

# A study on the mining and teaching fusion path of ideological and political elements in a macroeconomics course

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## Abstract

Macroeconomics is an important part of Western economics. Macroeconomics is a compulsory course for undergraduate students in economics. Course thought and politics adapt to the development needs of the times, follow the law and essence of ideological and political education, as the fundamental task of education, clarify the goal of talent cultivation in the new era, and further sublimate the concept of "people-oriented" education. Under the construction of the "big thought and politics" education model, This study is based on the objectives of teaching reform, teaching content, teaching methods, evaluation criteria, teacher training and institution-building of curriculum thought and governance in colleges and universities. To delve into the regularity of macroeconomics thinking and politics, Digging into the elements of thought and politics in Macroeconomics, It is effectively integrated into curriculum design and teaching practice. Improve the comprehensive quality of students and the quality of talent training, and achieve the goal of talent training.

## Keywords

Ideological and political elements; Excavation; Teaching integration; Path.

## 1. Introduction

In December 2016, General Secretary Xi Jinping stated at the National Ideological and Political Conference of Colleges and Universities: "In order to do good ideological and political work in colleges and universities, we need to use good classroom teaching as the main channel, Each class should keep a section of canals, kind of responsible fields, Making all kinds of courses go hand in hand with ideological and political theory classes, Synergies ". March 2019, General Secretary Xi Jinping again stressed at the School Ideological and Political Theory Teacher Symposium: "To explore the ideological and political education elements contained in the curricula and teaching methods of each subject, Achieving Full, Full, and Full Parenthood "[2]. In the context of the New Era, Higher education should not only impart knowledge, but also cultivate students' ideological and moral qualities and sense of social responsibility, and realize the fundamental task of Reederers.

Macroeconomics is an important branch of economics. It is also one of the core basic courses in economics and management. Its research target is the overall economic health of a country or region. The study covers national income decision theory, fiscal monetary theory, employment theory, economic growth and economic cycle theory, etc. The aim is to study the general operation of the national economy, and it involves the formulation and implementation of national economic policy, which has far-reaching influence on the development of the economy and society. Therefore, it is important to explore the elements of thinking and politics in the course of Macroeconomics and realize its deep integration with the content of teaching.

## 2. Literature Review

### 2.1. The current state of domestic research

#### (1) The Connotation of Course Thought and Government

On the connotation of course thought and government, scholars explain it from different angles: Firstly, from the viewpoint of mining theory, scholars advocate mining the explicit and implicit nurturing resources in the curriculum, taking the elements of ideological and political education contained in knowledge itself as the entry point<sup>[3]</sup>, and giving full play to the unique parenting functions of different disciplines. Min Hui (2017), starting from the relationship between curriculum thought and big thought, defines the core and objectives of curriculum thought and politics, and believes that only by digging into the resources of ideological and political education in various disciplines, can we effectively advance the construction of curriculum thought and government and further improve the curriculum and education system of big thought and politics. The theory of mining focuses on the holistic nature of things and highlights the unique value attributes of subject knowledge by extracting the value elements from the subject knowledge. Second, from the dimension of integration theory, In response to the question of the separation between knowledge skills education and value education, It is thought that curriculum thought is the integration of ideological and political education in the course of curriculum teaching. Achieving dialectical unity of intellectual ability and ideological value<sup>[4]</sup>. Wang Xuejian and Shi Yan (2020) defining the curriculum as a theoretical system of Marxist science, The core values of socialism and the spiritual pursuit of the new era are integrated into the curriculum teaching. In a subtle way, it has a profound influence on the thought and behavior of college students<sup>[5]</sup>. Abstract course thought and politics into two things: course and thought and politics. The pursuit of "salt" melt in "water," the moisture as fine and silent as the nurturing effect. Finally, from the point of view of goal theory, Zhang Daoliang (2021) Starting from the goal of training talents in higher education, Think that curriculum thinking is the solution to the problem of who cultivates people, Emphasizing that curriculum thinking is not just about courses, It is necessary to teach knowledge skills, but to understand the essence of thinking and politics from the point of view of the Party and the national talent. Objective theory emphasizes that the goal of cultivating talents in higher education should put the goal of moral education first. It is thought that nurturing people's first education morality, there are scholars from the essence perspective of nurturing people's goals, Compared with traditional spontaneous classroom educators, Course Thought and Politics has raised the curriculum of various disciplines to a new level of ideological and political education<sup>[6]</sup>. Shen Guipeng (2018) In-depth analysis of the characteristics of course thought and politics in combination with psychology, It is pointed out that curriculum thought and government has the characteristics of implicit, convergence and systematicity, These characteristics are based on the scientific analysis of the roles of unconscious psychology, conscious psychology, and contextual interaction, respectively, in psychology<sup>[7]</sup>.

