

Innovation and Improvement of Social Security Teaching Methods from the Perspective of Curriculum Ideology and Politics

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Abstract: The reform and improvement of the teaching methods of social security from the perspective of curriculum ideological and political education are conducive to strengthening students' professional literacy, enriching educational content, promoting in-depth teaching reform, achieving the goal of cultivating moral character, and deepening students' curriculum cognition. However, the current teaching of social security studies has problems such as outdated teaching concepts, simple teaching objectives, single teaching content, traditional teaching methods, monotonous teaching evaluations, and insufficient teacher literacy. In response to these problems, the paper proposes basic strategies for reforming and improving the teaching methods of social security from the perspective of curriculum ideology and politics.

1. Introduction

Social Security is a new discipline based on the theme of social security, mainly studying its development laws and practical activities. This discipline is closely related to sociology, management, economics, and other disciplines, with strong comprehensiveness. The course of social security includes various contents such as social insurance, social welfare, and social assistance. Currently, the universities in our country have offered courses in social security, and some even consider it as a general education course, indicating the important value of this course. Curriculum ideological and political education is an important means of integrating ideological and political education with professional education in current universities, and is an effective method to achieve "three complete education". From the perspective of curriculum ideological and political education, the teaching methods of social security need to be reformed and improved to adapt to the trend of professional education reform in universities and achieve the fundamental goal of cultivating morality and talent.

2. The Value of Reforming and Improving the Teaching Methods of Social Security from the Perspective of Curriculum Ideology and Politics

2.1. Beneficial for Strengthening Students' Professional Literacy

With the rapid development of China's economy, people's awareness of social security has been enhanced, and social security has become a key development cause for the country at present and in the future. In recent years, China's social security industry has developed rapidly, especially with an increase in the elderly population, which requires a large number of relevant professional talents. The social security industry is a relatively complex industry that directly affects the vital interests of the people. It requires meticulous, responsible, and professional personnel to provide professional and thoughtful services to the people in need. Therefore, the social security industry requires highly qualified professionals. The teaching of social security courses is a discipline that provides professional talents for the social security industry. From the perspective of curriculum ideological and political education, innovating and improving the teaching methods of this subject can integrate ideological and political content into teaching details, enabling students to understand the responsibilities of their majors; Teachers can use case studies to stimulate students' sense of responsibility and enhance their professional literacy in teaching methods. [1] Even if students are not majoring in social security, teaching it as a general education course in other majors, innovating and improving teaching methods, can to some extent affect students' professional views and have important help in cultivating noble professional qualities.

2.2. Beneficial for Enriching Educational and Teaching Content

The main teaching content of social security science is extensive. Generally speaking, it is mainly theoretical knowledge related to social security, such as the development history of social security, social security related theories, pension insurance guidance, pension service security, and pension fund, etc. These contents are highly theoretical and are the basic content of the course. But these theoretical knowledge contents are relatively dull. If the teaching method used is relatively single, it is difficult to attract students' attention, and the teaching effect is limited. Curriculum ideological and political education is the integration of ideological and political elements into professional teaching. By exploring the ideological and political elements of professional teaching content, expanding the teaching scope and enriching the teaching content, it is an important direction for the current development of education and teaching. From this perspective, the innovation and improvement of the teaching methods of social security can encourage students to pay attention to the deepening and development of teaching content in teaching, and process the teaching content from an ideological and political perspective. [2] For example, using case teaching and other methods combined with ideological and political content can enrich the teaching content of the course, making it easier for students to understand the course content, and thus improving teaching effectiveness.

2.3. Beneficial to Promoting In-Depth Teaching Reform

Currently, China's economy is developing rapidly, and various ideas are intertwined and colliding. Many of these negative ideas have many adverse effects on students whose values have not yet been fully established. To eliminate the erosion of these negative thoughts on students, universities should do a good job in ideological and political education and continuously innovate the forms of ideological and political education. Curriculum ideological and political education is an important innovation in the development of ideological and political education in universities in

recent years, and it is the main strategy for achieving the "three complete education". At the same time, the rapid development of China's market economy has put forward new requirements for talents in the new era, and the reform of professional courses is imperative. For a long time, the reform of professional courses in universities has attached great importance to the reform of teaching forms and content, mainly focusing on the profession itself. The reform of social security education mainly focuses on teaching models and various aspects of teaching. From the perspective of curriculum ideological and political education, the reform and improvement of the teaching method can make ideological and political education one of the basic content and goals of teaching, open up a new path for teaching reform, and achieve breakthroughs in teaching concepts, teaching content, and other aspects, promoting the deepening of curriculum teaching reform.

