each course and continuously strengthen the permeability of value education.

Under the background of “new liberal arts”, the professional construction of management of public utilities embodies the connotation of The Thought on Socialism with Chinese Characteristics for a

New Era. The construction of curriculum thought and government embodies the requirements of educational content cultivated by the core values of socialism. Both of them embody the principle of 'value guidance' in the construction and development, and they are also unified in the principle of 'value guidance', which fully reflects that contemporary public management students should adhere to the leadership of the Communist Party of China, strengthen road self-confidence, theoretical self-confidence, system self-confidence, cultural self-confidence, uphold the spirit of innovation, strive for all-round development, abide by social morality, family virtue, professional ethics, and become a new youth with noble personal morality.

(2) Under the background of "new liberal arts", the curriculum system construction of public management majors is coupled with curriculum ideological and political education.

The construction of "new liberal arts" emphasizes the need to consolidate the curriculum system, which requires us to firmly grasp the most basic and critical elements of the curriculum, continuously promote the renewal of education and teaching content, and introduce the latest theoretical achievements and practical experience of the construction of socialism with Chinese characteristics into the classroom and textbooks, and transform them into high-quality teaching resources. As a first-level discipline under 'management' in the eight disciplines of "new liberal arts", public management discipline is an important part of the construction of "new liberal arts" and an important starting point for implementing the task of "new liberal arts" construction and consolidating the curriculum system. Curriculum ideological and political education is an effective way to combine knowledge transfer and value guidance. It is the extension and expansion of ideological and political theory courses in the professional field. The implementation of curriculum ideological and political education is inseparable from professional courses.

In general, under the background of "new liberal arts", the construction of the curriculum system of public management majors should be integrated with the latest theoretical achievements and practical experience of the construction of socialism with Chinese characteristics. The theoretical achievements and practical experience of the construction of socialism with Chinese characteristics are inseparable from ideological and political education. As an extension of ideological and political theory courses in the professional field, its construction and development should be based on the curriculum system of different majors. Therefore, under the background of "new liberal arts", the better the curriculum system construction of public management majors is, the more it conforms to the fundamental task of cultivating people with morality, the more it can promote the development of curriculum ideology and politics in this major to a greater extent. The better the curriculum ideological and political education in the construction of public management majors, the more it can complete the implicit ideological and political education for students, and the more it can improve the construction of the professional curriculum system. The two are coupled with each other and complement each other.

2. The Practical Dilemma of Ideological and Political Construction of Public Management Courses under the Background of "New Liberal Arts"

(1) Students do not attach much importance to it.

"The responsibility of the public, the way of management" is a vivid portrayal of the students majoring in public management. Compared with most other majors, the students majoring in this major have relatively high political sensitivity and ideological and political cognition. However, in the course of ideological and political construction, especially in the courses that focus on application, students do not understand and attach importance to the ideological and political content of the courses involved. The psychology of students directly affects the degree of value guidance of such courses to students, and has become a short board for the ideological and political construction of public management courses, which needs to be optimized.

(2) Teachers' lack of awareness of their own political literacy and curriculum ideological and political education

Since the concept of curriculum ideological and political education was put forward, experts, scholars and teachers have continuously explored, studied and constructed it, which has made the concept of curriculum ideological and political education increasingly popular. However, from the perspective of existing exploration, the construction scheme that can be copied and promoted has not yet been formed, and the same is true of public management majors. In the process of exploration, different ideas collide with each other, and different concepts are derived. In addition, the differences in teachers' own political consciousness and ideological and moral level lead to the uneven cognition of public management teachers on curriculum ideological and political education.

First, some teachers lack their own political literacy. The research of public management majors pays more attention to how to apply various scientific knowledge and methods created by human beings to solve the management problems of public affairs, so as to promote the government and other public organizations to provide public goods or public services more effectively and meet the needs of the public. Due to the discipline characteristics and discipline orientation of the public management specialty itself, most of the teachers engaged in the professional education have relatively high political consciousness and ideological and moral level, but the different growth environments of the teachers themselves, the different experiences of visiting countries and regions as scholars, and so on. As a result, some teachers' own ideological and political literacy is still lacking in the needs of curriculum ideological and political construction, which leads to the lack of interpretation of ideological and political concepts in the construction of curriculum ideological and political construction, the lack of close combination of ideological and political cases, and the biased dissemination of ideological and political concepts. In the final analysis, it is the problem caused by the different growth environment of teachers and the incomplete evaluation system of school talent introduction.

