

The Logic and Essentials of "Course Ideology and Politics" Practiced by Professional Teachers in the Big Data Era

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Abstract: The advent of the era of big data has brought new challenges to human data control ability and brought huge challenges to the cultivation of ideological and moral awareness of teachers of ideological and political courses in colleges and universities. To make better use of and respond to the opportunities and challenges brought by big data, it is necessary to further update the teaching concept, strengthen the awareness of big data, master the technology of big data, and improve the ability of data processing. In terms of curriculum, the formation mechanism and logical structure of the ideological and political role of science and engineering are the key to the implementation of "curriculum ideological and political" by science and engineering teachers. The article reveals and interprets this, and finally points out the specific essentials for science and engineering teachers to practice "curriculum ideology and politics".

Keywords: Logic and Essentials; Course Ideology and Politics; Professional Teachers

1. INTRODUCTION

With the rapid development of data sources or data carrying methods such as mobile Internet, Internet of Things, cloud computing, smartphones, tablet computers, artificial intelligence, and PCs, the era of "big data" in human society is coming. Human's ability to control data is accepting new challenges raised by the era of big data, and it also provides unprecedented opportunities for people to improve their insights. Professor Gary King of Sociology at Harvard University once said: "This is a revolution. Huge data resources have enabled various fields to start a quantitative process. Regardless of academia, business or government, all fields will start this process." Colleges and universities as the most knowledgeable the era of big data will inevitably lead to changes in the educational concepts and methods of colleges and universities, and naturally put forward higher requirements for the ideological and political education work in colleges and universities.

The so-called big in big data not only refers to its huge capacity, but also refers to the integration and application of large amounts of data, and the ability to use data to create new value. The significance of big data technology is not only to master the data, but also to conduct professional analysis and processing of valuable data, improve the ability to process data, and increase the value of data. Therefore, in the era of big data, we must improve our data processing capabilities, develop, and utilize the value in big data. This requires teachers of ideological and political courses to actively explain the basic essence of Marxism, enhance its attractiveness and influence, actively guide students to use Marxist theoretical weapons to analyze various trends of thought in society, and rationally view many phenomena that appear in the process of social development, to achieve the students' public recognition of Marxism, thereby enhancing the effectiveness of the theoretical discourse power.

As Marx said in the "Introduction to the Critique of Hegel's Philosophy of Right": "As long as the theory convinces people, it can master the masses; and as long as the theory is thorough,

it can persuade people." Our humanities and social sciences insist on Marxism as Guidance has implemented the standpoint, viewpoint, and method of Marxism. It can be said that the humanities and social sciences themselves are a living model for learning and applying Marxism, permeating the basic requirements of Marxism, reflecting the will and requirements of the party and the country, and its ideological and political orientation is very significant and clear, that is, the curriculum itself is It is laid out and implemented in accordance with the party's ideological and political propositions, positions, and thinking viewpoints. The science and engineering curriculum itself takes natural knowledge as the basic object, reflects the natural laws and operating mechanisms of things, is objective, and transcends ideology, and is commensurate and universal. The so-called "science has no borders", it can be said that nature does not the reason remains the same, and science and engineering courses are not related to ideological and political positions, which are significantly different from the ideology of humanities and social science courses.

In the process of traditional ideological and political education, teachers of ideological and political courses master theoretical education materials and are in the dominant position of information. However, with the advent of the era of big data, the information advantages of teachers of ideological and political courses are gradually lost. The massive amount of information in the era of big data and its widespread dissemination make college students accept new things every day, and their ideological dynamics are becoming more and more difficult to grasp, which reduces the effect of cultivating ideological and moral awareness of teachers of ideological and political courses in colleges and universities. In the traditional ideological and political education model, teachers of ideological and political courses are in a dominant position, and they hold all the teaching materials in their hands. However, with the advent of the era of big data, the dominance of teachers of ideological and political courses has undergone certain changes, and they are no longer the dominance in the education process.

2. THE PROPOSED METHODOLOGY

2.1 "Course Ideology and Politics" focuses on the role of ideological and political education.

In the era of big data, the widespread dissemination of data information can enable students to accept different things at any time, and at the same time have a certain impact on their ideological dynamics, resulting in a reduction in the role of ideological and political teachers in cultivating ideological and moral awareness. The main reasons for this form are as follows: First, teachers of ideological and political courses lack the awareness of collecting and utilizing big data. In the current ideological and political education, teachers can use advanced teaching methods to carry out teaching, such as using the Internet, electronic teaching plans, etc. Some teachers can also use QQ, Weibo and other platforms to design teaching plans and understand students' ideological trends. Vivid expression of the discourse system can be achieved in the following three ways. One is the practicalization of theoretical discourse.

When teachers of ideological and political theory courses teach basic concepts and related theories through theoretical discourse, they should strengthen the combination with reality, and pay attention to the use of practical discourse to explain and explain purely conceptual theoretical discourse. The second is the case-making of abstract views, that is, teachers are good at using cases in real life and vivid examples of interest to college students to make the abstract theories and basic views of Marxism vivid and three-dimensional, to avoid empty and boring preaching as much as possible. The third is the popularization of text discourse, that is, trying to transform some rigid academic text-type language into discourse suitable for college students, and boldly learn from some healthy and popular Internet discourse to enrich the teaching discourse system. The penetration of professional ethics is the value support of "Curriculum Ideology and Politics". Curriculum ideology and politics are obviously closely related to the curriculum, as well as the knowledge structure and professional skills of the curriculum.

