

# Improving the Teaching Innovation Ability of College Ideological and Political Teachers Based on the Teaching Innovation Ability Model

Ming Lan  
Hulunbuir University  
Hailar, 021008, China

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**Abstract:** As the main force of ideological and political education in university courses, professional course teachers play a crucial role in the implementation of professional course ideological and political education. By using analytical methods to systematically analyze the advantages, disadvantages, opportunities, and threats of ideological and political education for professional course teachers in universities, it is found that teaching cognition, knowledge reserves, teaching methods, and teaching mechanisms affect the effectiveness of ideological and political education for professional course teachers. As the theoretical teaching guide for innovation and entrepreneurship education, the research ability of ideological and political course teachers is not only closely related to the development of their professional level, but also has an impact on the effectiveness of ideological and political education and the quality of innovation and entrepreneurship education. Therefore, exploring the related issues of improving the research ability of ideological and political course teachers has certain research value for promoting innovation and entrepreneurship education.

**Keywords:** Teaching Innovation; Ideological and Political Teachers; Innovation Ability Model

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## 1. INTRODUCTION

Teachers of ideological and political courses have been on the front line of teaching for a long time, facing complex teaching tasks such as lesson plan preparation, question answering, practical guidance, and homework review every day. It is difficult to coordinate the balance between scientific research and teaching. Faced with the rapidly developing social situation, teachers are unable to update scientific research information in real-time and lack sufficient time to master scientific research knowledge. Secondly, there is a weak awareness of scientific research. Some ideological and political course teachers prioritize scientific research over education, choosing to devote themselves wholeheartedly to teaching work, neglecting the importance of scientific research, resulting in insufficient understanding of scientific research knowledge, academic trends, and cutting-edge information, making it difficult to effectively integrate ideological and political teaching with academic research, and lacking a new knowledge reserve in the process of ideological and political education, which is not conducive to the development of innovation and entrepreneurship education for contemporary college students.

In accordance with the spirit of the "Implementation Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" issued by the Provincial Party Committee and Government, we actively guide universities to independently establish a teaching and research department for ideological and political theory courses under the leadership of the Party Committee of the directly affiliated school, fundamentally solving the systemic obstacles that affect the stability of the teaching team and the overall improvement of quality. Currently, 71.4% of universities in the province have implemented this requirement. The disciplinary status of ideological and political theory courses has been affirmed, and educational and teaching resources have been effectively guaranteed. Utilize the ability to grasp implicit morality, explore and integrate ideological and political elements, innovate teaching

methods, and cultivate students through ideological and political education in the curriculum. This requires professional course teachers to strive to learn to explore and utilize the moral education elements in professional courses and complete the task of cultivating morality and cultivating talents.

The ideological and political teaching ability of professional course teachers in universities includes the awareness and ability of ideological and political education in the curriculum. The ideological and political teaching ability of professional course teachers in universities is one of the very important abilities, and its content and elements are flexible and variable. To achieve the educational goal of cultivating morality and cultivating talents is a practical issue that urgently needs attention. The article adopts the analysis method to systematically analyze the internal advantages and disadvantages, external opportunities, and threats of ideological and political education for professional course teachers. It summarizes the main factors that affect the ideological and political education of professional course teachers and proposes corresponding countermeasures to improve the teaching ability of ideological and political education for professional course teachers in higher education.

There is an internal connection between teaching and scientific research that promotes and complements each other. The explanation of ideological and political knowledge requires a solid scientific research theory as the foundation, and excellent professional talents also contribute to the innovative development of scientific research. Therefore, ideological, and political course teachers should first face the important role of scientific research ability in the current situation, enhance scientific research awareness, improve scientific research literacy, and clarify the direction of scientific research based on the teaching professional field and the applicability of scientific research, develop personalized scientific research training plans, to improve their own scientific research ability. Secondly, teachers of ideological and political courses should have a correct understanding of

the relationship between teaching and scientific research. Based on the actual teaching situation, they should effectively combine teaching work with scientific research, and initiate educational research work with "teaching as the main focus and scientific research as the auxiliary", to improve teaching methods and enhance teaching effectiveness.

## **2. THE PROPOSED METHODOLOGY**

### **2.1 Analysis of the Innovative Ability of Ideological and Political Teaching for Professional Course Teachers in Universities**

Improve the ability to grasp teaching laws. Our province adheres to holding annual teaching observation meetings and academic seminars based on different courses, regularly soliciting, selecting, and publishing excellent lesson plans and teaching demonstration films. Developing and integrating network resources, a large network group has been formed, with the "Guangdong University Ideological and Political Theory Course Teaching Online" website as the main body, supplemented by high-quality course websites, personal websites of famous and backbone teachers, blogs of excellent ideological and political theory course teachers, and situation and policy teaching websites. Some professional course teachers have a vague positioning, believing that their responsibility is to impart professional knowledge and skills. The formation of college students' values is the work of ideological and political course teachers and student workers, resulting in a separation of teaching and education, namely the division of "economic teacher" and "human teacher".

