

A Preliminary Study on the Integration of Ideological and Political Elements into Teaching of Industrial Economics

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Abstract: *The evolution of education and teaching philosophy leads to the iteration of teaching methods. In Chinese universities, the educational philosophy of strengthening university students' ideological and political literacy has formed a consensus, so Ideological and Political Integrated Teaching (IPIT) has been proposed as a new teaching method. Although the teaching philosophy and task of IPIT have been very clear, the specific implementation methods are still being explored. Based on the teaching content of Industrial Economics, this paper designs a plan for IPIT of industrial economics by exploring appropriate ideological and political elements of the course and integrating them into the corresponding teaching content.*

Keywords: *Ideological and Political Integrated Teaching (IPIT), Industrial Economics, teaching method*

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I. Introduction

The evolution of educational philosophy has formed a variety of teaching methods, including Teacher-centered Teaching Method, Student-centered Teaching Method, Course-centered Teaching Method and Outcomes Based Education etc.. These teaching methods have been adopted at different periods in different countries, and the teaching effect has been constantly improved by teaching practice.

In China, Ideological and Political Integrated Teaching (IPIT) is proposed as a new teaching method and is being widely used in university teaching practice. IPIT refers to a comprehensive education and teaching method that combines all kinds of courses with ideological and political theory courses in the form of building a pattern of all staff, whole process and whole curriculum education, forming a synergistic effect, and taking "building morality and cultivating young person" as the fundamental task of education. Taking "establishing morality and cultivating young person" as the fundamental task is actually to play the leading role of the values of IPIT and cultivate talents with correct outlook on world, life and values. To achieve this goal, the key is to give full play to the synergy of all aspects, including the whole staff, the whole process, the whole curriculum and other ideological and political courses.

From another point of view, the extension of IPIT is quite extensive, including at least three aspects: The first level is the cultivation of family and country feelings and the awakening of the sense of responsibility; The second level is the cultivation of university students' noble personality; The third level is the formation and exercise of university students' scientific outlook.

II. Literature Review

Since the IPIT was proposed by China and practiced in Chinese universities, the relevant literature is mainly in Chinese. Wang L. (2022) studied the connotation and extension of IPIT, and proposed that ideological and political elements can be excavated with the minimum value unit method, condensed with natural dialectics, and introduced through cases¹. Han X.Z. (2021) reviewed the development of IPIT, analyzed the basic status and proposed some practical reflections². Yi Y.G. (2020) understood IPIT from the evolution of teaching philosophy, and believed that IPIT is an effective way to promote course centered teaching philosophy³. Xu K.S. and Xia L. (2022) compared the differences between IPIT and traditional ideological and political course from three aspects of course expansion, logical differences and interaction & integration, and believed that strengthening ideological and political education in colleges and universities in the new era is of great strategic significance⁴. Li L.Y. (2022) pointed out that the promotion of the coordinated education of IPIT and traditional ideological and political course needs to be comprehensively coordinated. On the basis of clarifying the relationship between the two, it should be comprehensively promoted from the aspects of system construction, education ability, education resources, evaluation system, and etc⁵. Cao Y.H. and Mao G.X. (2022) combined the process assessment with the IPIT effect assessment to build a quantifiable comprehensive evaluation index system, so as to better realize the synergy between professional education and IPIT⁶. The above papers study the

problems in the implementation of the IPIT reform from different aspects, providing a basis for the improvement of IPIT reform.

III. Teaching Design of IPIT Course

3.1 Teaching Objectives of IPIT in the Course of Industrial Economics

3.1.1 Teaching Objectives of the Course

- a. Understand the knowledge framework of industrial economics, master the basic concepts, and grasp the basic ideas of industrial economics;
- b. Understand and master the main theories, models and analysis methods of industrial economics;
- c. Train students to use the basic theories and methods of industrial economics to analyze and solve practical problems in specific industries.

3.1.2 Educational Objectives of the Course

- a. Make this course and the ideological and political theory course go together in the same direction to form a synergistic effect and achieve the goal of moral cultivation and all-round education
- b. Be familiar with China's strong and weak industries, as well as China's industrial development planning and strategy, and establish the idea of national industrial security, industrial strategy, and industry serving the country;
- c. Cultivate students' core consciousness of political identity, national consciousness, cultural self-confidence, ecological consciousness etc., and enhance students' sense of national pride, historical mission and sense of urgency of the times.