2.4. Beneficial to Achieving the Goal of Cultivating Virtue and Talent

Against the backdrop of expanding enrollment in universities, the number of college students is rapidly increasing, and the work of ideological and political education in universities is facing significant pressure, resulting in poor effectiveness of ideological and political education. At the same time, the employment market is facing an increasing number of college graduates, placing greater emphasis on students' comprehensive abilities, especially in terms of professional ethics. In this context, universities need to attach importance to education and teaching reform, combining education with talent cultivation, and making education the top priority, with moral education as the main task and goal of university education and teaching. It requires universities to strengthen ideological and political education work, and curriculum ideological and political education is an important innovation in current ideological and political education and an important measure to achieve the goal of cultivating morality and cultivating people. The reform and improvement of teaching methods in the field of social security from the perspective of ideological and political education can make moral education an important goal of teaching. When conducting teaching, teachers can focus on moral education, attach importance to teaching methods, and combine social security professional knowledge with ideological and moral education to achieve the goal of cultivating students through moral education. It not only enhances students' professional knowledge, but also promotes the formation of students' moral qualities, providing comprehensive talents for the development of the country and market economy.

2.5. Beneficial for Deepening Students' Understanding of the Curriculum

In ancient society, China had the idea of social security. As early as more than two thousand years ago, Confucius proposed, "When the Great Tao prevailed, the whole world was one community. People with noble moral character and capable abilities are selected, and honesty is emphasized to cultivate a harmonious atmosphere. So people should not only support their parents, but also raise their children. They should enable the elderly to continue their lives, middle-aged people to serve society, young children to have a place for healthy growth, and those who are widowed, orphaned, the elderly who lost their children, or disabled are all supported." [3] This concept of society is an important embodiment of social security ideology, which has been reflected in various dynasties, such as the concept of a charity warehouse. It is a granary set up in ancient times to prepare for famine, similar to the social security of modern society. Therefore, offering courses in social security not only teaches students relevant theoretical knowledge, but also guides them to understand the importance of the knowledge they have learned and strengthens their sense of social responsibility. From the perspective of curriculum ideological and political education, reforming and improving the teaching methods of social security can further highlight the social value of social security courses, enhance students' understanding of the learning value of the course,

and actively cooperate with teachers to complete teaching tasks and improve teaching efficiency.

3. The Basic Problems in the Current Teaching of Social Security

3.1. Backward Teaching Philosophy

Conducting teaching requires a certain teaching philosophy, so that teaching can have goals and directions, and teaching effectiveness can be improved. In addition to serving as a specialized course for teaching related majors, some universities also consider social security courses as public general education courses, aiming to strengthen students' understanding of social security knowledge and safeguard their own social security interests in social life. However, in specific teaching practices, the teaching philosophy of the social security course is relatively backward, and the purpose of the course has not yet been achieved. Specifically, although universities attach great importance to the important value of social security courses, they lack sufficient investment in specific teaching, lack professional teachers, outdated textbook selection, inadequate modern teaching infrastructure, and poor performance of students in teaching. Secondly, the teaching philosophy of teachers is relatively traditional, and they still adhere to the textbook when teaching social security knowledge. Although the entire teaching process is rigorous and orderly, there is insufficient research on teaching, relying solely on their own experience for teaching. The teaching atmosphere is relatively rigid, and students' learning interest is insufficient, making it difficult to achieve the expected results in teaching.

