

# Research on the Ideological and Political Construction of Macroeconomics Course for Application-oriented Undergraduates

Jun Ye

School of Business, Jiangnan University, Wuhan 430000, China

## Abstract

The objectives of the applied undergraduate macroeconomics course are in harmony with the ideological and political goals, and the focus of the course construction is to focus on learning, applying what has been learned, and cultivating students' feelings for the country and family. At present, the ideological and political construction of applied undergraduate macroeconomics courses is faced with the problems of individual teachers' ideological barriers, the separation of course content method, and the single assessment form. Increase the design of students' active and participatory teaching activities, and implement formative evaluation based on process assessment.

## Keywords

Macroeconomics; Application-oriented Undergraduates; Ideological and Political Course.

## 1. Introduction

In 2016, General Secretary Xi proposed at the National Conference on Ideological and Political Work in Colleges and Universities that "all kinds of courses and ideological and political theory courses should go in the same direction and form a synergistic effect. As a basic course for economics and management majors, macroeconomics is one of the core professional courses, and it is a compulsory subject for almost all students in economics and management, and the course has a wide range of audiences. Actively promoting the ideological and political reform of macroeconomics courses is of great practical significance for the ideological and political education of college students. According to the level of education. China's higher education at present includes academic higher education, applied undergraduate education, and vocational education, of which applied undergraduate colleges and universities account for more than 50 percent of China's undergraduate colleges. Different types or levels of higher education have different audiences, different capacity-building goals, and different teaching and learning priorities. Therefore, it is necessary to carry out separate research on curriculum ideology and politics for different levels of higher education.

At present, the research on the reform of the applied undergraduate macroeconomics curriculum and its ideological and political construction in China is in a state of fragmentation. In line with the goals of application-oriented undergraduate education, the compilation of teaching materials, and the teaching methods of macroeconomics should pay more attention to the cultivation of students' application ability. In terms of curriculum ideology and politics, the teaching of macroeconomics should actively integrate the core values of socialism and the society with Chinese characteristics in the new era of Xi's ideology, to strengthen the self-confidence of the system, cultivating good professional ethics, enhancing the sense of responsibility and mission for national rejuvenation, and finding the "convergence point" between China's economic development concept and the curriculum are considered to be the core issues of ideological and political construction in the macroeconomics course. In the

process of teaching, it is necessary to innovate teaching concepts through political goals. Guide students to pay attention to the process of China's economic development, and then realize the ideological and political objectives of the curriculum.

Base on the characteristics of application-oriented undergraduate education, this study aims to explore the ideological and political construction scheme of applied undergraduate macroeconomics courses from four aspects: the relationship between curriculum objectives and ideological and political goals, the focus of curriculum ideological and political construction, the difficulties faced and the construction path, so as to improve the ideological and political effect of macroeconomics courses, and at the same time, it can also provide reference for the ideological and political construction of economics and management professional courses in many application-oriented undergraduate colleges in China. This is of great practical significance for promoting the ideological and political construction of the curriculum of China's colleges and universities.

## **2. The Synergy between the Objectives of the Applied Undergraduate Macroeconomics Course and the Ideological and Political Objectives**

The goal of China's application-oriented undergraduate education is to cultivate high-level application-oriented talents who are oriented to the front line of production, construction, management, and service, and to promote the coordinated development of students' knowledge, ability, and quality in the process of personnel training. The main teaching content of the macroeconomic measurement index, macroeconomic operation law and macroeconomic policy. The teaching of applied undergraduate macroeconomics courses should highlight the application of what has been learned, that is, through the study of macroeconomics course. To enable students to understand China's macroeconomics and be able to interpret domestic macroeconomic policies.

Over the past 40 years of reform and opening up, China has formed a relatively complete market economic system and has made achievements that have attracted worldwide attention. Showing student the great achievements of China's economic development and the outstanding practices made by the Party and the state in improving people's livelihood in the process of economic development can help students deeply understand the significant advantages of the leadership of the Communist Party of China and socialism with Chinese characteristics, and enhance students' national pride and patriotic enthusiasm. It is necessary to raise the ideological and moral level of college students in the process of moisturizing things silently.

Therefore, the objectives of the applied undergraduate macroeconomics course are synergistic with the essence of the ideological and political goals, and teachers should naturally achieve the goals of moral education in the process of leading students to understand China's macroeconomics.