3.2 Explore and Integrate the Ideological and Political Elements into the Course

The designers and executors of the IPIT course are usually teachers of specialized courses. They understand the major and are familiar with the curriculum. They know what content is suitable for mining the ideological and political elements contained therein. The key here is that specialized courses teachers may lack a systematic ideological and political knowledge system. Therefore, they need to learn ideological and political knowledge first and sort out the possible set of ideological and political elements for selection when combining with the specific content. Those elements, such as prosperity, democracy, civilization, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, and friendship, which are advocated by the socialist core values, are all optional elements. Similarly, specialized courses should not only emphasize the technical attribute of the course, but should combine the social attribute and take into account the scientific outlook on development, scientific ethics and other elements. Therefore, philosophy, dialectics, ethics and other elements that reflect the general laws of human social development and the general methods of human understanding and transforming nature can also be included in the IPIT course.

According to the above analysis, the following design is made by integrating the ideological and political elements into the industrial economics course combing with the teaching content (see Table 1):

Table 1. Explore and integrate the ideological and political elements into Industrial Economics

Course Content	Educational Requirements	IPIT Elements	Form and Method of Teaching	Expected Results
Chapter 1 Introduction to Industrial Economics	Develop the concept of scientific development to understand the formulation of industrial policies with, and guide students to support national economic and industrial policies	Explain the scientificity, strategy and importance of "Made in China 2025 National Action Program"	Teaching + students learning "Made in China 2025" original text + classroom discussion	Students have a deep understanding of the "Made in China 2025 National Action Program", understand and consciously support it
Chapter 2 Economy of Scale and Economy of Scope	Enhance students' sense of national pride. National enterprises are the product of the times and the best epitome and proof of superiority of the social system	Introduce the case of Huawei, a Chinese national enterprise, to explain that Huawei not only occupies enough market share in individual products to achieve economies of scale, but also achieves economies of scope through diversification	Case study + students watching news reports + group discussion	Students have a further understanding of Huawei's success in communication and IT related industries, thus enhancing their national pride
Course Content	Educational Requirements	IPIT Elements	Form and Method of Teaching	Expected Results

