

Research on the Ideological and Political Education Model of Financial Professional Courses under the "Great Ideological and Political" Pattern

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Abstract: When constructing a long-term operating mechanism of "great ideological and political education", the ideological and political architecture of professional courses is particularly important. Values and other multidimensional value standards always guide students with positive and positive knowledge content, inspire students with innovative thinking and dedication, and organically integrate ideological guidance into the curriculum teaching process. The course ideological and political education in the finance major is an organizational model of constructing a "classroom combining theory and practice with teaching materials" course ideological and political education, providing reference for better integrating moral education into course teaching and improving the effectiveness of comprehensive education for all staff throughout the entire process; From a functional perspective, the courses in finance are mainly aimed at students majoring in finance. Most of them work in financial institutions after graduation, so they need to be guided by correct values. Through the courses, ideological and political education can cultivate students' good professional ethics, in order to achieve the goal of applying what they have learned and serving society; From the perspective of teaching effectiveness, the modern financial service industry, as an effective tool for the government to improve public services, strengthen social governance, and promote financial poverty alleviation, will play an increasingly important functional role.

1. Curriculum Education Objectives under the "Great Ideological and Political" Pattern

1.1. Course Teaching Objectives

The course of the finance major aims to enable students to understand and master the basic knowledge, principles, and disciplinary methods of finance that are necessary for practical work in finance, insurance, and other fields, and to grasp the forefront of the development of the finance discipline. Require students to understand the basic theories of economics, the connotation of finance, and the functions of financial institutions; Familiar with the operational methods and mechanisms of banks and other financial institutions; While mastering the theory of finance, one can independently apply the theories they have learned to analyze and think about relevant issues, in order to better adapt

to the needs of working in the financial industry [1].

1.2. Objectives of Ideological and Political Education

Analyze classic financial precedents and the latest cases through various forms such as case discussions, mock courts, and debate competitions in the classroom. After class, engage in discussions on hot topics related to social finance through online and offline financial themed activities or corporate visits and practices [2]. While studying professional theories, we should fully guide students to establish correct outlooks on life, values, and the world, and make them become highly skilled applied talents with a sense of gratitude, "Eight Virtues" culture, and social responsibility. In the process of professional teaching, the organic integration of ideological and political education and knowledge system education is achieved, resulting in the organic and dynamic unity of financial knowledge transmission and value guidance. Ultimately, the educational goal of imparting knowledge, cultivating abilities, and shaping values will be achieved.

2. Curriculum Characteristics under the "Great Ideological and Political" Pattern

On the one hand, financial courses mainly teach the basic principles of finance and related knowledge of financial markets. For example, in the course of Principles of insurance, the spirit of mutual help of "everyone for me, everyone for me" and the good wish of pursuing social stability and harmonious coexistence are fully reflected and explained in the emergence and development of modern insurance. The beginning of an insurance relationship is based on integrity. From the invitation of insurance contracts to the conclusion of insurance contracts, to the underwriting and claims settlement of insurance, there is a high demand for integrity in every aspect. The scattered risk and compensation function of insurance plays a huge role as an economic booster and social stabilizer. From this, it can be seen that the content of financial courses reflects the cornerstone of modern social development and progress, and perfectly aligns with the core values.

On the other hand, finance is a highly specialized, practical, and applied course. It not only requires students to accurately grasp the relevant professional knowledge of finance, but also requires them to understand the cutting-edge trends in the development of the financial industry. Therefore, in the teaching process of professional courses, a large amount of information on the development of the financial industry in China and the world will be collected, and relevant factors will be analyzed to interpret the changes in the financial field and the impact on economic development. The current society requires applied talents with innovative spirit [3]. Our professional teaching philosophy and training objectives are to enable students to not only establish and improve their professional knowledge system, but also pay more attention to shaping their ideological concepts. Let the belief of reading for China's rise and striving for national rejuvenation take root and sprout in our hearts.