Some teachers lack a sense of responsibility and a spirit of research, failing to achieve a combination of teaching and nurturing, that is, the cultivation of morality and talent. Professional awareness can promote professional course teachers and other teachers to work together to promote the growth of college students and the smooth promotion of ideological and political education in the curriculum. Integrating the ideological and political elements of truth, goodness, and beauty into various professional classrooms is a prerequisite for teachers to carry out ideological and political teaching in courses. The types of professional courses are quite diverse, with a total of 12 subject categories, 92 professional categories, and 506 majors in the undergraduate major catalog of ordinary higher education institutions. Each type of major and course will contain implicit ideological and political elements.

For example, in the specialized course of polymer physics, the cultivation of the scientist spirit is implied. The story of the scientist is used to stimulate the students' national feelings of loving the party and patriotism, and to cultivate the professionalism of loving the job. Innovation and entrepreneurship education and ideological and political education have a certain degree of integration and interoperability in talent cultivation, and ideological and political course teachers play an important role as guides. Therefore, the improvement of scientific research ability of ideological and political course teachers will have an impact on innovation and entrepreneurship education.

On the one hand, as theoretical knowledge guides for innovation and entrepreneurship education, ideological and political course teachers need to have sufficient knowledge reserves, and with the rapid development of society, teaching content needs to be constantly updated. Strengthen theoretical research, enhance learning awareness and theoretical literacy.

Our province regularly distributes research project guides for ideological and political education in universities, conducts research on teaching hotspots, difficulties, and key points, and based on this, focuses on building a "Lingnan University Moral Education Library" that comprehensively reflects the theoretical research results of ideological and political education in Guangdong universities. Currently, two sets of books have been published. In recent years, the teaching evaluation systems of various universities have been continuously improved and improved, which has played a positive role in stimulating professional course teachers to reflect on teaching and continuously promoting their professional growth.

### **2.2 Strategies for Improving Innovative Ability in Ideological and Political Education in Universities**

First, "Internet plus Education" has broken through the physical time and space constraints of professional course teachers' access to teaching resources. Teachers can learn about hot social issues through the Internet and integrate hot topics into classroom teaching. Secondly, "Internet plus Education" provides a platform for professional teachers across the country to exchange experiences and learn from each other. Professional course teachers in universities across the country can learn typical courses such as "The Great Country Strategy" and "China Series" through learning platforms such as MOOC and Tencent Classroom, draw inspiration and inspiration from them, and then carry out ideological and political education based on the characteristics of their own schools and majors, enhancing the effectiveness of education.

Improve the work support system and form a scientific decision-making mechanism involving multiple parties. Increase support for the provincial research association on ideological and political education in universities, adjust and enrich the teaching guidance committee for ideological and political theory courses in universities, fully leverage the role of experts in work research, thematic research, academic support, talent training, information exchange, practical investigation, decision-making consultation, quality evaluation, and other aspects, and form a scientific decision-making mechanism that combines government administrative power with academic power in universities. Professional course teachers should establish a correct ideological and political perspective, understand the meaning of curriculum ideological and political education, and strengthen the subject consciousness of curriculum ideological and political education.

Deepen the understanding of the importance of ideological and political work in the curriculum, and the educational philosophy is to have a clear understanding of one's own responsibilities. Professional course teachers should change the concept of simply imparting professional knowledge and skills, adhere to the unity of knowledge and value guidance, grasp the characteristics and laws of the taught professional courses, and carry out ideological and political education in courses based on specific professional characteristics and course characteristics.

Teaching and educating people are the sacred mission and unshrinkable responsibility of teachers. However, in the environment of professionalization and skill-based education, there are misunderstandings among professional course teachers in their understanding of teaching and education. They adhere to the attitude of "ideological and political

education is not related to themselves", which leads to the "solitary struggle" of ideological and political teachers and the "islanding" of courses. Based on exploring ideological and political resources, professional course teachers should learn to distinguish them. Avoid copying ideological and political resources into professional courses, let alone mixing them with professional courses and ideological and political theory courses for teaching. Professional course teachers should combine their own curriculum and learning characteristics, accurately integrate ideological and political resources into the curriculum, and achieve education with ideological and political infiltration.

For example, philosophy and social sciences courses can appropriately incorporate relevant elements of ideological and political education into the teaching content of professional courses. Curriculum ideological and political education carries the dual task of knowledge education and ideological education and puts forward higher requirements for the ability of professional course teachers to teach and educate people. Professional course teachers should not only possess profound professional knowledge, but also possess ideological and political literacy, enhance ideological and political sensitivity, and enhance the integration of teaching resources. Firstly, the primary prerequisite for the ideological and political education curriculum is professionalism. Professional course teachers should constantly enrich their professional knowledge, expand the curriculum within the professional coordinate system, utilize the worship psychology of college students to enhance classroom learning participation, guide students to have a comprehensive understanding of their major, establish professional awareness, learn, love, and do.

### 3. CONCLUSION

Teachers of professional courses in colleges and universities should seize the opportunities of ideological and political construction of courses, actively respond to various threats, bravely assume ideological and political responsibilities, and actively learn new ideas and teaching models of ideological and political education of courses. To strengthen communication between teachers both inside and outside the school, draw on the excellent experience of demonstration courses, and continuously improve one's own sensitivity to ideological and political education and the ability to integrate ideological and political resources. We need to grasp the laws of education, innovate methods of education, explore curriculum ideological and political models that conform to the characteristics of the subject and the profession, let professional knowledge and ideological and political education enter the brain, ears, and heart, and achieve the harmonious unity of knowledge and virtue.

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