

Integrative Curriculum Exploration of College Students' Media Literacy Education Considering Novel Curriculum Ideology and Politics

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Abstract: Integrative curriculum exploration of college students' media literacy education considering novel curriculum ideology and politics is studied in the paper. The digital transformation of the bottom-up dynamic planning empowers implementation mode of "two-way connectivity" of ideological and political courses in colleges and universities, forming the "specialized thinking" curriculum path and a "problem-oriented" classroom path. Then, we further apply these ideas into the novel curriculum ideology and politics, and we need to reorganize and integrate the original knowledge points, and dig deeper into the ideological and political elements contained in it. The basic and enhanced suggestions are pointed to help understanding the related work.

Keywords: Ideology and Politics; Curriculum Ideology; College Students; Media Literacy Education; Novel Curriculum

1. INTRODUCTION

The core report of the Nineteenth National Congress of the Communist Party of China made the major judgment that "socialism with Chinese characteristics has entered a new era", pointed out the new historical orientation of our country's development, and put forward new understandings and new requirements for labor education in the new era. "People create history, labor creates the future", Xi Jinping's new era of the socialism with the Chinese characteristics has further developed the Marxist concept of labor, and created a new realm of socialist labor thought with Chinese characteristics in the new era. Hence, we consider this as the basis of the our designed methodology. With the deepening of the domestic research, in 2006, my country issued the "National Scientific Literacy Action Plan (2006-2010-2020)", while focusing on improving the quality of education, including minors, farmers, urban labor population, leading cadres and civil servants.

For the quality, we consider the listed dimensions.

(1) "Knowledge" refers to the globalization, world history; "skills" refer to effectively participating in global business, being able to then collaborate across cultures, being able to then recognize cultural differences, and being able to evaluate cross-cultural behavior.

(2) These two kinds of studies have their own advantages and have also achieved relevant practical results, which are reflected in the talent training programs and also curriculum Settings of many colleges and universities. In particular, the diversified education mode based on the general education courses is the main way adopted at present.

(3) "Exploring the world" refers to being able to explore the world beyond the surrounding environment; "distinguishing different perspectives" refers to being able to distinguish the perspectives of oneself and others; "communicating ideas" refers to being able to communicate effectively with people from different backgrounds; "taking action" refers to being

able to Ideas translated into appropriate actions to solve global problems.

With these basic ideas, in the following sections, the details will be studied considering the background.

2. THE PROPOSED METHODOLOGY

2.1 The Novel Curriculum Ideology and Politics

Although curriculum ideology and also politics is a new formulation in the field of ideological and political education, its core semantic meaning was born at the beginning of the founding of New China, and along with the evolution of the higher education, it is embedded in the grand plan of the strategy of strengthening the country with talents. Guided by curriculum and teaching theory, we deeply integrate "special thinking" and also flow through digital intelligence to build "professional-curriculum-classroom" to advance layer by layer from top to bottom, "classroom data set-course portrait chain-professional ability stack".

The digital transformation of the bottom-up dynamic planning empowers implementation mode of "two-way connectivity" of ideological and political courses in colleges and universities, forming the "specialized thinking" curriculum path and a "problem-oriented" classroom path. The "Outline" pointed out that "to comprehensively promote the ideological and political construction of the curriculum is to integrate the guidance of values into knowledge imparting and ability cultivation." That is to say, the value shaping, knowledge imparting and ability cultivation in curriculum teaching should be integrated.

Therefore, we need to reorganize and integrate the original knowledge points, and dig deeper into the ideological and political elements contained in it. With the issuance of the normative document "Guidelines for the Ideological and Political Construction of College Curriculum" issued by the Ministry of Education, a gratifying situation has emerged in the ideological and political construction of the colleges and universities in various places.

The purpose of the curriculum ideological and also political construction is to analyze the reality and possibility of its function realization from the perspective of the curriculum ideological and political function. The dynamic nature of the curriculum thinking and political construction is to take a dynamic and The dynamic nature of the construction of curriculum thinking is to see the construction of curriculum thinking as a process with a dynamic and also developmental perspective. The digital transformation of education is not only a "routine action" of digital transformation in the field of education, but also reflects that changes in the demand for social talents have forced the comprehensive and thorough transformation and upgrading of the education system.

The digital transformation of education is the only way to support a high-quality education system as goal of improving quality and efficiency, supported by the new educational infrastructure, taking educational data as an element, taking the integration of data and intelligence as the direction, and taking systematic change as the core symbol are important characteristics of the digital transformation of education

2.2 The Integrative Curriculum Exploration of College Students' Media Literacy Education

As an important group in modern society, college students are an important reserve force for national rejuvenation and national development, and their scientific literacy is directly related to our country's future technological innovation and modernization. Core literacy places more emphasis on the overall quality of people, i.e. The key and important factors that are demonstrated in different fields and situations. Core literacy has a vital impact on people's future work, life and study. In order to then make more efforts in the overall development and improvement of the comprehensive quality of college students, carry out active and effective physical education curriculum reform and innovation, set goals tend to be diversified, make them persist in physical exercise for a long time, and cultivate lifelong sports awareness. The global literacy evaluation model is constructed to evaluate the global literacy level of college students. The quality of the model determines the validity and accuracy of the evaluation results.

Therefore, after determining the corresponding measurement indicators and factor loads of each dimension, the global literacy evaluation model needs to evaluate its internal quality and external quality to verify the model. No matter what kind of scientific literacy, it has a relatively fixed boundary, as shown by the outermost solid line, which shows that scientific literacy can draw a clear line from other aspects of college students' comprehensive literacy and hence, the performance will be improved.

3. CONCLUSIONS

Integrative curriculum exploration of college students' media literacy education considering novel curriculum ideology and politics is studied in the paper. We must run through ideological and political education in the process of education and teaching, so as to realize all-round and whole-process education. The majority of teachers should infiltrate elements such as morality, spirit, will, and core values into programs with great ideological and political concepts. Furthermore, the ideas will be validated into the real education.

4. REFERENCES

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