3. The Education Path under the "Great Ideological and Political" Pattern

3.1. Deeply Explore the Theoretical Resources of Ideological and Political Education in Financial Courses

Before carrying out ideological and political education in the curriculum, we need to design and deeply explore the ideological and political elements in the curriculum content based on the teaching content, and diversify our approach in the classroom [4]. We cannot simply follow suit. At the same time as imparting knowledge, it emphasizes the guidance of social attention to core values, allowing students to understand and deepen them unconsciously. The course content of the finance major contains rich theoretical resources for ideological and political education. For example, when

discussing the basic functions and micro and macro roles of finance, patriotic education can be integrated into it; When teaching the general situation of the development of the insurance industry, we can start from the perspective of the development level of the insurance industry and the national economic and social development, and combine the role of medical insurance in the COVID-19, let students divide into groups to collect relevant information about the insurance industry in various countries around the world, and form a research report in combination with the development of China's insurance industry. Through this approach, students can gain insight into the achievements made in the development of China's financial industry, while also enhancing their sense of national pride and recognition [5].

3.2. Actively Innovating the Teaching Methods of Ideological and Political Education in the Finance Major Curriculum

In terms of teaching methods, it is necessary to integrate ideological and political elements into the teaching process of professional courses through diversified teaching methods. This not only stimulates students' interest in learning, but also allows them to actively participate in the entire teaching process. This immersive teaching method can naturally carry out moral education. It subtly helps students to correct their learning attitude and establish the correct outlook on life and values in the book [6]. For example, the course of securities investment, whose theory originates from the practice of the securities market, is particularly suitable for Case method due to its teaching characteristics. Therefore, we can delve deeper into traditional teaching cases, extract them based on the latest real-time dynamics, design and transform the cases, establish corresponding course ideological and political case libraries, and achieve collaborative promotion of professional education and ideological and political education. For example, when teaching financial industry standards in the past, some cases that violate basic principles are usually cited to illustrate the consequences, and that's all. If we integrate ideological and political elements, we can progress in guiding students to think about phenomena related to dishonesty in real life, analyze the reasons behind them, establish a sense of integrity, and achieve an organic unity of knowledge transmission and value guidance [7].

3.3. Continuously Strengthen the Quality and Ability of Ideological and Political Education for Insurance Professional Course Teachers Themselves

Education requires self-discipline. As an important organizer of the teaching process, teachers should first take the initiative to improve their education awareness and abilities, and achieve a comprehensive education mechanism. Professional course teachers have the highest frequency of contact with students, and their teaching and guidance in the classroom have a direct impact on students' knowledge accumulation, concept development, and behavior shaping. Therefore, professional course teachers should also improve their professional knowledge reserves and continuously learn and improve their ideological and political literacy. In life, we should actively demand progress in our thinking, set an example and play a leading role. In teaching activities, an evaluation system for achieving ideological and political effects should be designed based on training objectives, subject characteristics, and course content, and timely feedback and adjustments should be made [8]. Students can be assessed for their expected teaching effectiveness and ideological and political qualities through various methods such as classroom interaction, project driven, on-site demonstrations, and group evaluations. Conduct a horizontal comparative analysis based on the teaching effectiveness of the ideological and political courses conducted in the previous year, as well as the effectiveness of one or more rounds of courses that have already been offered. In the way of insurance course group, analyze the inadequacies of ideological and political education in the course and summarize the measures for improvement. The so-called 'ten years of trees and a hundred years

of cultivation of people' is not an accidental result of the ideological and political effects of the curriculum [9]. We need to achieve a linkage effect between knowledge transfer and ideological and political education through overall design and a multi wheel drive long-term mechanism.

4. The Educational Effectiveness under the Pattern of "Great Ideological and Political Education"

One is the organic integration of professional course teaching and ideological and political education, forming an embedded course ideological and political teaching model. Combining the main content of each knowledge module, identify suitable entry points for integration, embed them in the course content of each teaching chapter, form a "dual wheel drive" of ideological and political courses and curriculum ideological and political education, and link with ideological and political courses to achieve the synergistic effect of teaching objectives "1+1>2".