## **3. The Focus of the Ideological and Political Construction of the Applied Undergraduate Macroeconomics Course.**

The ideological and political construction of macroeconomics course is not simply to revise the teaching content, but needs to carry out systematic reform and optimization from the aspects of ideological and political element mining, teaching resource construction, teaching process reform, and teacher training. In the ideological and political construction of macroeconomics courses, it is necessary to focus on the following aspects.

### 3.1. Learning-oriented

Economics is a completely new subject for students who are new to university, and most students feel new and confused when they first enter the economics curriculum. Novelty helps students build interest in learning, but confusion about new subjects can cause certain learning disabilities. The learning of a new discipline has its own rhythm and regularity: the romantic stage, the precise stage and the synthesis stage. In the course of teaching macroeconomics. It is necessary to be student-oriented, respect students' learning rules, maintain students' interest in learning through differentiated teaching scenario design at different stages of the curriculum, guide students to learn macroeconomics knowledge from the shallow to the inside, and deepen the layers at all levels, so as to help students establish macroeconomics learning paths and leaning goals, and reduce learning obstacles.

### 3.2. Apply What You Have Learned

The teaching goal of applied undergraduate macroeconomics should be to cultivate students' ability to interpret China's economy using macroeconomic principles. Therefore, in the process of teaching macroeconomics, it is necessary to increase the teaching of cases and cultivate students' ability to use macroeconomic principles to analyze China's economy. This requires front-line teachers to abandon the traditional teaching of foreign cases and increase the teaching of domestic macroeconomic cases. After more than 40 years of reform and opening up, China has established a relatively perfect market economic system, and the fruitful results achieved in the past 40 years of reform and opening up, which have enriched the database of localized cases of macroeconomic teaching.

### 3.3. Cultivate Students' Feelings for Their Family and Country

China's high-speed economic development has not only created a miracle of world economic growth, but is also a powerful embodiment of the superiority of China's socialist system. In the process of using localized cases to carry out macroeconomics teaching, it is necessary to guide students to fully understand the role played by the top-level design of the CPC Central Committee in the process of China's economic development, and to show students the changes in China's secondary distribution in favor of people's livelihood in recent years from the perspective of national income distribution, so as to stimulate students' sense of family and country and strengthen their determination to fight for the cause of socialism.

## 4. Problems Faced by the Ideological and Political Construction of Applied Undergraduate Macroeconomics Courses

### 4.1. Teachers' Understanding of the Ideological and Political Concepts of the Curriculum is Biased

In the curriculum of colleges and universities, ideological and political teachers will set up ideological and political courses, and they will also be a counselor post responsible for students' daily ideological and political education. Most teachers of specialized courses will sever the relationship between the teaching of specialized courses and ideological and political education, believing that teachers of specialized courses are responsible for teaching professional courses and imparting professional knowledge, and teachers and counselors of ideological and political courses are responsible for the ideological and political education of students. Artificially separating the organic whole of "teaching" and "educating people" in the process of macroeconomics teaching will lead teachers to attach importance to the inheritance of macroeconomic knowledge and ignore the analysis of China's macroeconomic practice. Weakening the excavation of ideological and political elements in the curriculum is inconsistent with the original intention of "applying what you have learned" in applied undergraduate

teaching, and will hinder the development of ideological and political construction in the macroeconomic curriculum.

#### **4.2. The Integration of Course Content and Ideological and Political Elements is Low**

Some teachers simply understand the ideological and political education of the curriculum as the patriotic education of students in the course of teaching, and this deviation in the understanding of the ideological and political connotation of the curriculum leads to the low integration of the content of the macroeconomics course and the ideological and political elements. Patriotic education that is divorced from the content of the curriculum is suspected of being rigid and slogan-oriented, and this is obviously not the best way to cultivate students' patriotic feelings. The ideological and political curriculum requires teachers to adhere to the combination of knowledge transfer and value guidance, and comprehensively improve the ability of college students to analyze and distinguish between right and wrong.

Therefore, for the ideological and political construction of macroeconomics courses, it is necessary to dig deep into the relevant cases and macroeconomic policies in the process of China's macroeconomic development, and rely on professional knowledge and objective facts to show students the great achievements made in China's economic development and the role played by the top-level design of the Party Central Committee in this process, so as to cultivate students' feelings of patriotism, love for the party, and love for socialism.

