

# Research on the Plight and Countermeasures of the Construction of Ideological and Political Course Teachers in Chinese Universities

Yueying Li

Marxism Institute, Taishan University, Tai'an, China

**Email address:**

yueying\_0910@163.com

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**Abstract:** In recent years, the Chinese government has attached great importance to the construction of ideological and political teachers in universities, and the ideological and political teachers have been developing and growing. But at the same time, it also faces some difficulties: the teaching pressure brought by changing majors; The syllabus is updated quickly and the teaching challenge is great; Professional quality needs to be further improved; Classroom teaching management is facing challenges; The strength and quality of professional training and foreign communication need to be improved; According to the current difficulties faced by the construction of ideological and political teachers in universities, it is necessary to take corresponding countermeasures and suggestions to improve the professional quality of ideological and political teachers; Enhance the teamwork consciousness of ideological and political teachers; Organize effective professional training, carry out high-level exchange and research activities and cooperate to improve the level of classroom teaching management. In the new era, high-quality teachers of ideological and political courses are indispensable for running ideological and political courses well in universities. Only by accurately grasping the correct direction and goal of the construction of ideological and political teachers in the new era, firmly grasping the key of cultivating the core literacy of ideological and political teachers, and making efforts to break through the difficulties in the construction of ideological and political teachers, can we build an excellent ideological and political teachers and effectively improve the quality and level of ideological and political teaching.

**Keywords:** Teacher of Ideological and Political, Team Construction, Plight, Countermeasures

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## 1. Introduction

In recent years, the Chinese government has attached great importance to the construction of ideological and political teachers in universities, and the ideological and political teachers have been developing and growing. By the end of 2021, there were over 127,000 full-time and part-time teachers of ideological and political courses in universities, an increase of 74,000 compared with 2012 and more than 50,000 compared with 2018, and the overall team allocation reached the requirement of 1: 350 teacher-student ratio [1]. Teachers of ideological and political courses are the key to the reform of ideological and political theory courses, and their ability and level directly affect the construction quality of ideological and political courses in the new era [2]. In

order to realize the conscious grasp and subject transcendence of their own ideological and political education behavior, teachers of ideological and political courses in universities need to take true learning as their knowledge goal, true faith as their belief goal, true understanding as their emotional goal and true use as their action goal [3].

It is found that the current difficulties faced by the construction of ideological and political teachers in universities mainly include: the strict diversion and elimination system affects the sustainability of young teachers' professional development, the differentiation of professional roles weakens the primary position of ideological and political teaching, and the inertial quantitative assessment system constantly solidifies the

existing teacher evaluation mechanism [4]. There are still some shortcomings and weaknesses in theoretical literacy, discipline attribution, professional title evaluation and policy guarantee [5]. The structure needs to be optimized, the quality needs to be improved and the mechanism needs to be improved [6]. The overall quality of ideological and political teachers needs to be improved, and the evaluation system of ideological and political teachers needs to be improved [7, 8].

In view of the difficulties faced by the construction of ideological and political teachers in universities, some studies have pointed out that improving the competence of ideological and political teachers in universities is a systematic project, which can form a "four linkages" effect by mobilizing four major actors: teachers, universities, society and government [9]. To strengthen the construction of ideological and political teachers in universities in the new era, we must accurately grasp the value dimension, subject dimension and practice dimension of the construction of ideological and political teachers, ensure the direction, deepen the reform and make precise policies, and create a high-quality professional and innovative teacher team satisfied by the Party and the people [10]. Construct the coordination of the training system for teachers of ideological and political courses in universities, that is, the horizontal coordination system model including the national, provincial and university vertical training systems and the training objectives, organization and management, resource allocation, management system and evaluation feedback of each level of training system [11]. Improve the core literacy, subjective understanding, management mechanism and guarantee mechanism of teachers of ideological and political theory courses [12, 13]. Strengthening students' participation in the life world to generate the affinity of ideological and political courses is the practical path for teachers of ideological and political courses to play a key role [14]. At the same time, it is necessary for teachers to pay attention to reflective practice, universities to actively build a platform for teachers' cooperation, and education departments to organize effective teacher training, so as to enhance the political heritage of ideological and political teachers in universities [15].

The above research results provide materials and foreshadowing for this study. As a teacher of ideological and political courses in universities, the author summarizes the difficulties faced in the construction of ideological and political course teachers in universities according to his own practical experience, and puts forward corresponding countermeasures and suggestions.

## **2. The Plight Existing in the Construction of Ideological and Political Course Teachers**

### **2.1. Teaching Pressure Brought by Changing Majors**

In recent years, the CPC Central Committee has paid more and more attention to teachers of ideological and political

courses, requiring that the ratio of students to teachers of ideological and political courses should not be less than 350, so more and more universities are increasing the number of teachers of ideological and political courses. Among the teachers of ideological and political courses, not all of them were engaged in ideological and political majors before, and some of them were transferred from other majors. For example, in a university, by the end of 2022, there were more than 17,000 full-time ordinary students, including 68 full-time ideological and political teachers, among which nearly one of the three full-time ideological and political teachers were transferred from other majors. For this part of teachers, class pressure is very great. School leaders pay more attention to ideological and political courses, and school leaders and school supervisors often attend lectures. In addition to teaching pressure, professional attribution and professional recognition still need a long time to adapt.

