

Original Paper

Research on Curriculum Ideology and Politics Awareness and Practice of Young Professional Teachers Based on ARCS Model

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Received: July 20, 2024

Accepted: August 28, 2024

Online Published: September 2, 2024

doi:10.22158/jecs.v8n3p129

URL: <http://dx.doi.org/10.22158/jecs.v8n3p129>

Abstract

Promoting curriculum ideology and politics construction of young professional teachers is an inevitable requirement for comprehensively deepening curriculum reform. It is also a major measure to implement fundamental task of cultivating morality and talent. Starting from clarifying the value implications, this article deeply analyzes young professional teachers' practical difficulties of curriculum ideology and politics, and uses the "Attention-Relevance-Confidence-Satisfaction" (ARCS) model as research framework to propose four improvement paths: enhancing attention of young professional teachers to curriculum ideology and politics, strengthening correlation between young professional teachers and curriculum ideology and politics, enhancing confidence of young professional teachers in carrying out curriculum ideology and politics, and improving satisfaction of young professional teachers in practicing curriculum ideology and politics.

Keywords

Young professional teachers, Curriculum ideology and politics, ARCS Model

1. Introduction

At the 2016 National Higher Education Institutions Ideological and Political Work Conference, General Secretary Xi emphasized the importance of integrating ideology and politics into entire process of education and teaching, and achieving comprehensive and all-round education. In 2017, the Education Ministry issued the "Implementation Outline for Higher Education Institutions Ideology and Politics Work Quality Improvement Project", requiring full exploration and utilization of ideology and politics education elements contained in each course, and coordinating promotion of curriculum education. In May 2020, the Education Ministry issued the "Guidelines for Construction of Ideology and Politics Education in Higher Education", which clearly stated that "comprehensively promoting construction of ideology and politics education means integrating values into knowledge transmission and ability

cultivation, helping students shape correct worldviews, outlooks on life, and values. This is not only an essential part of talent cultivation, but also a necessary content". In 2022, the Education Ministry and ten other departments announced the "Work Plan for Comprehensively Promoting Construction of 'Great Ideology and Politics Courses'", which required "comprehensively promoting construction of ideology and politics courses in universities".

As the first person responsible for teaching, teachers' curriculum ideology and politics awareness and practice directly affect their comprehensive quality and teaching level, which is particularly important for improving quality of curriculum construction and implementing fundamental task of cultivating students' morality. As a vital force and important component of university teaching staff, young teachers are an important force in cultivating contemporary college students. Exploring how young teachers in universities can establish and implement ideology and politics awareness in their curriculum will undoubtedly play a key role in improving quality of talent cultivation and building a new pattern of education in universities.

2. The Value and Significance of Curriculum Ideology and Politics for Young Professional Teachers

2.1 Student's Perspective

The process of curriculum ideology and politics can not only impart professional knowledge to students, but also enhance their sense of social responsibility, cultivate patriotism, and improve moral cultivation, that is, help them establish a correct worldview, outlook on life, and values. The emphasis of curriculum ideology and politics is organic unity of guiding values, imparting knowledge, and cultivating abilities, among which guiding values is the top priority. It is worth mentioning that in process of curriculum ideology and politics construction, young teachers deeply explore ideology and politics elements behind their professional knowledge, expound on scientific spirit and ethics, and establish typical examples, thereby strengthening students' confidence in exploring future and pursuing truth. On the one hand, curriculum ideology and politics can inspire students' innovative abilities by setting a scientists model, and cope with setbacks and overcome difficulties in process of exploring future with a calm attitude. On the other hand, it guides students to meet the needs of people's livelihood, determine direction of scientific research and development, and promote scientific progress and development.

2.2 Teacher's Perspective

Establishing curriculum ideology and politics awareness and carrying out practice among young professional teachers can help improve their teaching abilities. The focus of higher education is on connotative development. With continuous development of informatization, the relationship between teaching and learning, as well as the ways of receiving and imparting knowledge, have undergone revolutionary changes. The traditional classroom teaching has developed into complementary coexistence of various methods such as classroom teaching, extracurricular reading, and online

resources. This has put forward higher requirements for teachers' teaching abilities and levels. Curriculum ideology and politics not only requires imparting professional knowledge, but also emphasizes guiding role of students' moral cultivation and values, cultivating the ability to distinguish various information, and mastering problem-solving methods and ideological tools, all of which are components of young teachers' teaching abilities.

