

Concentration and Excavation of Course Ideology and Politics in Computer General Education Course in Colleges and Universities



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Abstracts: With the rapid development of computer technology, computer general education course in colleges and universities has gradually become an important course. However, the problems and challenges brought by technological progress also present a complex and diverse appearance. In this context, the course ideology and politics in the college computer general education program have become more and more important. In this paper, we will discuss how to condense and excavate the course ideology and politics in the computer general studies course in colleges and universities, aiming to provide some suggestions and ideas for college and university teachers, to better guide students to adapt to the development and requirements of the modern society.

Keywords: higher education; computer general studies course; curriculum ideology and politics

Introduction

In the current informationized society, computer science, and technology have deeply penetrated all fields of social life and had a profound impact on people's lives. Therefore, the study of computer science is not only the mastery of technology but also the guidance of values and the cultivation of social responsibility. In this paper, we will discuss how to effectively integrate course ideology and politics in computer general studies courses in colleges and universities, to realize the deep integration of science and technology and humanities, and to cultivate a new generation of computer science talents who have both technical expertise and social responsibility.

1. Analysis of the Current Situation of the Integration of Curriculum Politics in Computer General Education Courses in Colleges and Universities

The integration of course ideology and politics into the computer general education courses in

colleges and universities plays an important role in cultivating students' comprehensive worldview, outlook on life, and values, as well as enhancing their sense of social responsibility and historical mission. However, there are some problems in actual operation: first, the lack of a clear guiding concept. At present, the concept of integrating curriculum ideology and politics in general computer science courses in some colleges and universities has not yet been fully clarified and therefore lacks systematic planning and design (Cheng, 2022). This leads to a relatively single content and form of curriculum ideology and politics, and the combination with computer professional knowledge is not close enough. Second, the teaching method is single. Traditional teaching methods often focus on the transmission of knowledge, while ignoring the practical and interactive nature of ideological and political education. This teaching method is often difficult to stimulate students' interest in learning and is not conducive to students' understanding and absorption of ideological and political knowledge. Thirdly, the construction of teachers' teams lags. Some teachers

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lack the necessary theoretical knowledge and practical experience in ideological and political education, which makes it difficult to effectively integrate ideological and political education into teaching (Liu, 2022). At the same time, the lack of an effective incentive mechanism makes some teachers lack enthusiasm for teaching ideology in courses. Fourth, the teaching evaluation system is not perfect. The current teaching evaluation system often focuses on the evaluation of students' mastery of professional knowledge but neglects the evaluation of students' quality of ideological and political sciences. This leads to the teaching effect of course ideology making it difficult to get effective feedback and evaluation.

2. The Necessity of Integrating Course Ideology and Politics in Computer General Education Courses in Colleges and Universities

2.1. Cultivate students' sense of social responsibility

Integrating course ideology and politics into general computer science courses in colleges and universities can not only help students master the basic knowledge of computer science but also guide them to form a strong sense of social responsibility. On the one hand, the wide application of computer technology has brought profound changes to people's lives. From communication and entertainment in daily life to data processing and problem-solving at work, computer technology is everywhere. However, this wide application has also brought about various social problems, such as network security and privacy protection. Therefore, students should be aware that their behaviors and decisions may have far-reaching impacts on society in the process of learning computer science. On the other hand, a general computer science course integrated into curriculum thinking can help students understand the meaning of social responsibility. This understanding includes not only the understanding of the basic concepts of social responsibility but also the understanding of how to assume social responsibility in practice (Cui & Bai, 2022). For example, students

can learn about network security and privacy protection to understand how to protect users' privacy and data security in their future work. Therefore, the integration of curriculum ideology and politics in general computer science courses in colleges and universities can effectively cultivate students' sense of social responsibility.