#### **4.3. Single Teaching Method and Teaching Method**

Classroom teaching is the traditional teaching method of macroeconomics, and the main teaching method is that the teacher explains macroeconomic theory in class, assigns homework after class, and occasionally intersperses case teaching, but in most cases it is still analyzed by the teacher. This kind of teacher-oriented teaching method is inconsistent with the training goal of applied undergraduate education, which is not conducive to the internalization of the economic theories they have learned, and is not conducive to cultivating students' ability to use macroeconomic principles to analyze China's macroeconomic policies and macroeconomic problems. Construct a student-centered teaching method to cultivate students' awareness of active exploration and the ability to apply knowledge in practice and creativity.

#### **4.4. The Assessment Content and Assessment Method are Single**

At present, the main assessment of examination courses in most undergraduate college and universities is the course examination results at the end of the semester, while the final examination content of macroeconomics courses is mainly the assessment of professional knowledge, and there is a lack of assessment of the ideological and political content of the courses. The purpose of the course of ideology and politics in macroeconomics is to allow students to experience the great achievement made in the construction of socialism with Chinese characteristics under the leadership of the Communist Party of China, and then internalize their patriotic feelings, and finally externalize them in their daily actions. Whether or not the ideological and political goals of the macroeconomics course have been achieved need to be assessed, but it is obviously difficult to truly assess the ideological and political level of students through a simple assessment of the final examination papers. Therefore, it is necessary to reform the content and examination methods of the current macroeconomics curriculum.

## 5. The Path of Ideological and Political Construction of Applied Undergraduate Macroeconomics Course

### 5.1. Break Down the Ideological Barriers of Individual Teachers

Teachers are the terminal subjects of the specific implementation of curriculum ideology and politics, and it is the primary task of carrying out macroeconomic economics course ideology and politics to help teachers establish curriculum ideological and political concepts and break down ideological barriers.

First of all, it is necessary to guide teachers to establish the concept of integrating “teaching” and “educating people”. Teaching and nurturing people are two aspects of teaching activities, and they cannot be artificially separated. In the process of teaching, teachers should not only pay attention to the inheritance of theoretical knowledge of macroeconomics and the cultivation of students’ learning ability, but also show students the great achievements of China’s macro-economy, so as to form a value guide for students.

Second, teachers should firmly establish the belief of “being a role model for others and teaching by word and deed”. In teaching activities, teachers should practice what they say, standardize their words and deeds, and actively convey positive energy to students. In the course of teaching, it is necessary to dialectically analyze the correctness and limitations of macroeconomic theories in Western economics and convey to students the correct academic ideals: to study the objective and scientific theories of Western economics and to serve the construction and development of socialism with Chinese characteristics. Truly cultivate application-oriented economic and management talents for China’s economic development.

### 5.2. Integrate the Content of macroeconomics Courses and Ideological and Political Resources

**Table 1.** Macroeconomics course content and ideological and political resources integration design

Course Module	Course Content	Course Ideological and Political Resources
Basic macroeconomic indicators and their measurement	GDP concept and accounting; System of national economic accounting indicators related to GDP; Unemployment, inflation	GDP growth rate after China’s reform and opening up; Reform in the field of distribution and the increase of national per capital income level
National income determination theory	Income determination; Interest rate determination, Multiplier theory; IS-LM model; AD-AS model	Changes in China’s national consumption level in recent years; Changes in social investment and government-led investment
Unemployment, inflation and economic cycle theory	Types of unemployment; Impact of unemployment, causes and types of inflation; Relationship between unemployment and inflation	The changes in the statistical methods of China’s unemployment rate; The comparison of the unemployment rate levels between China and Western countries with high unemployment, and the employment promotion policies implemented by the Chinese government in the fields of promoting the employment and reemployment of college students
Macroeconomic policy	Tool of fiscal policy; fundamentals of money market; Tools of monetary policy; Limitations of macroeconomic policies	The central annual economic work conference elaborated on fiscal policy and monetary policy; The comparison of the impact of a specific fiscal or monetary policy on the total economic
Macroeconomics under open condition	Balance of payments and exchange rate; Macroeconomic policies under fixed and floating exchange rate regimes	The trend of exchange rate between China and Europe and the United States, China’s fixed exchange rate system and its reasons
Economic growth and business cycle theory	The meaning of economic growth; The dynamic factors of economic growth and the policies to promote economic growth	Introduces the impact of the changes in China’s population, education, science and technology on economic growth, as well as the guiding policies of the Chinese government for the above factors

The content of macroeconomics courses at the undergraduate level can be divided into: basic indicators of macroeconomic economy and their measurement, theory of national income determination, theory of unemployment and inflation, theory of business cycle, macroeconomics under open conditions, macroeconomic policy and economic growth theory. For each part of the teaching content, design and select Chinese localization cases (course ideological and political resources) for explanation and analysis, and the selection of cases should be highly related to the course content. It is also necessary to embody the dissemination and guidance of socialism's superiority, positive values. The specific curriculum content and the integration design of ideological and political resources are shown in Table 1.