#### (2) The Relationship between the Course of Thought and Politics

According to Shi Shuichen (2018), the course of thought and politics is not equivalent to ideological and political theory, although both of them have the core essence of nurturing, but their focus is different. On the one hand, the two have the essential connection between teaching task and goal, education direction and function, education content and requirement. On the other hand, they pay attention to the content of ideological and political education, the status of education, the characteristics of education and the advantages of education. To properly deal with the relationship between the two, it is necessary to recognize their essential connections, clarify their differences, and exert their own parenting advantages to enhance the effect of co-parenting<sup>[8]</sup>. Gong Rumin and Huo Yue (2021) Think that the curriculum and curriculum should build mutually reinforcing synergies. From the point of view of academic

theory, both belong to the category of ideological and political education. From the point of view of educational ethics, both attach great importance to and respect the subjectivity of the educators. From the point of view of internal logic, the two point together to the purpose of the cultivation of the Lidu. The ideological and political resources of the two are complementary, with different parenting focus, and their interaction logic reflects the correlation between dominance and progression<sup>[9]</sup>. Chen Bin (2020) It is pointed out that from the course of thinking to the course of thinking, On the basis of insisting on ideological and political theory as the main position and channel of ideological and political education in universities, Dig into the parenting elements of other courses. Making all kinds of courses go hand in hand with ideological and political theory classes, Formation of synergies<sup>[10]</sup>. Yu Guihua (2020), the system thinking hierarchy, integrity, synergy and openness as the guiding principles, is conducive to the better construction of the thinking class and curriculum thought and political co-education system, to achieve the goal of cultivation of talents. On the basis of conducting a good course of thought and politics, strengthening the top-level design of the course of thought and politics, constructing the model of great thought and politics and educating people, and establishing and improving the system of thinking and politics in the course is the realization path of the reciprocal structure of the logic of thought and politics in the course of ideological and political theory[11].

### (3) Study on Teaching Reform

In terms of teaching methods, scholars integrate hybrid teaching methods[12], information technology methods [13], and ideological case teaching methods[14] into traditional classroom teaching; In the teaching content, deep excavation and accurate design of the content of thought, making it more sense of the times, such as accurate poverty alleviation ideas<sup>[15]</sup>, ecological civilization<sup>[16]</sup> has been incorporated into the teaching design by some scholars; On Teaching Evaluation, Du Zenyu (2020) This paper proposes a holistic evaluation system based on teaching elements and "Six Shangqiao," integrating ideological and political education into professional evaluation, subjective descriptive feedback evaluation, quantitative questionnaire evaluation and long-term follow-up evaluation[17]. But Xiao Yuerong (2020) stressed the need to strengthen the intensive training of professional teachers to improve their awareness of curriculum thinking and politics, and further promote the reform of classroom education and teaching, attach importance to the cultivation of national sentiment, at the same time increase the reasonable allocation of teaching resources, and continuously improve the system of evaluation of effects[18].

In addition, Su Chun and Chen Bin (2019) take the "System Reliability Analysis and Design" course ideological and political demonstration course construction as an opportunity. Starting from the subject development course of system reliability, Combining its relationship with the manufacturing power, technological innovation and artisan spirit, Dig into experts and product models in the field of reliability. And contact the real life due to reliability problems caused by major accidents, around the work ethic and engineering ethic that engineers should have, Explore a new teaching system with reliability expertise and ideological elements at its core[19]. However, in the course of teaching, there are still problems such as poor quality of integration content, lack of organic integration method and inadequate evaluation mechanism.