3.2. Simple Teaching Objectives

Teaching objectives are the basic requirements of teaching practice activities and the basic basis for guiding teachers to organize teaching and students' learning. Clear and hierarchical teaching objectives can gradually complete the teaching process, promote students to effectively grasp and accept knowledge, and ultimately complete teaching tasks. From the teaching practice of the Social Security course, some teachers have set relatively simple teaching objectives, mainly reflected in: firstly, the knowledge objectives only revolve around the content of the textbook, and the key and difficult knowledge is not prominent enough. There are no key points in the teaching, and the explanation of difficult problems is not in place, which affects students' understanding and mastery of basic knowledge. Secondly, the ability goals are almost not set, and some teachers believe that the focus of social security teaching is on theoretical knowledge, while neglecting students' ability to apply theoretical knowledge to solve practical problems. Thirdly, emotional goals, as a reflection of quality education in teaching objectives, have not been given enough attention by teachers, resulting in a lack of emotional goals. [4] Even though some teachers set emotional goals under the requirements of curriculum ideological and political construction, the setting of emotional goals is relatively single and even less related to teaching content. Although some courses have emotional goals, they are difficult to implement in specific teaching due to time constraints, and have not played a role in setting emotional goals.

3.3. Single Teaching Content

Under the guidance of teaching objectives, teachers organize teaching content based on textbooks, but textbooks are not the only basis for teaching content and cannot be a limitation on the expansion of teaching content. In the process of organizing teaching, teachers should choose appropriate content to handle textbook knowledge based on the textbook, and enrich the teaching content with examples to make it more vivid and improve teaching effectiveness. From the actual

situation of social security teaching, its teaching content is relatively single, which affects students' enthusiasm for course learning. Some teachers almost completely retell the content of the textbook during the teaching process, and the explanation process is relatively simple. Although this is related to the nature of the course, the single teaching content does have a certain impact on the classroom teaching atmosphere, and students have low interest in learning, which is not conducive to students mastering the course knowledge. Social security is closely related to disciplines such as political science and sociology, but some teachers rarely expand beyond the curriculum in their teaching, resulting in students having difficulty understanding certain knowledge and becoming an important factor affecting the quality of teaching.

3.4. Traditional Teaching Methods

Teaching methods refer to the specific processes and teaching links that teachers organize according to teaching objectives and content. A good teaching method can meet the requirements of students, meet the requirements of subject teaching, strengthen teacher-student interaction, activate the classroom atmosphere, stimulate students' learning motivation, achieve teaching objectives, and improve teaching quality. Analysis of the teaching practice of the social security course shows that some teachers adopt a more traditional teaching method. Firstly, some teachers, influenced by their own teaching experiences, often adopt traditional teaching methods in their teaching, using the teaching method as the basic teaching method, and directly convey the teaching content to students. This teaching method is difficult to motivate students and makes it difficult for them to master new knowledge. Second, the modern society is a network era, and network information teaching has become a development trend. There are many teaching methods relying on network information technology, such as MOOC, micro class, online and offline, and flipped classroom, etc. These teaching methods can promote students' learning. [5] However, in the teaching process of social security, teachers rarely use these teaching methods, and even if used, it is not effective, and the teaching quality is difficult to achieve the expected results.

3.5. Monotonous Teaching Evaluation

Teaching evaluation is a means of measuring teaching, an indispensable part of teaching, and an important basis for improving and enhancing teaching effectiveness. A comprehensive teaching evaluation requires established standards and a wide range of evaluation subjects, which can promptly identify problems in teaching and provide fair evaluation of students' academic performance, promoting the improvement of students' academic performance. From the specific situation of social security teaching evaluation, its evaluation standards and evaluation subjects are very monotonous. Firstly, the monotony of teaching evaluation standards mainly refers to the use of students' exam scores as the main evaluation content. Although students' exam scores can reflect their level of mastery of knowledge, social security education should pay more attention to students' ability to solve practical problems. Grades alone cannot measure students' comprehensive abilities. Secondly, the relatively monotonous subject of teaching evaluation refers to the fact that teachers are the sole subject of teaching evaluation. Teachers evaluate students based on their grades, which is difficult to ensure absolute fairness in evaluation, nor can they stimulate students' motivation and confidence in learning, ultimately affecting teaching effectiveness.