Second, some teachers have insufficient awareness of the synergy of curriculum ideological and political education. Public management courses are diverse, both instrumental and humanistic. In the course teaching with obvious instrumental attributes and emphasis on application, some teachers think that the content of ideological and political education in teaching affects the coherence of course teaching and the teaching quality of professional courses themselves. The lack of awareness of the necessity, importance and synergy of curriculum ideological and political construction in such courses has separated the relationship between curriculum ideological and political construction and professional curriculum construction. The one-sided view of ideological and political education and professional curriculum teaching has led to the difficulty of promoting curriculum ideological and political construction, and the effect of curriculum ideological and political construction is not significant.

(3) The design and method of ideological and political teaching are single and mechanically applied.

First, in the process of implementing curriculum ideological and political education, some teachers of public management majors do not grasp the requirements of "implicit ideological and political education," do not implement the curriculum ideological and political teaching concept of "moistening things silently," and do not abandon the wrong practices of "making the curriculum ideological and political" and "promoting curriculum ideological and political." In some schools, full-time teachers of ideological and political education help professional course teachers to sort out the ideological and political content of teaching content. In teaching, some professional course teachers teach the content as a separate module, completely ignoring the implicit requirements of the function of ideological and political education, so that students feel a strong 'ideological and political taste' in the study of professional courses. Students do not know whether they are learning professional knowledge or ideological and political learning. As a result, the students' professional knowledge learning effect is not good and the ideological and political concept has not penetrated into the students' hearts, which not only affects the teaching quality of professional courses, but also fails to achieve the purpose of curriculum ideological and political education. This phenomenon is,

in the final analysis, the result of professional teachers' failure to grasp the 'implicit ideological and political education', resulting in problems in the teaching design.

Secondly, there is a phenomenon of "emphasizing theory and neglecting practice" in the teaching of public management courses, which is also one of the problems to be solved in the construction of "new liberal arts." Some teachers of public management majors copy mechanically in the teaching practice of curriculum ideological and political education, and attach great importance to theoretical explanation, which aggravates the negative effects brought by such teaching methods. As a result, students not only feel that the professional courses are boring, but also have boredom with the ideological and political content added therein. It makes the ideological and political construction of curriculum not only fail to play a subtle role in strengthening students' ideological and moral quality and political consciousness, but also arouses students' boredom with knowledge, which makes the ideological and political construction of curriculum counterproductive. The reason for this phenomenon is ultimately due to the lack of teachers' own teaching methods and methods, ignoring the requirements of innovation and integration development under the background of 'new liberal arts'.

(4) The mechanism of curriculum ideological and political system is not perfect

Due to the multiple limitations of subjective and objective factors, a universal operating mechanism has not yet been formed in the practical work of implementing curriculum ideological and political education in public management majors.

First, the ideological and political top-level design of public management courses is incomplete. As a necessary part of higher education, the top-level design of ideological and political courses in some colleges and universities is not complete. Colleges and universities have not made proper and detailed arrangements for the construction of ideological and political courses from the top level. There is no unified institutional arrangement for 'who will lead, how to organize, how to implement, how to assess and evaluate'. There is no specific implementation of professional departments and professional institutions to evaluate the implementation of ideological and political courses in public utilities management, which leads to the ideological and political construction of courses in some colleges and universities. It is scattered, unsystematic and difficult to implement.

Second, there is a lack of a unified, universal cross and collaborative construction system between some courses of public management majors and ideological and political education. The public management major also involves courses with strong instrumental attributes in many fields such as statistics and operational research. There are obvious shortcomings in the synergy between such courses and ideological and political education. Due to the differences in the attributes of the courses and the different educational functions, the courses with different attributes have their own specific teaching methods and modes, especially the elderly teachers with long teaching years, who have unique teaching methods for their own fields and courses. There is no unified and universal cross and collaborative construction system among various disciplines, which leads to obvious boundaries between some courses and makes it difficult to effectively promote the ideological and political construction of courses.

3. The Path of Ideological and Political Construction of Public Management Professional Courses under the Background of "New Liberal Arts"

(1) Improve teachers' political consciousness and ideological and moral level, and improve the ideological and political cognition of the curriculum.

General Secretary Xi Jinping pointed out in the report of the 20th Party Congress that the implementation of the strategy for the development of science and education, the people's satisfactory education, to strengthen the construction of teachers and morals, and the training of high-quality teachers; In 2021, General Secretary Xi stressed that teachers "must firmly believe, Always stand with the Party and the people and consciously act as a staunch believer and faithful practitioner of socialism with Chinese characteristics." To strengthen ideological belief education and deepen

learning and understanding of Xi Jinping's socialist ideas with Chinese characteristics in the new era, to guide teachers in establishing a correct view of history, ethnicity, country and culture, Firm Chinese characteristics socialist road self-confidence, theory self-confidence, system self-confidence, cultural confidence. Under the background of "new liberal arts," the ideological and political course of public management specialty, teachers must deeply grasp the pulse of the times, the hope of the party and the country.