Chapter 3 Market Concentration	Let students recognize the strong and weak industries in China, so as to identify with China's industrial development plan and industry development strategy, and establish the idea of industry serving the country	Introduce a comparison between large aircraft manufacturing industry and e-commerce platform industry. Explain why the concentration of large aircraft manufacturing industry can be extremely high, while high concentration in e-commerce platform may cause anti-monopoly	Teaching + exercise training	Preliminary understanding of the concentration in different industries, so as to identify with China's industrial development plan and industry development strategy, and identify with the national anti-monopoly reform
Chapter 4 Barriers to Entry and Exit	To strengthen students' understanding of the spirit of independence and self-reliance by introducing western countries' sanctions on China's high-tech and strategic industries	Chip, quantum technology and other high-tech industries have encountered barriers to entry such as supply interruption and sanctions, which shows that the only way to break through barriers is self-reliance and independent R&D	Heuristic teaching + students reading relevant news reports + group discussion	Students have a deep understanding of the international situation encountered by China's high-tech industry, and understand that high-tech cannot be bought and must rely on independent R&D
Chapter 5 Mergers and Acquisitions	Establish the concepts of national security and industrial security, and understand the necessity of restricting and controlling mergers and acquisitions in strategic industries and industries related to the national economy and the people's livelihood	In combination with the Provisions on Foreign Capital Mergers and Acquisitions of Domestic Enterprises, explain why there should be some restrictions on foreign capital mergers and acquisitions of domestic high-tech enterprises such as chips and seed industries	Heuristic teaching + students reading the original text of Regulations + classroom discussion	Students know that economic security and industrial security are included in national security. In some industries, security needs to be ensured. In other industries, more foreign capital can be introduced
Chapter 6 Market Performance	Encourage technological innovation to enhance cultural confidence and scientific and technological confidence	Combined with the call of "mass entrepreneurship and innovation" put forward by Premier Li Keqiang, when teaching the relationship between market behavior and performance,	Heuristic teaching + group discussion	Students understand the call of "mass entrepreneurship and innovation", actively participate in entrepreneurship and scientific innovation, and then enhance cultural and scientific confidence
Chapter 7 Industrial connection	Under the leadership of the government, scientific planning and rational division of labor can realize benign linkage development between industries	Through the case of "promoting the coordinated development of Beijing, Tianjin and Hebei, and promoting the linkage between upstream and downstream enterprises in the industrial chain", the advantages of the system with Chinese characteristics in promoting high-quality development are illustrated	Heuristic teaching + case study	Students have a deeper understanding of the advantages of the social system with Chinese characteristics in the economic field, and then firmly support the national systems
Chapter 8 Evolution of Industrial Structure	Deeply understand the importance of industrial upgrading and structural transformation, and enhance students' sense of historical mission and sense of urgency of the times	Combined with the case of Baosteel's removing excess capacity and realizing all-round structural adjustment, transformation and upgrading in the process of supply side structural reform, which shows that transformation and upgrading are the objective laws of industrial structure evolution	Case study + group discussion	Students have a deeper understanding of industrial upgrading and structural transformation, thus enhancing the sense of historical mission and urgency of the times
Chapter 9 Industrial Distribution and Cluster	Guide students to examine the industrial distribution from the perspective of ecological civilization construction and emphasize the development of green industries	Combining the concept of "green water and green mountains are golden mountains and silver mountains", when guiding students to think about scientific industrial layout and sustainable development	Heuristic teaching + students' experience of learning the concept	Enhance students' understanding of the relationship between industrial distribution and ecological civilization, and establish correct outlook on values
Chapter 10 Application of Industrial Analysis Method	Cultivate students' international vision and strategic vision, help students establish correct ideals and beliefs, and always embrace family and country feelings	When talking about the content of "value chain" and "smile curve", explain how to improve China's position in the division of labor in the global value chain	Teaching + exercise training	Enhance students' understanding of the current situation, essence and impact of the division of labor in the global value chain, and then be able to understand it from an international and strategic perspective

IV. How to implement IPIT

4.1 Technical Route of IPIT Implementation

IPIT is the combination of course teaching and ideological and political education, with the purpose of establishing morality and cultivating people. The final criterion of how to do IPIT and whether it is good or not is to see results which can be tested. Hugh Hart, a famous scholar in the field of management, put forward the PDCA cycle theory of quality management, which was further deduced and promoted by Deming and was famous for Deming Cycle. The theory of PDCA cycle divides quality management into four stages, namely Plan, Do, Check and Action, and forms a closed loop that can be continuously improved. According to this, the technical route of IPIT in industrial economics course is designed as follows (see Fig. 1):