2.3 Education and National Perspective

Curriculum ideology and politics is an inevitable requirement for comprehensively promoting curriculum reform, and is a major measure to implement fundamental task of cultivating morality and talents. The government have always attached great importance to fundamental issue of education, that is what kind of people to cultivate, how to cultivate them, and for whom to cultivate them. On the basis of comprehensively grasping education nature and basic policies, it is proposed that "education must serve the socialist modernization construction and the people, must be combined with productive labor and social practice, and cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor". "Morality" is always given top priority. This requires professional teachers to combine teaching with nurturing students, deeply explore ideology and politics elements in comprehensive promotion of curriculum reform, and build a comprehensive and all-round education pattern.

3. The Realistic Dilemma of Curriculum Ideology and Politics for Young Professional Teachers

3.1 Consciousness Level

The role of knowledge transmission is fixed, and the awareness of carrying out curriculum ideology and politics is still weak. Influenced by growth experience, diversified value orientations, heavy tasks in scientific research, and fixed thinking mode of disciplinary classification, young teachers pay more attention to professional topic research and knowledge transmission, and lack self-awareness and initiative in curriculum ideology and politics. They believe that the responsibility for cultivating students' daily ideological qualities lies with counselors, and do not fully realize the importance of integrating value concepts into imparting professional knowledge. As main force of frontline teaching, young teachers need to actively establish curriculum ideology and politics awareness, integrate value guidance into imparting professional knowledge, and condense professional knowledge in the process of value transmission. In the process of education and teaching, if young professional teachers do not lead students to establish correct value concepts, but only focus on professional courses, it violates the responsibility and mission of educating, and then construction of curriculum ideology and politics becomes a water without source and a tree without roots.

3.2 Practical Level

The ability to implement curriculum ideology and politics is somewhat lacking. Generally speaking, young professional teachers are committed to their professional direction, have clear research goals, and can fully play the role of student guides in their professional fields. However, they lack ideology

and politics theoretical foundations such as Marxist theory, resulting in inaccurate grasp of teaching content and scope, and lack of time to integrate professional knowledge and ideology and politics theory appropriately and naturally. Ultimately, the two can only be formally “in the same direction”. This not only fails to educate students, but also easily triggers their rebellious psychology and interferes with logical system of professional courses.

Although young professional teachers have close contact with classroom teaching during their student years and are target audience for various classroom teaching methods, they do not yet have the ability to freely apply classroom teaching methods due to recent transition from student to teacher. In the process of teaching, it is difficult to attract students’ attention by following the map and preaching ideas, making classroom a “one-man show” for teachers, which affects imparting professional knowledge, let alone the effective development of curriculum ideology and politics.

3.3 External Support Level

The supporting platform related to curriculum ideology and politics needs further improvement. Practicing curriculum ideology and politics is a major project with a long way to go, which requires a training platform that can provide systematic ideology and politics theory and specialized technical guidance. At present, almost all schools conduct job training for young teachers in the early stages of their employment, but the focus is on school systems, job adaptation, professional teaching, academic research, and other aspects, while neglecting curriculum ideology and politics. It does not involve a systematic review of ideology and politics theory, nor does it involve how to effectively combine professional knowledge transmission with value guidance. The effective implementation of curriculum ideology and politics still relies on high-quality resource sharing platforms. However, in current process of curriculum ideology and politics construction, there is a lack of a carrier for teachers of different age groups, different professional courses to exchange experiences in textbook selection, teaching methods, curriculum systems, and other aspects. A complete curriculum ideology and politics database platform has not yet been established, which will not be conducive to solving common difficulties and problems in practice.

