

The Construction of the Ideological and Political Education System for the "Fixed-Income Securities" Course

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Abstract: The construction of ideological and political education in the course of "Fixed-Income Securities" can help explore the practical paths for serving the country through finance and contribute to cultivating a new generation of financial talents in the new era who are "proficient in technology, filled with a sense of social responsibility, and ready to shoulder their missions". This paper first analyzes the inevitability of integrating the connotation of ideological and political education into the curriculum with financial professional education. Combining with the current reality, it summarizes the many difficulties faced by the development of ideological and political education in the "Fixed-Income Securities" course. It focuses on excavating the seven core elements of ideological and political education in the curriculum, and on this basis, puts forward the concept of constructing a three-dimensional integration model of ideological and political education in the curriculum. Finally, according to this, it proposes countermeasures and suggestions such as reconstructing the teaching content, developing a case library of ideological and political education in the curriculum, and optimizing the design of the curriculum content.

1. Introduction

In recent years, ideological and political education has been seamlessly integrated into the talent cultivation system of colleges and universities. The integration of ideological and political elements into college curricula can fully leverage the educational potential of each course, thereby significantly enhancing the quality of talent cultivation in these institutions [1]. The financial sector, as the core bastion safeguarding national economic security, demands that its educational undertakings prominently embody the value orientation of "contributing to the nation through finance". Fixed-income securities, being crucial instruments in the financial market, have an operational mechanism intricately linked to national monetary policies, fiscal policies, and risk mitigation strategies. This intrinsic connection renders them a natural medium for integrating ideological and political education into the curriculum.

Through a profound integration of curriculum content with ideological and political elements, students can be effectively guided to grasp the core logic underlying how financial tools contribute to national development. This paper aims to construct a matrix of the core ideological and political elements within the curriculum, explore practical approaches to achieving the goal of "serving the country through finance", and play a part in fostering a new generation of financial professionals who are "proficient in technology, imbued with a strong sense of social responsibility, and ready to assume their missions".

2. Essential Integration: Ideo-Political & Financial Education in Curriculum

Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is the core content of current ideological and political education in colleges and universities. It provides important ideological support for the curriculum design and practice of finance. Moreover, the integration of ideological and political education contributes to the innovation and improvement of the content system of finance courses. This enables finance teachers to construct a finance education system that meets the needs of socialist development from a broader social perspective, allowing students to deeply understand the profound cultural connotations and national missions behind the financial discipline.

Considering the pivotal significance of the bond market as a pillar for national economic security, the bond market occupies a crucial position in the national economic structure and serves as the core foundation for national economic security. In the course of Fixed-Income Securities, delving deeply into these functions of the bond market can enable students to have a profound understanding of the importance of maintaining the stable operation of the bond market for national economic security[2]. It can cultivate students' sense of responsibility and spirit of taking on duties, so that in their future financial work, they will consciously maintain the order of the bond market, prevent financial risks, and safeguard national economic security.

3. Crucial Dilemmas Hindering Ideological and Political Education in Fixed-Income Securities Course

3.1. The shortage of resources for ideological and political education in the curriculum

There are problems such as a weak resource foundation, slow construction progress, and insufficient development and utilization of resources in the construction of ideological and political education for the "Fixed-Income Securities" course. Due to the insufficient integration of professionalism and ideological and political education resources, teachers often have to rely on their own political literacy and the school library to collect teaching materials. It is difficult to form a joint force for resource construction, and it is hard to reach a consensus on the focus of resource construction, resulting in resources being unable to meet the teaching needs[3]. At the same time, many teachers have not yet developed the habit of searching for ideological and political education resource materials for lesson preparation and teaching, leading to low efficiency in resource utilization.

3.2 The High Barriers to Integrating Ideological and Political Education into the "Fixed-Income Securities" Curriculum

The course of Fixed-Income Securities involves a large amount of financial theories, mathematical calculations, and case analyses, all of which are already highly professional in nature. Integrating ideological and political elements into such a course poses high requirements for curriculum design

and teaching methods. At the same time, teachers of specialized courses usually focus on teaching professional knowledge and may lack systematic training in ideological and political education. This makes it somewhat difficult to naturally incorporate ideological and political elements into specialized courses. In particular, there is a noticeable shortage in the exploration of ideological and political elements within the curriculum.