### **2.2. The Syllabus Is Updated Quickly and the Teaching Challenge Is Great**

Because the content of ideological and political course needs to follow up the national policies and guidelines in time, the syllabus of ideological and political course has new changes every year. Therefore, teachers of ideological and political course need to pay attention to and learn the latest policies and theories of the Party and the country in time, as well as the spirit of previous important meetings and the contents of a series of speeches by important leaders. It is necessary to adjust the teaching content in time and convey it to students accurately in class. In addition, at present, there are strict regulations on teachers' words and deeds in class, and there are higher requirements in correctly leading students' thoughts, which puts great pressure on teachers of ideological and political courses, especially young teachers. Ideological and political course is a practical subject. Due to the change of social needs, its teaching content has been in the process of adjustment, and it is more and more difficult for teachers to fully grasp the teaching content.

### **2.3. Professional Quality Needs to Be Further Improved**

With the expansion of the number and scale of ideological and political teachers, the construction of ideological and political teachers in some universities has the problem of uneven quality. Especially, although the number of transferred full-time teachers has quickly enriched the ranks of ideological and political teachers, from the aspects of subject background, professional foundation and teaching experience of ideological and political courses, it is difficult for some transferred full-time teachers to meet the requirements of ideological and political teaching in a short time, and their professional quality needs to be further improved.

### **2.4. Classroom Teaching Management Faces Challenges**

In recent years, from the country to schools, more and more attention has been paid to ideological and political

courses, which is a kind of motivation and a kind of pressure for teachers of ideological and political courses. This pressure comes not only from the importance of ideological and political course itself, but also from the challenges faced by classroom teaching management. On the one hand, the school attaches great importance to it, but the students themselves are not. Watching mobile phones, sleeping and doing unrelated things in class are repeatedly prohibited. Some ideological and political courses are related to students' future postgraduate entrance examination, and they will take classes seriously. For those ideological and political courses that have little to do with their future postgraduate entrance examination, many students have a coping attitude towards class. Most of the time, they come to class only to complete the tasks required by the school. In addition, the relationship between the final assessment content of some ideological and political courses and classroom teaching is not very appropriate. For them, class is often just a form.

### ***2.5. The Intensity and Quality of Professional Training and External Communication Need to Be Improved***

Because teachers of ideological and political courses usually have heavy teaching tasks and tight time, training is usually arranged during holidays, so the opportunities to participate in professional training are quite limited. And in the limited training, its theme is generalized and its pertinence is weak. After a training, it has little effect on the teachers of ideological and political courses, and has not played its due role. Some training programs are repetitive, which leads to unsatisfactory training results, and teachers are generally not enthusiastic about professional training. In addition, heavy teaching tasks lead to fewer opportunities for teachers of ideological and political courses to participate in high-level foreign exchanges, which is not conducive to improving their professional skills.

## **3. Countermeasures for the Construction of Ideological and Political Teachers in University**

In view of the practical difficulties faced by the construction of ideological and political teachers in universities, in order to further strengthen the construction of ideological and political teachers in universities, it is necessary to comprehensively improve the professional quality of ideological and political teachers, strengthen teamwork, improve the quality of professional training, carry out high-level communication activities and improve the level of classroom teaching management.

### ***3.1. Improve the Professional Quality of Ideological and Political Teachers***

Improving the professional quality of teachers of ideological and political courses is the most basic factor for

teaching ideological and political courses well. Universities will continue to systematically carry out professional theoretical study and professional training, so that teachers of ideological and political courses can conduct in-depth ideological and political theoretical study, so as to build theoretical foundation and forge professional quality. Especially for those teachers of ideological and political courses who have been transferred from other majors, it is more important. Teachers of ideological and political courses need to broaden their learning channels, enrich their learning contents, innovate their learning forms, and constantly improve their core literacy. It is clear that one's own study is related to the fundamental task of cultivating people by virtue, and one should study with a high sense of responsibility, strong thirst for knowledge and optimistic enterprising spirit. Moreover, this kind of learning is continuous and timely learning. At the same time, teachers of ideological and political courses are required to have a clear orientation and a thorough understanding of the basic knowledge and core contents of ideological and political courses. Only when the professional quality of teachers of ideological and political courses is improved can they impart ideological and political knowledge to students with high quality.