The evaluation system and incentive mechanism for promoting curriculum ideology and politics are not reasonable. In 2020, the Education Ministry issued the “Guiding Outline for Curriculum Ideology and Politics Construction in Higher Education Institutions”, clearly stating that “establishing and improving a multi-dimensional evaluation system and supervision mechanism for curriculum ideology and politics construction, and implementing it in various assessment work and deepening reform of higher education.” This highlights the necessity and urgency of establishing a reasonable evaluation system and incentive mechanism in curriculum ideology and politics construction. However, based on the current situation, there is a lack of a unified and comprehensive evaluation system for curriculum ideology and politics, making it difficult to scientifically measure the effectiveness of curriculum ideology and politics. In the evaluation of disciplines, undergraduate teaching, and professional certification, the effectiveness of curriculum ideology and politics construction has not been effectively

regarded as a mandatory indicator. In the evaluation mechanisms for hiring, assessing, rewarding, and promoting, the quantity and quality of academic papers published, the number of scientific research projects, and the level of funding have become decisive factors. “Emphasizing scientific research over teaching” has become a common phenomenon in many universities, which fundamentally restricts subjective initiative of young teachers in practicing curriculum ideology and politics.

4. The Enhancing Path of Curriculum Ideology and Politics for Young Professional Teachers

4.1 ARCS Model

The ARCS model was proposed by Keller and his research team in the 1980s. It includes four aspects, that is attention, relevance, confidence, and satisfaction. Firstly, in order to stimulate behavioral subject’s consciousness, the first step is to attract its attention. Usually, rich content and diverse display methods can be used to arouse subject’s interest, and then awake consciousness and gain attention. Secondly, strengthening the correlation between behavioral subject and practical activities requires in-depth analysis of the subject’s personalized needs, making them feel relevance goals, motivation matching, and relevance experience. Thirdly, to help behavioral subject build confidence, it can be achieved by building a community of practical activities. The community of practical activities can provide clear explanations of practical process and results, offer diverse practical scenarios, and enable subjects to form positive expectations for success. Fourthly, only by increasing behavioral subjects’ satisfaction with practical activities can they “continue to do” and “innovate to do”. The key to improving satisfaction lies in objectively and fairly evaluating and providing feedback on practical achievements of behavior subject, enhancing the sense of gain.

4.2 The Enhancing Path of Curriculum Ideology and Politics for Young Professional Teachers

4.2.1 Enhancing the Attention of Young Professional Teachers to Curriculum Ideology and Politics

To encourage young professional teachers to practice curriculum ideology and politics, it is necessary to draw their attention. In educational and teaching activities, it is of great significance to carefully design promotional content and methods of curriculum ideology and politics, so that young professional teachers can feel the charm, and cultivate their sense of identification. In terms of promotional content, universities can promote rich connotation, contemporary value, and implementation path of curriculum ideology and politics to young teachers in formal and informal occasions such as onboarding training or special training, thereby promoting young teachers’ deep understanding and recognition of curriculum ideology and politics.

In terms of promotional methods, it is necessary to fully consider objective conditions and personal preferences of young teachers, and choose appropriate and diverse ways. In today’s rapidly developing era of informatization and digitization, a combination of online and offline can be adopted to fully leverage the role of “online ideology and politics”. Through audio, video, live streaming, and other means, micro media can transmit curriculum ideology and politics to young teachers to attract their attention. The effective practice of curriculum ideology and politics cannot be separated from history

and national conditions, nor can it be separated from vivid life experiences and insights. Therefore, it is possible to convey the major concept of curriculum ideology and politics to young teachers through organizing historical film exhibitions, holding hot topic series lectures, and personal typical deeds, while also help to enhance their attention to curriculum ideology and politics. In addition, universities can organize teaching comprehensive ability competitions, curriculum ideology and politics competitions, teaching case design competitions, and essay contests to stimulate enthusiasm of young teachers to practice curriculum ideology and politics.

4.2.2 Strengthening the Correlation between Young Professional Teachers and Curriculum Ideology and Politics

Strengthening the correlation between behavioral subject and practical activities makes subject to feel goals relevance, motivation matching, and experience relevance. Specifically, in terms of ideals and beliefs, young teachers should be guided to adhere to correct political direction, master ideology and politics theories, learn and practice the latest achievements of Marxism with Chinese characteristics. Only on this basis can ideology and politics theories be integrated with professional knowledge, and young teachers feel that their existing knowledge and experiences can support their participation in practical activities, that is experience relevance. Only then can they realize the correlation between curriculum ideology and politics and themselves, and strengthen their awareness of curriculum ideology and politics. In terms of professional ethics, it is necessary to guide young teachers to establish themselves with morality, teach with morality, identify with educational values, and achieve organic unity of teaching and educating. Only in this way can young teachers feel that their current practical activities are closely related to their professional goals and value pursuits, that is goal correlation and motivation matching. Only then can they generate endogenous motivation to carry out curriculum ideology and politics, and strengthen their awareness of curriculum ideology and politics.