### (4) Practical Path Research

From the point of view of education team construction, management should make good overall planning<sup>[20]</sup> and system guarantee<sup>[21]</sup>. Expand the curriculum thought platform<sup>[22]</sup> to form a collaborative work mechanism for educating people<sup>[23]</sup>. We should cultivate a deep sense of nurturing people<sup>[24]</sup>. We should strengthen the consciousness of thinking and politics<sup>[25]</sup>. Improve one's ability from cognitive dimension<sup>[26]</sup>, teaching means and teaching atmosphere creation<sup>[27]</sup>. The fulfilment of a student's subjectivity is essential<sup>[28]</sup>. To adhere to the unity of teacher dominance and student subjectivity<sup>[29]</sup>, to enhance students' cultural literacy<sup>[30]</sup>. For

example, Wang Ying and Sun Qian (2021) pointed out, Political quality is the necessary political character of ideological teachers in university curriculum, Teachers need deep spirituality and strong political connotation, This requires its own attention to reflective practice, Schools should take the initiative to set up a platform for teachers to exchange and cooperate. The education sector regularly organizes relevant teacher training<sup>[31]</sup>. From the perspective of educational model inquiry, You can explore educational models with the characteristics of local institutions. "Field" models that emphasize the creation of contexts, thematic explorations, and activity experiences<sup>[32]</sup>; "tillage" models that emphasize the construction of a community of nurturing people in practical teaching and theoretical learning<sup>[33]</sup>; and "four-in-one" modes of curriculum thought and political education<sup>[34]</sup>. From the perspective of interdisciplinary construction, Drawing on excellent results from other disciplines is conducive to the theoretical construction of this field, for example, Curriculum Thought and Government Construction From the point of view of curriculum theory, we should attach importance to knowledge selection, curriculum preparation and teaching<sup>[35]</sup>. Adherence to integrity in factor synergy, coherence in the continuous optimization of educational methods, focus on complexity, and thus continuously enhance the effectiveness of curriculum thinking and governance, and improve the infectiousness of their education<sup>[36]</sup>.

## 2.2. Status of foreign research

Although foreign countries do not explicitly propose the concept of "course thinking and politics," in the study of "hidden curriculum" contains many theories and practices related to the university curriculum thinking and politics. Originally proposed by Jackson in 1968 in his book "Classroom Life," he emphasized that rules, regulations, and conventions form the basis of the curriculum and have an important moral education function.

### (1) Medical Education Level

Hafler (2011) proposed a "Teacher Development Plan," Designed to help teachers understand the differences between hidden and traditional courses in developing students, to improve teachers' access to knowledge, skills, values<sup>[37]</sup>. Martimianakis (2015) emphasizes the need to focus on humanism in medical education and training in implicit curricula<sup>[38]</sup>. Melanie (2011) examines the potential negative effects of implicit content in implicit curricula and the resulting decline in medical quality. And students' personal reflections on the role of implicit courses in shaping medical students<sup>[39]</sup>. Morrison (2020) sent a questionnaire to health professionals. trying to reveal the "hidden curriculum" in medical education, That is, in addition to formal teaching, the process by which values are communicated from teacher to student, Finally, medical schools need to understand the attitude of medical students first. Develop a curriculum to overcome negative value beliefs<sup>[40]</sup>. The Torralba (2020) survey found that In the field of medical education, learners are at the cognitive learning stage and learn skills and knowledge from their teachers. This is part of the formal curriculum and, at the same time, the implicit curriculum is part of the learning environment, which exists in the form of norms, values and behaviors expressed by the teacher, which become part of the clinical learning environment culture. Teachers guide students to restrict personal behavior and standardize professional attitudes, and in practice present practical problems to students, so that students have an immersive sense of social participation, help students become both professional skills and full of human care<sup>[41]</sup>.

### (2) The Reform Dimension of Higher Education

Always adhere to the education of students as the center, advocate through the subject infiltration teaching, in the potential to improve individual cultivation and comprehensive ability, which is the key link of long-term stable development of society. In the United States, for example, in moral education, democratic politics and ideological quality education are carried out through formal curriculum teaching, and the content of civic education is regarded

as patriotic education. The Moral Education Development Course in Japan has undergone three stages of history. In ancient Japan moral education was dominated by Confucianism and the moral education of the "samurai tao" spirit. In modern times, old and new ideas have alternately expanded, Converging Confucian ethics with Western capitalism, In the modern period, the development mode of moral education is formally established, with the emphasis on personality training and national consciousness education, The moral education course and the teaching of various subjects as the way of education; Moral education in British schools is closely connected with religious education, but in the curriculum goal setting, it focuses on the cultivation of student values, rational autonomy, cognitive ability and personal character. Developed countries such as Europe, Japan and South Korea are also making moral and moral education in combination with the Mandarin language and the daily basic curriculum to clarify the goals and content of moral education. Overall, although the ways and means of moral education vary from country to country, they are planning according to their own cultural background and development prospects, and embody the importance of moral education.