On the one hand, the teachers of public administration should improve their political consciousness and ideological and moral level, and deeply study Marxism-Leninism, Mao Zedong Thought and Socialist Theory System with Chinese Characteristics. Deep study the Party's Twenty Major Reports, deep understanding of the connotation of Chinese-style modernization; As a major in public administration, teachers should also study economy, law, culture, ecology, Party building and so on. At the same time, colleges and universities also need to train professional teachers regularly in the knowledge of thought and politics, step by step, and constantly improve the political awareness and ideological and moral level of the public management teachers. The combination of college cultivation and teacher self-study makes the professional teachers of public administration become "Mr. Dao" who has ideal belief, morality, solid knowledge and benevolent heart.

On the one hand, teachers in public administration should base themselves on the construction requirements of "new liberal arts," adhere to Xi Jinping's new-era socialist ideology with Chinese characteristics, and continuously improve the modernity, science and creativity of professional education in public administration. Reinforcing value is the internal requirement of "new liberal arts" construction, Professional teachers in public administration should firmly grasp the value orientation in professional education. Adhering to the synergistic cognition of ideological and political education in professional curriculum, We will fully promote the ideological and political construction of our major courses, and promote Xi Jinping's new era of socialism with Chinese characteristics into professional classrooms and students' minds, To improve students' ideological awareness, moral standards and civilization, It will become a new era of public administration personnel who will take up the post of national revival.

(2) Optimizing teaching design and realizing the organic integration of professional teaching and thought education

Curriculum thought construction is not to "embellish" professional knowledge teaching with moral education, not to "separate special chapter" in professional knowledge teaching, but to think of curriculum thought as the teaching improvement brought about by the innovation of teaching concept. At the same time, the educational element of "course thinking and politics" of public management should be found not logically from abstract theoretical concepts, but from the social practice of the public management profession, and from the combination of public management expertise and social practice.

The professional teachers of public management should combine the actual, in-depth analysis of the internal relationship between the professional curriculum and the ideological and political education. to interpret expertise through vivid cases, At the same time, I learned to integrate ideological and political ideas into students' bodies and minds. Only students internalize correct ideological and political ideas into their hearts and externalize them; Universities should also actively carry out course thinking training for professional teachers in public administration, Such as the organization to learn the relevant theory of thought and politics, discuss and excavate the elements of thought and politics in the teaching of public administration, arrange the teaching of the integration of the elements of thinking and politics into the professional curriculum, organize the teachers and students to write and the ideological literacy related cases, etc.; In the end, professional teachers should adhere to the combination of theory and practice, as a result of events, as a matter of time, and as a result of the new situation, "the fine and silent" is gradually becoming a public management major to shape the character, character and taste of students.

(3) Establishing and improving the institutional mechanism of curriculum thinking

First, universities should deeply grasp the internal requirements of "new liberal arts," consolidate the curriculum system of public administration, and transform the latest theoretical achievements and practical experience of socialist construction with Chinese characteristics into high-quality teaching resources. Establishment of the Party Secretary as the group leader, in charge of the work of students and the teaching work of the school leaders as the deputy group leader, The Academic Affairs Department, the Academic Services Department, the Faculty Committee and the Principal Director of the Marxist Institute, the Institute of Public Administration, the Faculty Chair is a member of the Center for Coordination and Promotion of Ideological and Political Work. [3] Improving top-level design and profoundly analyzing the synergistic relationship between professional curriculum and ideological and political education, Exploring the elements of thought and government in professional courses in public service management, How to identify professional teachers with high ideological and political literacy, This paper studies how to embed the elements of ideological and political education in all aspects of curriculum teaching in public management majors, and play the implicit educational function of ideological and political education. Finally, colleges and universities should form a set of universality, about the public administration professional curriculum thought and political construction of the top-level system design.

Secondly, colleges and universities should establish and improve the evaluation and evaluation mechanism of the ideological and political construction of specialized courses in public administration. The aforementioned curriculum, the coordination and promotion of thought and government work, the members of the Center have made concerted efforts to explore and jointly study, formulate a set of scientific, reasonable, fair and just, can reflect the curriculum thought and government construction implicit education requirements, reflect the history and reality, theory and practice combined requirements of the assessment and evaluation mechanism.

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