3.3 Key Deficiencies in Fixed-Income Securities Ideo-Pol. Edu. Evaluation

The existing evaluation system primarily centers on students' comprehension of the curriculum content and their satisfaction levels. However, it overlooks the assessment of the cultivation outcomes regarding students' comprehensive and ideological-political qualities. This one-dimensional evaluation approach is incapable of providing a comprehensive reflection of the effectiveness of ideological and political education within the curriculum.

Moreover, the evaluation content fails to adequately mirror the comprehensiveness and profundity of ideological and political education in the curriculum. It neglects the evaluation of aspects such as students' ideological and political stances, moral integrity, and innovative capabilities. Consequently, the utilization of the evaluation results is constrained, and its guiding function in teaching reform is also hampered[4].

Based on this, it is of practical value and significance to deeply explore the ideological and political elements of the "Fixed-Income Securities" course and provide teachers with referable application models and paths.

4. Curriculum Ideo-Pol. Elements & 3D Model Construction

4.1 Matrix of Core Ideological and Political Elements

The matrix of core ideological and political elements is a systematic concept in the construction of ideological and political education in the curriculum. By sorting out and summarizing the ideological and political elements contained in the curriculum, it can form a matrix structure with a clear hierarchy and comprehensive content. It is not only the foundation of the construction of ideological and political education in the curriculum but also an important tool for achieving the goals of ideological and political education. This paper holds that, based on the characteristics of the course itself and the financial reality, constructing a matrix of core ideological and political elements can closely integrate the course content with ideological and political education, and achieve the all-round development of students and the enhancement of social value. The matrix of core ideological and political elements of this course is shown in Table 1.

Table 1 Matrix of Core Ideological and Political Elements.

Dimension of Ideological and Political Education	Core Ideological and Political Elements	Corresponding Professional Knowledge Module	Case	Educational Objectives
National System and Development Concepts	The National Credit System and Institutional Advantages	The Issuance Mechanism of National Bonds	Cases of Special National Bonds in the Fight against the Epidemic	Help students understand national credit's support for national bond issuance, feel the advantages of China's system in handling major events, and boost their confidence in the system.

Professional Ethics and Integrity	The Construction of Professional Ethics and Integrity	Credit Rating Method	Reflections on the Distortion of Yongmei Bond Rating Incident	Guide students to establish a correct professional ethics outlook, recognize the importance of integrity in financial activities, and cultivate a rigorous and responsible professional attitude.
Sustainable development	Sustainable Development and Ecological Civilization	Green Bond Pricing	Analysis of Carbon Neutrality Bonds Supporting New Energy Projects	Cultivate students' awareness of the concept of sustainable development, integrate the concept of green finance into their professional studies, and enhance their sense of social responsibility.
Awareness of risk prevention	Awareness of Systemic Risk Prevention	Interest Rate Risk Management	Lessons from CDOs in the U.S. Subprime Mortgage Crisis	Improve students' awareness of the systemic risks in the financial market, and cultivate their awareness of risk prevention and the ability to deal with risks.
Macroeconomic thinking	Thinking of Macroeconomic Regulation and Control	Treasury Bond Issuance Mechanism	Cases of the Regulation of China's National Bond Issuance on the Macroeconomy	Cultivate students' ability to view the operation of the fixed-income securities market from a macroeconomic perspective, and help them understand the relationship between macroeconomic policies and the securities market.
International perspective	Cognition of Risks in the Global Financial Market	Interest Rate Risk Management	Cases of Bond Market Turbulence during the European Debt Crisis	Help students understand national credit's support for bond issuance, sense the advantages of China's system in major events, and strengthen their system confidence.
Concept of the rule of law	Concept of Financial Rule of Law	Credit Rating Method	Analysis of Illegal and Violation Cases of Rating Agencies	The school helps students understand the support of national credit for bond issuance, feel the advantages of China's system in major events, and enhance their confidence in the system.

Note: Compiled according to the relevant reports on the website of the People's Bank of China.

4.2 Construction of the Three-Dimensional Integration Model

Based on excavating the core elements of ideological and political education in the course, a three-dimensional integration model can be further constructed in combination with the actual situation of the course, as shown in Figure 1.