### **5.3. Increase the Design of Students' Active and Participatory Teaching Activities**

Appropriately reduce the time for teachers to explain, and design more teaching activities in the classroom that are conducive to more students' active participation, such as group discussions, making PowerPoint presentations, etc. The teacher assigns the students pre-assignments in advance, and the teacher only talks about the main points and difficult points in the class, leaving time for discussion and speech. In the case of group discussions, for example, each student is given the opportunity to speak, and students are less likely to have concerns about speaking in a group discussion than if they were to answer questions individually (There is less need to face the teacher and the class directly, and there is less concern about answering incorrectly), which gives students more room to think, and each student's performance in group discussions has a direct impact on the overall performance of the group, and students will actively participate in the discussion out of reluctance to pull the group back. Group discussions can encourage students to participate more actively in teaching, improve learning efficiency, and also help students to think actively and actively participate in the discussion of domestic macroeconomic policies and their effects.

### **5.4. Implement Formative Evaluation based on Process Assessment**

In the daily teaching process of macroeconomics, it is necessary to evaluate students' class attendance, classroom discipline, answering teachers' questions in class, group discussion speeches, PPT speeches, and completing homework after class. Two points should be paid attention to in the process of carrying out and evaluating the above-mentioned activities.

1) Activities such as group discussions and PPT speeches should mainly focus on the analysis of domestic fiscal and monetary policies, including the background of policy content, and results. Through these activities, the students' patriotic feelings will be enhanced and internalized, and their determination to fight for the cause of socialism will be strengthened.

2) In addition to the teacher, the main body of formative evaluation based on process assessment should take group members as the subject of formative evaluation and participate in relevant evaluation in some group activities. Compared with teachers, students have a better understanding of each other, especially in the presentation of the effects of ideological and political education, and students often have first-hand information. Peer evaluation among group members also helps students build a sense of teamwork and promote students' team communication skills lay a good foundation for their future work.

3) Increase the proportion of the above-mentioned process evaluation in the overall evaluation of the course, try to avoid simple binary evaluation of right and wrong, and reduce the psychological burden of students' participation.

## 6. Conclusion

Cultivating application-oriented talents serving the local society and local economy is the direction and goal of talent cultivation in China's application-oriented undergraduate colleges. From the perspective of professional knowledge inheritance, macroeconomics courses need to cultivate students' ability to understand China's macroeconomic policies on local economies. The two synergistically solve the problem of "for whom to train people?" In the process of ideological and political construction of applied undergraduate macroeconomics courses, the construction of localized case system and evaluation system still need to be further studied.

## References

- [1] Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities: Ideological and political work runs through the whole process of education and teaching, and creates a new situation in the development of China's higher education [N]. People's Daily, 2016-12-09(1).
- [2] Zhang Yan. Research on the Curriculum Reform of Western Economics in Applied Undergraduate Colleges[J]. Education and Teaching Forum, 2015(20):114-115.
- [3] Kou Fengmei. Teaching reform of "macroeconomics" based on curriculum ideology and politics[J]. Journal of Gansu Higher Teachers, 2022,27(1):91-94.
- [4] Chu Jianying. Exploration of Macroeconomics Teaching Reform from the Perspective of Curriculum Ideology and Politics[J]. Education Observation, 2021,10(41):28-30,40.
- [5] Wang Xiaojun, Liu Jialin. Exploration of the integration of curriculum ideology and politics into the teaching of macroeconomics courses[J]. Journal of Higher Education, 2021,7(20):110-113.
- [6] Liu Jinru, Zeng Qian. Exploration of Curriculum Ideology and Politics and Teaching Reform of Macroeconomics[J]. Industry and Science and Technology Forum, 2022,21(3):164-166.
- [7] The Purpose of Education (Chinese-English Bilingual Edition) [M]. Xin Yule, Liu Fuli, trans, Beijing: China Light Industry Press, 2019.