In addition, it is necessary to pay attention to analyzing personalized needs of young teachers and developing personalized training methods that are suitable for them. When imparting ideology and politics theory knowledge, major national decisions, and other content to young teachers, universities often adopt forms such as special training, coaching lectures, and book learning. These universal forms do not fully consider teaching experience, professional background, and course attributes of young teachers, nor do they closely integrate ideological dynamics and learning needs. Moreover, some content is relatively dull and lacks thorough logical reasoning, which increases the difficulty of integrating professional knowledge with ideology and politics elements. Therefore, universities should regularly conduct research among young teachers to understand their ideological dynamics and learning needs. Universities should try to meet young teachers' needs, effectively solve the difficulties encountered in curriculum ideology and politics, and carry out multidimensional and personalized training methods.

4.2.3 Enhancing the Confidence of Young Professional Teachers in Carrying out Curriculum Ideology and Politics

In the process of curriculum ideology and politics construction, it is necessary to fully leverage the driving and guiding role of experienced teachers, and build a high-quality resource sharing curriculum ideology and politics database, so that when young teachers encounter problems, they can consult and receive guidance from experienced teachers, and use database to find solutions, thereby enhancing their confidence in carrying out curriculum ideology and politics. Specifically, establish a curriculum ideology and politics team composed of professional course backbone teachers, young teachers, counselors, and ideology and politics theory course teachers. With the course group as a unit, member teachers conduct collective lesson preparation, fully explore ideology and politics elements contained in professional courses, and carry out curriculum ideology and politics teaching methods. Experienced teachers focus on building several classic demonstration courses, exchanging and sharing experiences, and leading young teachers to engage in teaching design research that integrates professional knowledge and values. Build a curriculum ideology and politics database based on existing course video resources, teaching cases, teaching observation, analysis materials, and related auxiliary materials. Update the database on the basis of new requirements for social values, new situations in course construction, and new issues in student growth, ultimately promoting sharing of curriculum ideology and politics resources at different levels and regions.

4.2.4 Improving the Satisfaction of Young Professional Teachers in Practicing Curriculum Ideology and Politics

In the evaluation mechanisms for employment, reward, and promotion of young teachers, it is necessary to actively break through the “five criteria”, correct deviations, and build a comprehensive evaluation system for curriculum ideology and politics. This can enhance achievement sense of young teachers in practicing curriculum ideology and politics. Then they can receive objective and fair feedback and evaluation, and improve satisfaction. In terms of evaluation content, not only should attention be paid to research output and class hours of young teachers, but also effectiveness of curriculum ideology and politics should be included. It is necessary to examine whether young teachers have moral education plans, whether they have explored ideology and politics elements, and whether they focus on cultivating students’ values and responsibility sense. In terms of evaluation methods, we should take into account both formative evaluation during the course teaching process and summative evaluation after the course teaching. The main approach is to combine subjective and objective questions, supplemented by group discussions, one-on-one interviews, and other methods. We should achieve objectivity and fairness in evaluation and feedback.

To improve the satisfaction of young professional teachers in practicing curriculum ideology and politics, it is necessary to establish a reasonable incentive mechanism. Universities should provide necessary support and encouragement for young teachers to practice curriculum ideology and politics, adhere to combination of material and spiritual incentives, and link incentives with evaluation.

Funding

This work was supported by the Anhui University of Finance & Economics Quality Engineering General Curriculum Ideology and Politics and Ideology and Politics Curriculum Special Teaching and Research Project [acszyyb2023006] and Trade Economics Offline Course for Provincial Quality Engineering Projects in Anhui Higher Education Institutions [2022xxkc002].

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