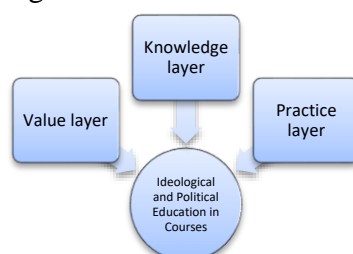


Figure 1 3D Ideo-Pol. Edu. Integration in Courses

At the value level, efforts should be made to deeply cultivate students' aspiration to contribute to the country through finance. In the "Fixed Income Securities" course, the top-priority task is to mold students' values, leading them to closely integrate their personal financial career plans with the

national strategic arrangements. Educators or curriculum designers should incorporate highly representative cases, such as how policy-based financial bonds drive rural revitalization, into the course teaching. By adopting a teaching approach that seamlessly combines theory with practical cases, we can effectively arouse students' enthusiasm for leveraging financial tools to boost rural development. This, in turn, spurs them to foster noble professional ambitions of serving the nation through finance.

At the knowledge level, students should gain a deeper understanding of the laws governing market operation. The financial market is intricately linked with the macroeconomic situation and the policy environment. Through systematic learning, it is necessary not only to cultivate students' professional abilities to accurately analyze financial phenomena and efficiently solve practical problems, but also to further enhance their rational understanding of and high degree of recognition for the country's financial reform policies.

At the practical level, efforts should be made to cultivate students' strict adherence to professional codes of conduct. The stable development of the financial industry is inseparable from practitioners' strict compliance with codes of conduct and ethical norms. In the teaching process, teachers can organize various practical activities such as simulated trading and in-depth analysis of typical cases, enabling students to personally experience the importance of compliant operation and gradually develop good professional behavior habits.

5. Courses' Ideological and Political Education Implementation Strategies

5.1 Reconstruction of Teaching Content

When teaching, the content of the textbook can be supplemented in the form of special topic education. Taking the explanation of "The Development History of China's Bond Market" in the course introduction as an example, by sorting out the institutional innovation process of China's bond market from treasury bonds to panda bonds, it helps students understand the historical evolution of China's bond market and its institutional advantages. This can not only enhance students' understanding of the domestic financial market but also cultivate their sense of identity with the development of China's financial market.

5.2 Development of Ideological and Political Case Database

Teachers should focus on the core elements of ideological and political education, develop and select representative cases, and seamlessly integrate the curriculum content with ideological and political education. Additionally, it is advisable to encourage full-time in-school teachers to collaborate with industry experts in jointly developing teaching content. For instance, teachers take charge of teaching fundamental principles, while industry experts offer in-depth explanations of real-world cases. This collaborative approach can effectively elevate the overall capacity of teachers in ideological and political education and enhance the practicality and applicability of the courses.

The ideological and political case database not only serves as a valuable reference for classroom-based practical teaching but also enriches teachers' lesson-planning resources. Moreover, it can guide students to foster correct values and a strong sense of economic security, thereby heightening their sense of responsibility and mission towards national financial security.

5.3 Optimization of Course Content Design

In addition to the traditional teaching method that combines online and offline instruction, teachers can also introduce more practical teaching methods according to the teaching content, such as

role-playing teaching and ethical dilemma debate. Educators in the field of finance or economics should, within the context of role-playing teaching, simulate the scenarios of the central bank's open market operations. This is to assist students in understanding how the central bank's monetary policy tools exert influence on market interest rates, capital flows, and economic activities, as well as how these changes are transmitted to the fixed-income securities market. In ethical dilemma debate, by designing debate topics related to professional ethics and ethical issues, teachers help students understand the ethical dilemmas in the financial industry, thereby enhancing their ethical decision-making abilities.

6. Conclusions

In conclusion, conducting ideological and political construction on the "Fixed Income Securities" course is both urgent in the current era and practically necessary. By exploring the core elements of course-based ideological and political education, we can enrich and guide the existing teaching content. The aspiration to serve the country through finance at the value level, like a lighthouse, provides students with continuous spiritual motivation and clear value guidance, effectively stimulating their enthusiasm for exploring market operation laws at the knowledge level.

Professional knowledge at the knowledge level is the cornerstone of achieving the ideal of serving the country through finance and also provides a solid theoretical basis for compliant operations at the practical level. The practical level is the key to turning this aspiration and knowledge into actions, ensuring students uphold correct values and work legally and compliantly in financial practices. The innovative three-dimensional integration model can lay a solid foundation for cultivating high-quality, morally and professionally competent talents to meet the new-era development needs of the financial industry.

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