3.6. Insufficient Teacher Literacy

There is a direct relationship between teacher literacy and the quality of teaching, and the quality of teaching can also directly reflect the level of teacher literacy. The higher the teacher's literacy, the

more open the teaching philosophy is, the more effective it is to handle teaching content, formulate teaching objectives that meet the actual requirements of teaching, flexibly choose teaching methods, and listen to the suggestions of colleagues and students to improve teaching methods in teaching. From the current situation of teachers in social security courses, some teachers still have insufficient teacher literacy, mainly reflected in: firstly, as social security is a new discipline, some universities have insufficient reserves of professional teachers, and teachers' professional abilities are insufficient, unable to carry out teaching according to the characteristics of social security courses. Secondly, some teachers lack learning awareness, have limited mastery of modern teaching methods, and are unwilling to spend time on learning. Their teaching abilities stagnate, making it difficult to stimulate students' interest in learning and affecting teaching effectiveness. Thirdly, the training system for teachers in some universities is not yet sound, with a greater emphasis on their scientific research ability and training work on their research ability. However, limited attention is paid to teachers' teaching ability, ultimately affecting the improvement of their comprehensive literacy.

4. Strategies for Reforming and Improving the Teaching Methods of Social Security from the Perspective of Curriculum Ideology and Politics

4.1. To Innovate Teaching Concepts and Promote Standardization of Teaching Methods

As a guide for teaching, the reform and improvement of social security teaching methods from the perspective of curriculum ideological and political education require the reform of traditional teaching concepts to ensure that teachers use teaching methods in social security curriculum teaching in a standardized manner. Firstly, universities need to innovate their educational and teaching concepts. On the basis of valuing the status of social security courses, they should increase investment in curriculum infrastructure and teaching staff, especially in modern teaching equipment. At the same time, they should formulate curriculum teaching plans as reference standards for teachers to innovate and improve teaching methods, ensuring that they can standardize teaching according to modern teaching requirements and enhance students' comprehensive abilities. Secondly, teachers of social security should innovate traditional concepts, continuously accumulate teaching experience, dare to break the constraints of textbook content, and carry out teaching in combination with actual social conditions. While, teachers should strengthen teaching research, analyze the reality of students and social security, promote the standardization of teaching methods, ensure smooth and active teaching. Therefore, students can learn more realistic knowledge content. In addition, students can also be exposed to advanced ideas, thereby expanding their thinking and strengthening their ideological understanding. [6]

4.2. To Optimize Teaching Objectives and Focus On Adapting Teaching Methods

Teaching objectives are the basis for teachers to carry out teaching activities. The reform and improvement of social security teaching methods from the perspective of curriculum ideological and political education need to be achieved on the basis of optimizing teaching objectives. Firstly, teachers should update and optimize traditional teaching objectives based on the school's teaching plan and teaching evaluation innovation, highlight basic theoretical knowledge, and focus on explaining key and difficult issues, guiding students to learn how to summarize and sort out knowledge. Secondly, ability goals are the key optimization targets for teachers. During the teaching process, teachers should attach importance to cultivating students' ability to apply knowledge and handle practical problems. This ability can be improved through teaching methods such as simulating real environments. At the same time, clarifying ability goals in teaching can help students clarify the main purpose of teaching and the main task of learning. Finally, the emotional

goal is the sublimation of teaching, which is not only a requirement of traditional teaching but also a key content of ideological and political construction in the curriculum. It should also comply with the teaching content, run through the entire teaching process, and be easy to achieve. The three major teaching objectives should be optimized and upgraded, and the teaching methods adopted by teachers should be guided by them to meet the requirements of teaching objectives.

4.3. To Dig into Ideological and Political Content, and Highlight the Innovation of Teaching Methods

The reform and improvement of social security teaching methods from the perspective of curriculum ideological and political education require exploring the teaching content, especially the ideological and political elements in the teaching content, and innovating the teaching methods based on the characteristics of the curriculum teaching. There are many ideological and political elements in the course of social security, such as the elderly security system and traditional virtues of respecting and respecting the elderly, the minimum living allowance system and collective attention ideology, the spirit of disaster relief and selfless dedication, the spirit of social preferential treatment and patriotism, social funds and social responsibility, charity and public welfare, and the spirit of teamwork and mutual assistance. The ideological and political content reflected in these course contents is an important part of the curriculum ideological and political construction, and also a basic task of the course education. Exploring the ideological and political elements in teaching content is conducive to achieving teaching objectives. Teachers need to innovate teaching methods and highlight ideological and political elements in the teaching process.