### **3. The macroeconomics course in thinking and political elements mining**

#### **3.1. Thinking and Political Elements in Macroeconomic Premise Assumptions**

Macroeconomics mainly studies macroeconomic fluctuations and growth. Its research is based on four general premise assumptions: First, it assumes the existence of idle productive capacity in the economy (including the underutilization of labor resources and the underutilization of capital goods such as factories and machines, and insufficient start-up rates); Second, it assumes that the price level is fixed (the price has rejection rigidity); Third, at the established price level, the total supply is unlimited; Fourth, due to unlimited aggregate supply, balanced national income is unilaterally determined by aggregate demand. The ideological and political elements of these common premise assumptions include:

##### **(1) Resource efficiency and social responsibility**

The assumption of "idle production capacity," involving the underutilization of labor resources and capital products, highlights the importance of resource efficiency, emphasizes the pursuit of optimal allocation and efficient use of resources in economic activities to reduce waste. From the perspective of thought and politics, this reflects the responsibility for social responsibility, that is, individuals and enterprises should play an active role in promoting the rational use of resources and contributing to the prosperity and development of society.

##### **(2) Price stability and market economy order**

The assumption that "price levels are fixed" or that "prices have rejection rigidity" highlights the key role of price stability in the market economy. Price stability is the cornerstone of the healthy operation of the market economy and an important factor in safeguarding the interests of consumers and producers. From the perspective of thought and politics, this reflects the respect and maintenance of market economic order, emphasizes the importance of adhering to market rules and maintaining market stability.

##### **(3) The relationship between supply and demand and macro-regulation**

The assumption that "total supply is infinite at the established price level" and that "balanced national income is unilaterally determined by aggregate demand" reveals the central position of supply-demand relations in the market economy. At the same time, it implies that under certain circumstances, governments may need to influence aggregate demand through macro-regulation to regulate the functioning of the economy. From the perspective of thought and politics, this reflects the understanding of the necessity of macroeconomic regulation and the recognition of the role of the government in economic management. It is emphasized that the

government should intervene in the economy according to the actual situation, timely and appropriate, in order to maintain market stability and promote economic development.

### **3.2. The Elements of Thought and Government in the Basic Principles of Macroeconomics**

Macroeconomics is an economic theory course that derives from the practice of economic operation and also guides the practice of economic operation. Many of its teaching contents contain rich elements of thought and politics, which can be closely combined with the spirit of the Party's top 20 and the socialist thought of Xi Jinping's new era with Chinese characteristics. For example:

(1) In the teaching of macroeconomic policy principle, the current economic policy in China can be introduced to guide students to understand the background of national policy, its significance and its far-reaching impact on individuals and society. This not only helps students to grasp the content of their policies accurately, but also stimulates their interest in exploring the underlying causes behind them, thereby developing their combined analytical skills and independent thinking skills.

(2) The teaching link in macroeconomic growth and inflation. By reviewing the course of economic growth since China's reform and opening-up, students are deeply aware that their personal destiny is closely linked to their national development, so as to comprehend the correctness of China's road, clarify their responsibilities and mission in the process of national development, and cultivate their national feelings and sense of responsibility. At the same time, combined with the current political hotspots, such as the report of the 20th National Congress of the Communist Party of China, it expounds the unique features of Chinese-style modernization and its significance, and guides students to understand and agree with the country's modernization path and development goals. This method of teaching integrating current politics not only enhances students' understanding and interest in macroeconomics, but also helps them to establish the right values and outlook on life.

### **3.3. Thinking and political elements in macroeconomic policy objectives**

Macroeconomics takes the overall operation of the national economy as the research object, paying special attention to the utilization of social resources. Its macroeconomic policy aims to achieve the four main objectives of full employment, price stability, economic growth and balance of payments.

(1) Full employment underlines the high priority the State attaches to social equity and the well-being of people

It is not only a key indicator of economic stability, but also an important way to achieve social harmony, reduce poverty and enhance people's well-being. In the education of thought and government, the goal of full employment highlights the deep concern of the state for the quality of life of the people, as well as the firm determination to promote employment through policy means and to fully safeguard the livelihood of the people.