### ***3.2. Enhance the Teamwork Consciousness of Ideological and Political Teachers***

At present, in view of the fact that the professional level of ideological and political teachers, especially young ideological and political teachers, needs to be further improved, which requires teamwork. Under the leadership and supervision of the team, it is of great help to improve the scientific research and teaching level of ideological and political teachers. Individual "individual combat" is often inefficient, and the growth and development of ideological and political teachers cannot be separated from a good team environment. Excellent team environment can greatly motivate and boost the growth of young teachers. Therefore, according to the actual needs, efforts should be made to train academic leaders with highly educated, high-level and multidisciplinary backgrounds, optimize the talent allocation and comprehensive quality of ideological and political teachers, and strive to build a high-level, learning-oriented, research-oriented and innovative team of ideological and political teachers in universities.

### ***3.3. Hold Practical and Effective Professional Training***

In order to better improve the teaching and research level of ideological and political teachers in universities, effective professional training is a key link. Universities should combine the discipline characteristics of ideological and political courses, and adopt multi-level, multi-channel and all-round training. Organize some practical and effective teacher training for ideological and political courses. Emphasis should be placed on enhancing teachers' knowledge reserves and consolidating their basic teaching skills. According to the actual needs, carry out special

training flexibly, and organize systematic training regularly every year. Adopt a combination of online and offline to ensure that the training content and activities can better meet the needs of teaching development. For example, in view of the fact that the teaching content of ideological and political course is updated quickly, real-time training can enhance the adaptability of ideological and political course teachers to the updated content in a short time, and truly improve the professional skills of ideological and political course teachers in universities.

### ***3.4. Carry out High-Level Exchange and Training Activities***

Carrying out high-level exchange and further education activities is one of the ways to improve the teaching and research ability of ideological and political teachers in universities. The school actively builds a richer and more convenient communication bridge for teachers of ideological and political courses, and hires well-known experts inside and outside the school to conduct research and guidance on high-level teaching activities by organizing various international and domestic training activities. By strengthening the timely exchange of experiences among teachers, the teaching practice experience can be popularized in a timely manner. To build an open, inclusive, shared and cooperative communication platform for teachers of ideological and political courses, balance the educational resources allocated differently, and improve the overall quality and comprehensive level of teachers of ideological and political courses. Enhance the cooperative research ability and innovative creation ability of ideological and political teachers, help them grasp the teaching rules, advanced teaching concepts and novel teaching methods in time and accurately, and then enhance the overall teaching ability and teaching effect of ideological and political teachers.

### ***3.5. Work Together to Improve the Level of Classroom Teaching Management***

The classes taught by teachers of ideological and political courses in universities are aimed at students of different majors in the whole school. Because students pay insufficient attention to ideological and political courses, the teaching management of ideological and political courses is weak. To solve this problem, we can improve the classroom teaching effect through the cooperation, communication and joint management between the school and the student management department of the college where the students are located and the teachers of ideological and political courses. The improvement of classroom teaching effect is helpful to further strengthen the professional development of ideological and political teachers.

## **4. Conclusion and Discussion**

On the basis of practical research, this study puts forward corresponding countermeasures and suggestions from three

aspects: teachers, students and schools, aiming at the difficulties faced by curriculum teaching management in higher vocational colleges in China. Compared with other current related research, it is more effective and realistic. This study has a certain practical role in improving the quality of classroom teaching management in higher vocational colleges.

### ***4.1. Conclusion***

Based on empirical research, this study reveals the difficulties faced by the construction of ideological and political teachers in universities, including: Some teachers of ideological and political courses have great teaching pressure due to their own major conversion; The update speed of ideological and political teaching content is fast, so it is a great challenge for ideological and political teaching teachers. In order to further improve the teaching quality, the professional quality of ideological and political teachers should be further improved. Students do not pay attention to ideological and political courses, leading to the challenge of ideological and political courses classroom teaching management; In addition, the current quality of professional training for ideological and political teachers is not high, and the intensity of external communication needs to be further improved. Therefore, universities need to enhance the professional level of ideological and political teachers who change majors; Improve the professional quality of ideological and political teachers; Enhance the cohesion of ideological and political teachers by enhancing their teamwork consciousness; Through holding high-quality professional training and exchange research activities to improve the ideological and political teachers' overall teaching and research strength. Construction of ideological and political course teachers in Chinese universities.

### ***4.2. Discussion***

A century-long plan, education-oriented; Teacher-oriented education plan. The growth and development of ideological and political teachers can not be separated from a good team environment. The teaching of ideological and political course is a challenging and meaningful undertaking, and the teacher of ideological and political course is a glorious title. In the new era, high-quality teachers of ideological and political courses are indispensable for running ideological and political courses well in universities. Only by accurately grasping the correct direction and goal of the construction of ideological and political teachers in the new era, firmly grasping the key of cultivating the core literacy of ideological and political teachers, and making efforts to break through the difficulties in the construction of ideological and political teachers, can we build an excellent ideological and political teachers, effectively improve the quality and level of ideological and political teaching, and serve the great cause of realizing the great rejuvenation of the Chinese nation and socialist modernization.

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