4.4. To Innovate Teaching Mode, and Emphasize Flexible Teaching Methods

Teaching mode is the foundation of teaching methods. The reform and improvement of social security teaching methods from the perspective of curriculum ideology and politics can be achieved through innovative teaching models, ensuring that teachers can flexibly apply teaching methods. The blended teaching mode is an innovation based on modern network technology, which can expand the scope of teaching and achieve a combination of pre class, post class, and classroom teaching. The position of teachers in teaching has changed. In pre and post class teaching, teachers play a guiding and guiding role, mainly conveying learning tasks and learning deficiencies to students, guiding them to self-study and consolidate. [7] In classroom teaching, teachers mainly play a role in organizing and problem-solving, that is, organizing students to explore and analyze problems, and helping students solve difficult problems. The application of different teaching modes requires teachers to flexibly use teaching methods while also providing ideological and political education to students.

4.5. To Enrich Teaching Evaluation and Promote the Systematization of Teaching Methods

Teaching evaluation is another key link in the reform and improvement of social security teaching methods from the perspective of curriculum ideological and political education. By enriching teaching evaluations, the teaching methods of social security can achieve systematic improvement and innovation, becoming an important assistance in promoting the improvement of teaching effectiveness. Firstly, universities need to reform the main standards for teaching evaluation of all courses in social security, gradually increasing the ability to solve practical problems and the position of students' ideological and political literacy in teaching evaluation based on the original examination as the main standard. With rich teaching evaluation standards, teachers are required to systematize their teaching methods and form a foundation for improving ideological

and political literacy. The teaching evaluation criteria mainly focus on mastering theoretical knowledge and students' ability to solve practical problems. Secondly, based on teacher evaluation, the teaching evaluation of social security courses should also pay attention to enriching the main body of teaching evaluation, increasing the proportion of student evaluation, and using it as an important reference for teaching evaluation results. At the same time, in the selection of teaching evaluation subjects, attention should also be paid to the important role of modern teaching tools, constantly recording students' performance in teaching, in order to maximize the fairness of teaching evaluation and play an important role in promoting teaching development. Rich teaching evaluation content and themes can encourage teachers to form a more systematic teaching method and improve teaching effectiveness.

4.6. To Strengthen Teacher Literacy and Ensure Diversified Teaching Methods

The reform and improvement of social security teaching methods from the perspective of curriculum ideology and politics are directly related to the improvement of teacher literacy. The higher the teacher's literacy, the better and more innovative the teaching mode can be in accordance with the curriculum ideological and political requirements in teaching practice, and multiple teaching methods can be flexibly adopted to carry out teaching. Firstly, universities should attach great importance to the construction of the social security teacher team. On the one hand, they should attract relevant professional talents to join the teacher team through various preferential conditions, and establish a professional teacher team for the discipline; On the other hand, it is necessary to improve the teacher training system, strengthen teacher teaching skills training, pay special attention to teaching method training, and improve teacher teaching ability. Secondly, on the basis of emphasizing the improvement of teachers' basic literacy training, universities should also pay attention to various inspections of teachers' professional ethics quality. At the same time, they should also attach importance to teachers' curriculum ideological and political education abilities in training work, and strengthen teachers' active infiltration of ideological and political content in the implementation process of social security teaching methods. Finally, teachers of social security courses should attach importance to improving their own literacy, especially by learning modern teaching methods and implementing them in teaching practice, in order to attract students and improve teaching effectiveness. By improving teachers' literacy and teaching abilities, they can adopt diverse teaching methods to promote students' comprehensive development.

5. Conclusion

Curriculum ideological and political education is an important direction for the current reform and development of ideological and political education in Chinese universities, and an important method for teaching innovation in various majors. It is also an important measure to promote the innovation of talent cultivation methods in universities. Under this concept, the teaching methods of social security will inevitably undergo changes. In order to adapt to the integration of curriculum ideological and political education in social security, the teaching methods of social security need to be innovated and improved from the aspects of teaching philosophy, teaching objectives, teaching content, teaching mode, teaching evaluation, etc. Teachers also need to improve their own literacy to promote the subject teaching methods to meet the basic requirements of curriculum ideological and political education, effectively improve students' comprehensive quality, and adapt to the needs of social development.

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