(2) Price stability is related to economic order and social stability

Whether it is excessive inflation or deflation, it can adversely affect people's lives and disrupt the normal functioning of the social economy. The goal of price stability demonstrates the country's strong will to maintain economic order and its responsibility to maintain price stability through monetary policy and other means. In ideological education, this helps to cultivate students' sense of economic responsibility and stability.

(3) Economic growth is an important symbol of national development and the basis for improving people's living standards and strengthening the comprehensive strength of the country

The goals of economic growth map the country's relentless pursuit of development and its desire for sustained improvement in people's lives. In ideological education, the goal of economic growth has been given the profound connotation of national wealth and national renewal, which motivates students to contribute positively to the achievement of national development goals.

(4) Balance of payments relates to the economic security and international status of States. Maintaining balance of payments is conducive to safeguarding the independence and autonomy of the national economy and effectively resisting the impact of external economic risks on the domestic economy. In the education of thought and government, the goal of balance of payments highlights the importance of maintaining equal status and enhancing the ability of self-protection in international economic exchanges, and helps to cultivate students' international vision and national security awareness. As shown in Figure 1.

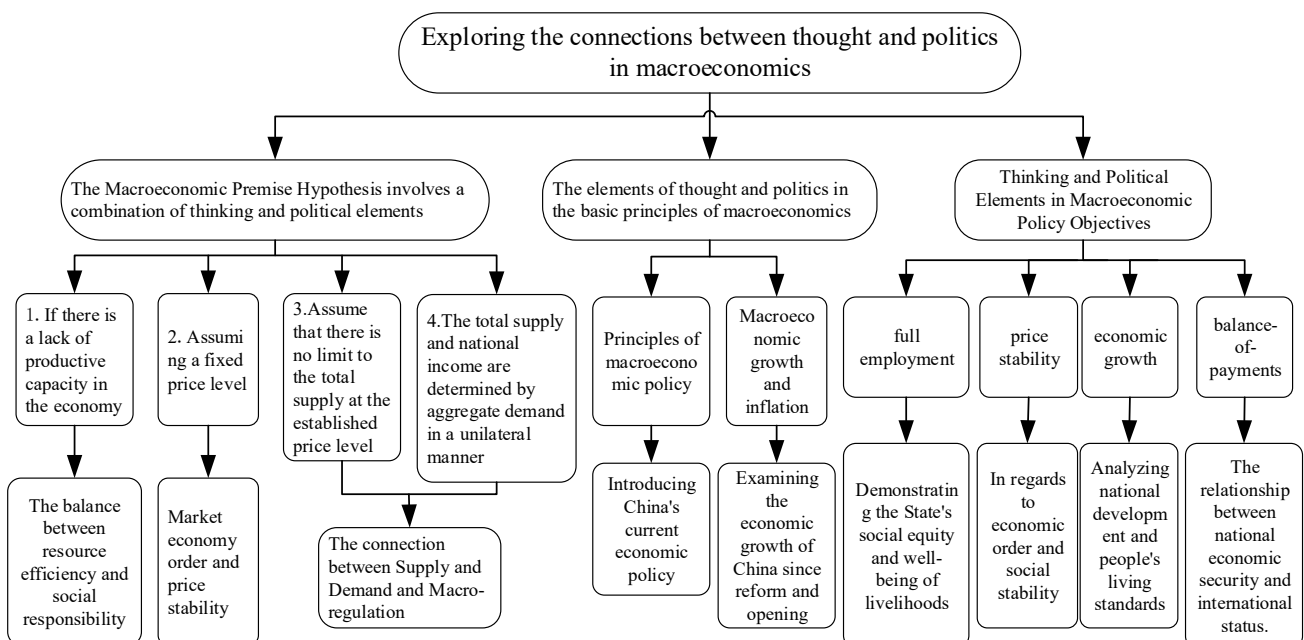


Figure 1 Mining of the Elements of Thought and Politics in Macroeconomics

## 4. Problems in the Mining of Elements of Thought and Politics in Macroeconomics Course

### 4.1. Teaching Content Dimension

(1) Some teachers and students do not understand the course thinking deeply enough and think that the elements of thought and politics are not related to the professional knowledge, which leads to the integration of the elements of thought and politics in the course of teaching. Some teachers try to integrate the elements of thought and politics into macroeconomics teaching, too blunt to deal with, lack of natural transition, so that students in the course of learning to create a sense of fragmentation, difficult to build a complete knowledge system.

(2) The mining and incorporation of the elements of thought and government lacks systematical and normative nature, and there are great differences between the selection and

teaching methods of the elements of thought and politics between different teachers and curricula.