Secondly, by deeply exploring the factors of moral education, the course content has been greatly enriched. In order to better integrate the ideological and political content of the course into the financial professional curriculum, teachers have carefully analyzed the characteristics of the teaching content in each part of the course, and explored ideological and political elements around the core values and excellent traditional Chinese cultural education. Extract the moral and ideological elements involved in the course and fully combine them with typical cases of finance majors, achieving a "ideological and political flavor" in the professional courses. Realize the multi-dimensional unity of knowledge transfer and ideological and political education, explicit education, and implicit education.

Thirdly, through the construction of teaching teams, the moral education ability of professional course teachers has been significantly improved. In previous professional course teaching, most teachers focused more on professional academic research, while the ideological and political level of professional teachers was limited. By implementing the ideological and political education model in the curriculum, teachers are required not only to possess noble ideological and moral character, but also to conduct in-depth research on the extensive and profound knowledge system of traditional moral concepts and core values while infecting students with their own virtues. Professional course teachers conduct regular team moral education seminars and studies, inviting ideological and political professional teachers to conduct course ideological and political training, so that professional course teachers can better integrate and teach ideological and political issues, making professional education and ideological and political education more compatible and integrated more naturally [10].

The fourth is to continuously innovate teaching methods by improving teaching design. In the process of ideological and political education in the curriculum, actively innovate the teaching content, form, and methods in accordance with the requirements of the times and national development. First, classical Case method, flipped classroom teaching, online and offline mixed teaching, social practice teaching, situational simulation teaching and other teaching methods are used in classroom teaching; Secondly, carry out course construction on online platforms such as Super Star, fully utilize network resources to enhance teaching effectiveness; Finally, we will carry out second classroom teaching by building professional associations and organizing various forms of extracurricular competitions to promote learning and stimulate students' initiative and learning motivation. Fundamentally transforming students from "I want to learn" to "I want to learn" and "I love to learn", allowing students to experience the core values of wealth, harmony, integrity, friendliness, and the rule of law in practice, promoting the transformation of their ideological and moral concepts into specific behaviors, complementing theoretical education, coordinating development, and cultivating students' comprehensive qualities.

The fifth is to cultivate students' professional literacy and employability. Through the course of

ideological and political education, students have gained a firsthand understanding of the insurance work environment and job requirements. Not only have they become relatively mature psychologically, but they have also significantly improved in dealing with people, communicating with customers, and applying financial knowledge. Conduct gap checking and filling in pre-employment studies and daily life, continuously optimize oneself, and form a good connection with the employer. More and more students have obtained professional qualifications in finance, insurance, and other related fields through exams, and the proportion of students who join financial institutions such as banks after graduation has also increased year by year.

Sixth, it enhances students' practical skills and innovative awareness in their positions. Through the ideological and political learning of professional courses, students have a deep understanding of the society, the requirements of job positions and responsibilities, improved their self-awareness, interpersonal communication ability and team cooperation ability, and can combine professional knowledge with practical work, so as to apply what they have learned. The learning objectives of students have become clearer, and their attitudes towards learning have greatly changed. Students have also actively participated in various innovation and entrepreneurship training programs and financial professional skills competitions based on their knowledge of insurance business, achieving excellent results and cultivating new interdisciplinary talents.

5. Conclusion

Emphasis is placed on the integration of ideological and political connotations with financial professional knowledge, while also emphasizing the coupling of ideological and political elements with professional ability requirements, forming a synergistic effect. Improve students' professional literacy, fully tap into their potential and innovation, guided by core values, and establish students' professional ethics. Not only should we educate people throughout the entire process of the "first classroom", but we should also actively expand the channels of the "second classroom" to present a comprehensive and all-round education situation for all staff. Integrating ideological and political education into the teaching of financial courses, highlighting the guidance of "cultivating morality and cultivating talents", refining the humanistic spirit and value paradigm contained therein, and giving the professional courses a "ideological and political flavor". Through the ideological and political construction of financial professional courses, ideological and political theories are subtly integrated into the entire process of teaching, achieving "three comprehensive education" in a "silent" manner.

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