Science and engineering courses reveal the "natural principles", but those who master and use this theory have a problem with "the way of life", that is, professional ethics. Because natural science must ultimately apply what it has learned, where to apply it, how to use it, and in whose hands, it is a very significant ethical issue. It is often said that "is the use of science to open the gate of heaven or dig through the gate of hell?" The key lies in whether people who master science and technology have correct professional ethics. For example, since the self-cloning technology has made great breakthroughs in the fields of biology and medicine, the ethical issues arising from it have received high attention. For example, by summarizing, collating, and analyzing the information of talent recruitment units in recent years, it is possible to clarify the changes in the job requirements of different industries, thereby providing students with more practical teaching content and helping students adapt to their own professional characteristics and changes in the job-hunting environment. Do a good job in career planning and improve teachers' ability to link theory with practice. The establishment of teachers' big data awareness is essentially an update of educational concepts, from teacher-led teaching in the past to student-led teaching.

2.2 The Essentials that College Teachers Should Pay Attention to in Practicing "Curriculum Ideology and Politics."

Therefore, teachers of ideological and political courses must constantly learn new knowledge, master new technologies, and establish the concept of taking students as the main body. Science and engineering courses have disciplinary cultural characteristics, and have disciplinary learning knowledge, technical specifications, and practice places for applying knowledge. Teachers should be good at combining the characteristics of subject culture, make the best use of the situation, make use of the topic, and ingeniously integrate the learning process of science and engineering into the elements and purposes of ideological and political education. For example, the spirit of solidarity in scientific research. Some scientific research sites are relatively desolate. In this, we can touch people with the environment, use emotions with people, achieve a combination of knowledge and understanding, and effectively explore the comprehensive connotation of the course. They did not discover and analyze information such as student behavior and interests from the obtained big data. In these social platforms, a large amount of data information such as conversations, logs, and emails will be generated at any time. These big data can reflect the psychological state and value recognition of students. Teachers can use them to understand the state of mind of these students.

Secondly, teachers of ideological and political courses lack the ability to process big data. When teachers acquire a large amount of data, they lack the ability to filter and analyze these data, which is the performance of teachers' lack of data processing ability. This state requires teachers of ideological and political courses to improve their ability to process data information, including the ability to discover valuable information from big data and the efficiency of acquiring, processing, and utilizing data information. Marx believed that science and technology are real productive forces and a material force to transform the world. Our literature and artwork emphasize "two acts" and "double hundred", and social science emphasizes "government and education", which is the ultimate social purpose of discipline or course learning, and the "curriculum ideological and political" educational purpose of humanities and social sciences. Science is created and discovered by human beings, and ultimately serves human beings. The purpose of using science and technology to change nature is to explore a better development direction that conforms to human beings, promote the development of human society, benefit the people, and benefit the development of human beings themselves.

This is fully and vividly reflected in the courses of science and engineering, and it is also the purpose of the "course Ideology and politics" of science and engineering to practice the unity of knowledge and practice and apply what they have learned. Einstein once said: "Our problems cannot be solved by science, but by people themselves." This reflects that science and technology are in the final analysis a tool for human beings to solve social contradictions and meet their own needs. From the perspective of social application of science, we can have better guidance and education for students. We should guide them to establish correct scientific concepts, see the great role of science in promoting human development, and thus advocate science, actively innovate, cultivate a scientific spirit and innovative spirit, cultivate a good style of study, and solidly grasp scientific knowledge and skills. Teachers of ideological and political courses lack the ability to process big data. Teachers' lack of ability to

process big data will prevent them from discovering new knowledge and value from a large amount of data information.

Among the four characteristics of big data, we value the value of big data the most. Getting more value from big data is the real goal of people in the era of big data. Therefore, only finding and utilizing value in big data is the key to big data technology. In the current teaching, teachers only have simple statistics and analysis of data processing, and they cannot use the value of big data in different ways. Curriculum ideology and politics are obviously closely related to the curriculum, as well as the knowledge structure and professional skills of the curriculum. Science and engineering courses reveal the "natural principles", but those who master and use this theory have a problem with "the way of life", that is, professional ethics. Because natural science must ultimately apply what it has learned, where to apply it, how to use it, and in whose hands, it is a very significant ethical issue. It is often said that "is the use of science to open the gate of heaven or dig through the gate of hell?" The key lies in whether people who master science and technology have correct professional ethics.

3. CONCLUSION

Curriculum ideological politics is a new concept and new model of current ideological and political work in colleges and universities, and it is a theoretical and practical issue of great concern to all parties. However, there is still a lack of in-depth revelation of the scientific connotation, generation mechanism, and logical structure of curriculum ideology and politics in many discussions, which is obviously not conducive to the implementation of "curriculum ideology and politics" by professional teachers. There is no significant difference between science and engineering courses and humanities and social sciences courses. It is obviously not conducive to the work of science and engineering teachers to generalize the two and treat them as equal. Teachers of ideological and political courses use big data technology to conduct research and exploration in education and teaching practice and can also explore and expand the depth and breadth of their own knowledge, so that their educational and teaching activities are scientific and forward-looking, which are beneficial to ideological and political courses. The improvement of teachers' scientific research ability.

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