(3) Case selection limitations. When choosing a case to reflect the elements of thought and politics, it often focuses on domestic cases, ignores the expansion of international horizons, and limits the formation of students' global economic ideas. At the same time, the timeliness and representation of cases need to be improved to better reflect the current economic situation and policy direction.

#### **4.2. Teaching Methodology Dimensions**

Teaching methods are unitary and lack interactivity. Although heuristic teaching, group discussion and other methods are widely used, in practical teaching, some teachers still tend to the traditional teaching method, ignoring the students' subjective play. In addition, in some macroeconomics courses, due to oversized class size or insufficient teacher control ability, resulting in insufficient classroom interaction, the transmission effect of ideological elements is greatly reduced.

#### **4.3. Evaluation System Dimensions**

Evaluation criteria are single and feedback mechanisms are inadequate. At present, the evaluation system of macroeconomics course often focuses on the appraisal of the degree of knowledge mastery, and ignores the appraisal of students' ideological performance, value formation and so on. In addition, the evaluation system lacks effective feedback mechanism, it is difficult for students to understand their ideological and political learning status, and it is difficult for teachers to adjust teaching strategies according to feedback, which affects the continuity and effectiveness of ideological and political elements mining.

#### **4.4. Teacher Training Dimension**

The training of teachers is incomplete and the training frequency is insufficient. According to macroeconomics teacher's mining training, it often focuses on theoretical explanation and lacks practical guidance, which makes it difficult for teachers to use flexibly in practical teaching. In addition, due to the busy work of teachers, together with limited training resources, the teacher training frequency is insufficient, unable to update teaching ideas and methods in a timely manner, affecting the depth and breadth of Sichuang element mining.

### **5. The Path of Mining and Teaching Integration of Ideological and Political Elements in Macroeconomics Course**

#### **5.1. Clarify the objectives of teaching reform**

Macroeconomics integrates the teaching reform objectives of "curriculum thinking" into three levels: teaching knowledge, enhancing competence and leading value.

##### **(1) Knowledge Transfer**

Knowledge transfer is the basic level of macroeconomics teaching reform. The aim is to equip students with basic theories, concepts and methods of macroeconomics, including the core elements of national income accounting, economic growth theory, unemployment and inflation, monetary and fiscal policy, and international economics, through diversified teaching methods. Through classroom teaching, textbook reading, case analysis and so on, to make students deeply understand the macroeconomic operation law, for the subsequent ability to improve and value lead to lay a solid foundation. In the process of transferring knowledge, attention should be paid to the integration of theory and practice. Improve students' knowledge of economics and develop students' critical thinking, Encouraging independent reflection and evaluation of different economic theories and policies, Thus, it cultivates its ability to think independently and solve problems, as well as good economic intuition.

## (2) Capability enhancement

The main objective of competence improvement is to develop students' economic thinking ability, data analysis ability, teamwork ability, innovation ability and practical ability, guide students to combine theory and practice, exercise their critical thinking, improve knowledge application and problem solving ability. In terms of economic thinking ability, through the systematic study of economics theory, students can analyze economic phenomena and problems using economic principles and methods to form a scientific economic outlook. In terms of data analysis capabilities, given that macroeconomics is a data-intensive discipline, it is essential to improve students' data analysis capabilities. By learning and applying data analysis software, students can be proficient in using statistical tools for economic data analysis to provide a scientific basis for decision-making. In terms of teamwork ability, in the course of group discussion, teamwork and so on, strengthen students' teamwork ability, develop their communication skills and team spirit. In terms of innovation ability, students are encouraged to participate in scientific research projects, academic competitions and other activities, stimulate their innovation awareness and practical enthusiasm, and cultivate their innovative thinking and problem solving ability. Practice ability, through the organization of practical activities, internships and other ways, so that students will apply the knowledge learned to solve practical problems, improve their professional literacy and employability.

## (3) Value Leadership

Leading value is the highest level of macroeconomics teaching reform. Its main objective is to guide students to establish correct economic, value and moral values through teaching. In terms of correct economic concept, students can understand the strategic intentions and policy directions of national economic development, enhance their national identity and national pride, and realize the interrelationship between economic development and social progress and environmental protection, and cultivate their sustainable development concept. In terms of correct values, integrating socialist core values into the curriculum, By explaining the economics of equity and efficiency, markets and government, To guide students to properly understand and deal with the relationship between individual interests and collective interests, current interests and long-term interests, Cultivate its correct moral concept and value orientation. In teaching, we emphasize the importance of ethical principles such as integrity, responsibility and impartiality. Through case analysis, moral discussion and so on, guide students to establish the right moral concept, cultivate their good professional ethics and social responsibility.