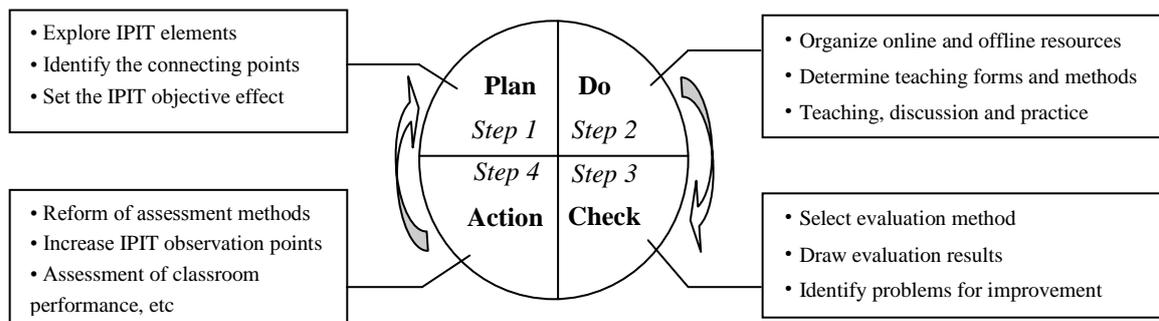


Fig.1. Technical route of IPIT implementation of Industrial Economics

4.1.1 Plan

In the planning stage, we should first explore the ideological and political elements related to the course according to the course content and characteristics. As far as this course is concerned, in view of the fact that the content of the course has many connections with the hot issues in the economic field, national economic policies and guidelines, social system and core values, etc., the ideological and political elements that can be explored according to the specific contents of each chapter include but are not limited to: the scientific outlook on development, sense of national pride, industry serving the country, independence and self-reliance, national security and industrial security, sense of historical mission and urgency of the times, and ecological civilization, At the same time, the reasonable connection between the ideological and political elements and the teaching content is carefully arranged, and the expected IPIT effect is set (See Table 1) .

4.1.2 Do

After the plan stage, it comes to the stage Do, that is, organization and implementation. It needs to organize online and offline resources and determine teaching forms and methods. In order to improve the ideological and political effect of the course, this course will extensively integrate excellent teaching resources, introduce scientific progress, major events and social hotspots, etc., to make the ideological and political course to be attractive; At the same time, the course will comprehensively apply teaching methods such as lecture teaching, heuristic teaching and case study. It will attach importance to the combination of online and offline classes, expand the after-school learning and communication links, and put students into a "three-dimensional" and "multi-level" learning experience. The implementation process of IPIT in this course not only depends on teachers' teaching, but also actively carries out students' interactive discussion. It will be supplemented by necessary exercise training, so as to enhance students' curriculum participation and learning autonomy, As a result, it will effectively improve the educational effect of IPIT.

4.1.3 Check

The effect of course implementation needs to be checked. First, we should determine the evaluation methods of the IPIT course, such as collecting students' feedback through the course questionnaire, scoring by students and peers, etc; Then the collected data shall be statistically processed to obtain the evaluation results; Finally, we need to measure the teaching effect and determine the problems that need to be improved.

4.1.4 Action

To ensure the continuous improvement of IPIT effect of the course, it is necessary to continuously improve the problems found in the evaluation, and form a closed-loop management with the previous three steps, as shown in Fig. 1. Measures that can be taken include but are not limited to the necessary reform of course assessment methods, and the addition of observation points for IPIT effects. The specific assessment can be obtained from the assessment of students' daily classroom performance, as well as the relevant ideological and political homework completed by students.

4.2 Key Measures of IPIT

Based on the current situation of the course and the technical route of IPIT, the key measures to be taken are as follows:

4.2.1 Consolidate the Concept of IPIT's Moral Cultivation and Collaborative Education

China is in an important transition period, with all kinds of contradictions intertwined, multiple values colliding, and complex social environment. The ideological and political work of college students is becoming more difficult. It is far from enough to rely solely on ideological and political course for college students, and the value guidance is insufficient. The course of Industrial Economics needs to give full play to its disciplinary advantages to achieve the goal of education in the way of all teachers, all courses, all classes and all directions. In the process of IPIT education and teaching reform of this course, we need to further strengthen the concept of IPIT, make "establishing morality and cultivating people" become the sacred mission and post responsibility of team teachers, keep in mind the essence of "educating people", and grasp the needs of students. Only in this way can the teaching work of this course and the ideological and political course form a synergistic effect in education, so that students can be deeply educated and influenced imperceptibly, and the value guidance, ability training and knowledge teaching can be run through the daily classroom teaching.

4.2.2 Explore the Elements of IPIT and Integrate Them into the Teaching Content

Each course contains rich "ideological and political elements" in different degrees and aspects. Industrial Economics is no exception, and it also has natural advantages. How to integrate ideological and political elements such as family and country feelings, social responsibility, moral norms, legal awareness, thinking quality, scientific spirit, innovation ability, and humanistic spirit into classroom teaching requires paying attention to the design of education path and strengthening the integration between ideological and political elements and daily teaching content. It is necessary to help students use the standpoint and method of Marxist Political Economics to analyze the practical problems, respond to students' practical needs in daily classroom, guide and cultivate students' correct dialectical thinking, historical thinking and practical thinking, stimulate students' cognitive identity, and improve students' ideological and political quality and ability.