2.2. It can mold correct values

Incorporating curriculum ideology and politics in college computer general education courses can help shape students' correct values. Technology does not exist in isolation, it is closely connected with social, economic, political, and other factors. While students understand and master technologies, they also need to understand how these technologies affect society so that they can better apply them. At the same time, computer science is a discipline that requires a high degree of professionalism, and students need to understand and embrace the ethics associated with the discipline as they study it. This kind of ethics is not only beneficial to their personal development but also has a positive impact on the development of society. In addition, the development and application of computer science involve numerous ethical and moral issues, such as data privacy, network security, and the moral responsibility of artificial intelligence. Incorporating curriculum ideology and politics into the general computer science course can guide students to recognize the importance of these issues, cultivate their ethical and moral awareness, and shape their correct values.

2.3. Cultivate students' interdisciplinary thinking

In today's era of rapid change and cross-fusion of various disciplines, the cultivation of interdisciplinary thinking is essential for students. The integration of course ideology in computer general education courses in colleges and universities can effectively cultivate students' interdisciplinary thinking. Computer science does not exist independently, and it is closely related to mathematics, physics, biology, and other disciplines. Through interdisciplinary learning, students can understand and master computer science knowledge

from multiple perspectives (Guan & Zhang, 2023), which is very beneficial to their learning and development. Meanwhile, in real life, the problems students face are often interdisciplinary. Only people with interdisciplinary thinking can understand and solve these problems from multiple perspectives. For example, computer science can be combined with social science to solve social problems through techniques such as data analysis and machine learning. In addition, the development of interdisciplinary thinking can help students adapt to the demands of future work. In their future jobs, students may need to deal with a variety of interdisciplinary problems. If they are equipped with interdisciplinary thinking, they will be better able to cope with these challenges and better fulfill their work tasks.

3. The Strategy of Condensing and Mining the Curriculum Thinking in the Computer General Education Courses in Colleges and Universities

3.1 Integration of course content

The integration of curriculum ideology and politics into teaching general computer courses in colleges and universities is crucial for cultivating students' comprehensive quality and sense of social responsibility. Integrating course content is a key strategy to achieve this goal. This means that teachers should skillfully combine computer science knowledge with Civic and political education in the teaching process to realize the comprehensive development of students. When formulating the syllabus, teachers should meticulously integrate the content of the course Civics and the knowledge points of computer science with each other. For example, when teaching computer network knowledge, relevant Civic and Political content such as network ethics and network security can be interspersed, so that students can clearly understand the moral and legal regulations that need to be followed in the practical application of such knowledge while learning specialized knowledge. During the teaching process, teachers should guide students to think deeply about the ethical and legal

issues that may be involved in the practical application of computer science knowledge using case studies and group discussions (Zhang, 2022). For example, when explaining artificial intelligence technology, some cases about the ethics of artificial intelligence can be introduced, so that students can think about how to use these technologies in a way that can give full play to their advantages while avoiding the social problems that may be brought about. Teachers must include students' understanding and application of the course's ethical content in the assessment of teaching. Through assignments, reports, and exams, students should be assessed whether they can organically combine computer science knowledge with Civic and Political education and whether they can think and solve problems from multiple perspectives. Of course, in this process, teachers can explore how to better integrate course Civics in general computer science courses by regularly collecting students' feedback, actively participating in teaching seminars, and exchanging experiences with other teachers, to continuously improve the teaching effect.

3.2 Innovative teaching methods

In the computer general knowledge course in colleges and universities, teachers can condense and excavate the course ideology through innovative teaching methods, which can not only improve the teaching effect but also better integrate the course ideology into the teaching of computer science. Teachers can utilize modern information technology to improve the teaching effect. For example, the online teaching platform is utilized for network teaching, so that students can study anywhere and at any time; multimedia teaching and virtual experiments can also be utilized to make the teaching content more vivid and graphic and to improve the students' interest in learning and learning effect. Adopting the case teaching method is also a good method. Teachers can select some real cases in the field of computer science, such as network security events, artificial intelligence ethical issues, etc., and guide students to combine them with the computer science knowledge they have learned to carry out