## **5.2. The Path of the Fusion of Ideological and Political Elements Mining and Teaching**

### (1) Establishing the Goal of Integration and Deepening the Mining of Ideological and Political Elements

In the course of macroeconomics teaching, it is crucial to select teaching content and design integration cases. First, at the basic theoretical level, it is important to ensure that students master the core concepts of macroeconomics, such as gross domestic product (GDP), inflation, unemployment, economic growth, and important macroeconomic theories. Secondly, at the policy and analytical level, macroeconomic policy tools such as monetary policy and fiscal policy are introduced and students are guided to understand the economic impact of these policies. At the same time, emphasis is placed on the economic philosophy and values behind policymaking. Finally, the combination of current economic phenomena and examples, such as the global economic crisis and economic policy under the impact of the epidemic, enables students to combine theory with practice to enhance the sense of reality and timeliness of learning.

When designing fusion cases, you can start with the following: ① Design the case of "Fiscal Policy of China and the United States under the Impact of the Epidemic," by comparing the fiscal policies of the two countries during the epidemic, to guide students to understand the process of fiscal policy formulation and implementation, as well as the economic and social considerations behind different policy choices. ② Using historical events such as "Spanish Pizarro's conquest of the Inca Empire" to raise the issue of economic growth and allow students to learn with problems. At the same time, combining real economic growth data, show the long-term trend and influence factors of economic growth, enhance students' sense of history and reality. ③ The economic development practice since China's reform and opening-up, especially the economic policy choice and implementation effect under the socialist system with Chinese characteristics, is introduced in conjunction with the Chinese practice case. Through specific data, policy documents, and case studies, students can gain a deep understanding of the path and success of China's economic development, as well as the ideological and political elements involved.

Through these selected teaching content and design integration cases, students can not only master the core knowledge and skills of macroeconomics, but also guide them to establish the right economic concept, cultivate their macro vision and sense of responsibility, and achieve a high degree of unity of knowledge transfer, value guidance and ability development.

## (2) Innovative teaching methods

Teaching innovation is the core of convergence of ideological elements and teaching content. The following are specific factual strategies:

① Combined with case studies: in macroeconomics teaching, combining abstract theoretical knowledge with real economic cases is an important way of innovation teaching. By analyzing cases such as the international financial crisis, economic growth and environmental pollution, students can understand the core concepts and principles of macroeconomics more intuitively and master analytical methods and application capabilities. This teaching method not only enhances the practical and application of the curriculum, but also improves the students' learning interest and participation.

② The introduction of economic experiments: economic experiments are another effective method of innovative teaching. By designing economic experiments, students can make decisions and observe and analyze economic phenomena in a simulated economic environment. This practical approach can help students better understand and apply the theoretical knowledge of macroeconomics and develop their economic thinking and analytical skills. For example, the Monetary Policy Experiment was designed to enable students to simulate the decision-making process of central banks and understand the impact of monetary policy on the economy.

③ Strengthening Curriculum Thought and Government Construction: In macroeconomics teaching, strengthening curriculum thought and government construction is also part of innovative teaching methods. By digging deeply into the elements of thought and political education contained in the professional knowledge and integrating organically into the curriculum teaching, students can be guided to establish dialectical thinking to learn Western economics and establish a correct world view, outlook on life and values. At the same time, students can also cultivate the national mood, so that they pay more attention to the country's economic development and social progress.

④ Using modern teaching technology: With the development of information technology, macroeconomics teaching can also make full use of modern teaching technology for innovation. For example, online teaching platforms and virtual simulation technologies can be used to provide students with richer, more diverse learning resources and learning styles. With online and offline hybrid instruction, students can more flexibly schedule and improve learning

efficiency. In addition, students can use technologies such as big data and artificial intelligence to track and feedback their learning in real time to support personalized teaching.

⑤ Advocating cross-disciplinary integration: macroeconomics as a comprehensive discipline is closely linked to other disciplines. Therefore, cross-disciplinary integration can also be promoted in teaching methods. By introducing knowledge and methods in relevant disciplines, students can broaden their horizons and develop their comprehensive qualities and innovative abilities. For example, the impact of macroeconomic policies on financial markets and corporate management can be analyzed by combining the knowledge of finance and management disciplines.