4.2.3 Strengthen the Political Literacy and Ability of Teachers

The key to the quality of IPIT lies in teachers. Teachers' political position and political consciousness are the prerequisite for the effectiveness of IPIT. Only teachers have a deep understanding of the connotation of IPIT, and at the same time have sufficient political literacy, can they spread the core values of socialism through IPIT of the course. They can guide students to establish a correct outlook on world, values and life. Meanwhile they can stimulate students' ideals and beliefs, and use the power of faith to lead students forward. Therefore, the course teaching team will strengthen political learning, strengthen the accumulation of IPIT materials. The teaching team will earnestly learn and understand the spirit of important meetings and documents of the government through various channels, such as official media reports and comments, party publications, learning and practice resources of colleges and teacher's branches, so as to improve their ideological and political literacy and ability.

4.2.4 Innovate the Teaching Methods of IPIT

The content of Industrial Economics itself is closely related to the practice of social and economic development. We should give full play to this advantage of the course and choose the content close to the students' ideological characteristics for IPIT teaching. The content that is close to the objective reality of the society and the students' ideological reality is easy to produce psychological resonance between both teaching and learning sides, which can produce the effect of promoting students' better acceptance. Teachers need to grasp the needs of students and innovate the teaching carrier, but not just instill and impose ideas. Teachers need to start from the examples that students are interested in, and at the same time grasp the appropriate and natural penetration principle, so that students can integrate into the classroom, which not only closely follows the development of the times but also responds to students' concerns. Teachers need to use appropriate discourse methods. Teachers' ideas and values are often easier to be accepted and convinced by students, which has the effect of getting twice the result with half the effort. The ideal state of promoting IPIT is to let teachers implement education unconsciously and students receive education unconsciously.

4.2.5 Optimize Course Evaluation to Reflect the Effect of IPIT

The teaching team needs to establish a comprehensive evaluation system for students, focus on knowledge, ability, ideological and political literacy. The combination of process evaluation and summary evaluation will be adopted. The process evaluation mainly includes attendance, daily classroom performance and homework completion, in which the ideological and political evaluation point will be designed. For

example: Class attendance is used to assess students' sense of discipline; The participation in classroom interaction and group discussion assesses students' active learning and thinking; Independently and timely complete the course assignments are used to assess the students' rigorous academic attitude and style; The writing of study report assesses the students' understanding of the ideological and political elements of the course.

4.3 Steps to Carry out IPIT

The ideological and political construction of this course is promoted in five steps:

Step 1: Revise and improve the course teaching document system. This course will be designed from the two routes of professional teaching and ideological and political teaching around the course teaching objectives and educational objectives, forming a full set of teaching documents such as course introduction, teaching syllabus and teaching plan that reflect the reform idea of IPIT.

Step 2: Design the ideological and political teaching links and content of the course. This course will optimize the teaching links, teaching contents and teaching methods, highlight the elements of ideological and political education, show the connotation of IPIT, and integrate scientific and technological self-confidence, patriotism, professional ethics, safety concepts and other core ideological and political elements into classroom teaching, according to the revised and improved syllabus.

Step 3: Develop the case of ideological and political reform and micro video. This course will develop targeted case analysis projects and make micro videos of IPIT, which will be applied to course teaching to improve students' enthusiasm for learning and the effect of IPIT.

Step 4: Build an IPIT course website. This course will make full use of modern technology, build a course website, enrich the ideological and political resources of courses on the website, achieve the combination of online and offline classes, and educate people in an all-round way.

Step 5: Evaluate the IPIT effects of the course and summarize improvement measures. After completing one round of teaching tasks, this course will collect students' feedback, analyze the effect, carry out exchange learning, and summarize to improve the next round IPIT.

V. Conclusion

IPIT is a new teaching method proposed by Chinese universities according to the actual situation, which is currently being explored and gradually promoted in China. It's teaching philosophy and tasks have been very clear, but the specific implementation methods are still need to be explored. Based on the teaching content of Industrial Economics course, this paper designs a set of IPIT plan for the course of Industrial Economics by exploring appropriate ideological and political elements and integrating into the corresponding teaching content. The plan designed in this paper has reference value for improving China's IPIT reform.

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