in-depth analysis and discussion (Tang, 2022). In this way, students learn and understand the course Civics in solving real problems, and can better master the related knowledge and skills. In addition, teachers can introduce group discussion and cooperative learning to cultivate students' teamwork ability and critical thinking. Students can be organized to have thematic discussions in which they can learn how to express their views, how to understand and accept the views of others, and how to collaborate to solve problems. Implementing project-based learning is also a good method. Teachers can design some practical projects so that in the process of completing the project, students can not only apply the computer science knowledge they have learned but also experience the ethics, laws, and other regulations that need to be followed in the actual work. Only through innovative teaching methods can teachers truly realize the integration of curriculum ideology and politics, improve the teaching effect, and cultivate talents with both professionalism and social responsibility.

3.3 Establishment of feedback mechanism

Establishing an effective feedback mechanism is one of the important strategies to condense and excavate the curriculum of ideology and politics in general computer courses in colleges and universities. Through this mechanism, teachers can understand the learning situation of students, adjust the teaching method, and then improve the teaching effect. Teachers need to collect and analyze students' learning feedback regularly through questionnaires, face-to-face conversations, and online feedback systems. The feedback should include students' opinions and suggestions on course content, teaching methods, learning environment, and other aspects. At the same time, teachers also need to assess students' learning performance regularly. This includes assessment of students' test scores, homework completion, project completion, etc. Through this assessment, teachers can understand students' learning progress, and identify and solve students' learning difficulties in time (Wang, 2023). In addition, an open, fair, and transparent feedback

mechanism is essential. This mechanism should encourage students to take the initiative to put forward their opinions and suggestions, and teachers should take and respond to students' feedback seriously. At the same time, teachers should also provide students with timely feedback on their learning to help them clarify their learning goals and improve their learning efficiency. Teachers should also regularly reflect on and adjust their teaching methods, including regular reflection on and adjustment of teaching content, teaching methods, and teaching assessment. Such reflection and adjustment should be based on students' feedback and learning achievements to maximize teaching effectiveness.

3.4 Strengthening teacher construction

In computer general studies courses in colleges and universities, excellent teachers are the key to achieving teaching goals. To improve the teaching effect of the course Civics, it is crucial to strengthen the construction of teachers and improve their professionalism and teaching ability (Duan, 2023). In this regard, colleges and universities should organize regular teacher training activities to improve teachers' professionalism and teaching ability. These training activities may include lectures on professional knowledge, seminars on teaching methods, and training on teaching skills. Through these activities, teachers can understand the latest professional knowledge, learn effective teaching methods, and improve their teaching skills. At the same time, universities should encourage teachers to conduct teaching research and explore more effective teaching methods by providing research funds and setting up research awards. Through teaching research, teachers can gain a deeper understanding of students' learning needs, explore teaching methods suitable for students, and then improve teaching effectiveness. In addition, a fair, open, and equitable teacher evaluation mechanism should be established. This mechanism should take into account many aspects such as teachers' teaching quality, research results, and social services. Through this kind of evaluation, teachers can be motivated to improve

their teaching quality, and more development opportunities can be provided for outstanding teachers. Strengthening the teaching force should also attract more outstanding talents to join. This can be realized by providing generous treatment, a good working environment, a broad space for development, and so on. Only with an excellent teaching force can we provide quality teaching. Of course, teachers should also be encouraged to engage in interdisciplinary learning and expand their knowledge horizons. This will not only improve teachers' professionalism but also help them better understand and teach curriculum ideology and politics.

Summarize

To summarize, condensing and mining curriculum ideology and politics is one of the important tasks of teaching computer general education courses in colleges and universities. By integrating course content, innovating teaching methods, establishing feedback mechanisms, and strengthening the construction of faculty, colleges, and universities can cultivate students' sense of social responsibility and historical mission while imparting professional and technical knowledge. These initiatives can not only improve the teaching effect but also cultivate computer science talents with a strong sense of social responsibility. In the future, colleges and universities should continue to explore more effective strategies to better incorporate curriculum ideology and politics and improve the quality of teaching.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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