### (3) Strengthening Faculty Development

Teachers are the key forces to realize the integration of ideological and political elements and teaching, strengthen the training of teachers' ideological and political education in macroeconomics, and encourage and support the study of the integration of macroeconomics and ideological education.

#### ① Strengthen teachers' ideological education training

To improve the ability of ideological education, teachers should receive the training of systematic ideological education, in-depth understanding of the core content of ideological education and teaching methods in order to effectively integrate the elements of ideological and political thinking in macroeconomic teaching. To enhance the consciousness of educating people: Through training, teachers fully realize the importance of thinking and political education in macroeconomics teaching, clarify their responsibility as subjects of thinking and political education, and actively guide students to establish a correct world view, life view and values.

#### ② Encourage and support teaching and research

Integrating macroeconomics and ideological education, teachers are encouraged to explore the convergence of macroeconomics and ideological education and integrate ideological education organically into the theory of macroeconomics and case studies. Innovative teaching methods to support teachers to adopt a variety of teaching methods, such as case teaching, discussion teaching, practical teaching, etc. to improve students' learning interest and participation, while realizing the goals of ideological education. To provide research support, schools should provide teachers with the necessary research resources and support, such as financial support and research platforms, encourage teachers to carry out relevant teaching and research, and promote the deep integration of macroeconomics and ideological education.

#### ③ Promoting Comprehensive Student Development

Improving the comprehensive quality, through the integration of macroeconomics and ideological education teaching, can not only enhance the students' economics professional knowledge, but also cultivate their national sentiment, social responsibility and other comprehensive qualities. To enhance practical ability, combining practical cases and economic policies, to guide students to use the knowledge they have learned to solve practical problems, and to enhance their theoretical and practical competence.

### (4) Improve the Evaluation System

The traditional appraisal system often focuses on the appraisal of students' knowledge mastery, and often ignores the appraisal of students' ideological and political qualities and abilities. Therefore, it is especially necessary to construct a diversified evaluation system, which should cover various aspects such as knowledge mastery, ideological and political quality and practical ability, in order to comprehensively evaluate students' learning results. At the same time, the student feedback mechanism is introduced to understand the students' views and suggestions on the reform of thinking and political teaching, and to provide teachers with valuable suggestions for improvement. In addition, to strengthen the application of evaluation results as

an important basis for teachers' evaluation of teaching quality and student scholarship evaluation, so as to ensure the effectiveness of ideological and political teaching reform.

To improve macroeconomics evaluation system and feedback mechanism, we need to start from the following three aspects:

Firstly, building a diversified evaluation system is the core. The traditional evaluation system mainly focuses on students' knowledge mastery, but macroeconomics as a comprehensive subject, its teaching goal is not only knowledge transfer, but also to cultivate students' ideological and political quality and practical ability. Therefore, the evaluation system should cover the degree of knowledge mastery, the quality of thought and politics, practical ability and so on. For example, students' ability to understand and apply macroeconomic theory can be evaluated comprehensively through classroom tests, case studies, panel discussions, etc. At the same time, by observing students' performance in teamwork and social practice, they evaluate their ideological and political qualities and practical abilities.

Secondly, the introduction of student feedback mechanism is key. Students are a direct participant in the reform of ideological and political teaching. Their views and suggestions are essential to improve teaching methods and improve teaching effectiveness. Therefore, students should regularly collect feedback on the reform of thinking and political teaching, and understand their views and suggestions on the content of teaching, teaching methods, teaching effects and so on. This can be done through questionnaires, colloquiums, individual interviews, etc. Teachers should adjust their teaching strategies and methods in a timely manner to meet the needs and expectations of students based on their feedback.

Finally, strengthening the application of evaluation results is a safeguard. The evaluation results are not only an objective reflection of students' learning results, but also an important basis for evaluating teachers' teaching quality. Therefore, the evaluation results should be closely linked with teachers' evaluation of teaching quality and students' evaluation of scholarships. For example, students' ideological and practical performance in macroeconomics can be considered as one of the important grounds for their scholarship evaluation. At the same time, the teaching effect evaluation of teachers is related to their job title promotion and remuneration, so as to encourage teachers to actively participate in the reform of ideological teaching and improve the quality of teaching. As shown in Figure 2.

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