

Questionnaire Survey and Analysis on the Implementation of Curriculum Ideological and Political Education for Postgraduates Majoring in Economics

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Abstract: Postgraduate education of economics majors shoulders the important mission of providing high-level talents for economic and social development. Integrating ideological and political education into professional courses is conducive to giving full play to the educational function, improving the comprehensive quality of students, and then training high-level economic talents. The willingness and requirements of postgraduates affect the learning effect of students, which determines whether curriculum ideological and political education can be implemented effectively. Based on the research background, the research purpose is to understand the willingness and requirements of postgraduates majoring in economics to implement curriculum ideological and political education to provide a reference for the concrete implementation of curriculum ideological and political education. The research method is the questionnaire survey which was conducted on postgraduates majoring in economics. The research results show that postgraduates have a high willingness to implement curriculum ideological and political education, and put forward requirements and expectations for universities and teachers in terms of teaching methods and contents, evaluation methods, and expected harvest, which is based on the educational needs. According to the results of the survey, some suggestions are put forward to promote the implementation of curriculum ideological and political education for postgraduates majoring in economics.

Keywords: Curriculum Ideological and Political Education, Economics Specialty, Postgraduate Students, Investigation and Analysis, Suggestions

1. Introduction

Postgraduate education in economics should cultivate a large number of high-level economic talents with both political integrity and ability, which requires promoting professional education and ideological and political education. However, they have been carried out independently for a long time, which is not conducive to the improvement of students' comprehensive quality. As a new teaching concept, curriculum ideological and political education which is formed to solve this problem should be included in graduate education in the new era to improve the quality of personnel training. However, whether postgraduates are willing to accept curriculum ideological

and political education has an important impact on the implementation, which determines whether students can give full play to their initiative to maximize the effect of curriculum ideological and political education. Therefore, the research on the willingness of postgraduates should be an important part of the research on the practice of the curriculum ideological and political education.

At present, there are more and more studies on curriculum ideological and political education for graduate students. In particular, the research of practice is relatively abundant, which mainly focuses on the following two aspects. The first aspect is to discuss the implementation path on the whole.

For example, Li, Cui and Ding, Wang et al. studied the construction path from the perspectives of course construction, discipline system, teaching platform, and relevant subjects such as universities, tutors, and students [1-3]. The second aspect is to study the practical problems of curriculum ideological and political education with specific majors as the carrier. Some scholars explored ideological and political elements of specific professional courses based on professional characteristics and teaching content [4-7]. Some scholars have studied the classroom teaching design from the aspects of teaching philosophy, teaching plan design, teaching method, and so on [8-11]. Some scholars also designed the ideological and political teaching system of professional courses on the whole [12-15].

It can be found that the current research of practice mostly focuses on the constructional path research and teaching practice design, but there is a lack of relevant research on postgraduates' willingness to implement curriculum ideological and political education which is an important factor affecting the implementation effect. The willingness and requirements of students have important reference value for the curriculum ideological and political education. So centered on the educational needs, a questionnaire survey was used to investigate the academic postgraduates majoring in economics in a domestic university to analyze their cognitive situation, willingness, and requirements to put forward suggestions promoting the implementation of curriculum ideological and political education.

2. Survey Design

2.1. Questionnaire Framework

Curriculum ideological and political education should be student-centered and constantly improve students' learning experience and effect. Based on it, the questionnaire mainly investigated and analyzed the cognitive situation, subjective evaluation, and educational needs of postgraduates majoring in economics. The content consists of five parts: basic information, cognition of curriculum ideological and political education, factors affecting the implementation, expected teaching methods and contents, and effective evaluation methods and expected harvest. The questionnaire included single choice, multiple-choice, and ranking questions. The result of multiple-choice represents the percentage of people who selected this option. The scores of the ranking questions represent the overall ranking, whose specific calculation formula is in (1),

$$S = \sum(F \times W) / N \quad (1)$$

where S is the average comprehensive score of options, F is the frequency, W is the weight, and N is the number of people filling in the question.

2.2. Respondents

In the paper, academic postgraduates majoring in economics in a domestic university were taken as

respondents including master's graduate students and doctoral students. 236 valid questionnaires were collected through the Internet. In the gender structure of the respondents, male and female students account for 22.88% and 77.12% respectively. In the grade structure, the proportions of first-year, second-year, and third-year master's students and doctoral students are 35.17%, 26.69%, 19.49%, and 18.64% respectively. In the professional structure, this paper only investigated master's graduate students, considering that the division of majors is different and the major of doctoral students is relatively single. Among master's graduate students, the students of international trade, finance, industrial economics, national economics, regional economics, and quantitative economics account for 20.83%, 31.25%, 6.25%, 16.15%, 16.15%, and 9.38% respectively.

3. Survey Results and Analysis

3.1. Students' Cognitive Situation

3.1.1. Understanding of Curriculum Ideological and Political Education

The survey result shows that students have a good understanding of curriculum ideological and political education, which provides a good premise for the implementation. The proportion of students who choose "never heard of it" is 4.66%, and the proportion of students who have a good understanding is as high as 76.7% (including students who choose "good understanding" and "partial understanding"). According to the cognitive situation, this part investigates the specific ways of understanding (including the students who choose "good understanding", "partial understanding" and "heard of it"). The result shows that the introduction of teachers and schools are the main ways, which play positive roles in the propaganda of curriculum ideological and political education, accounting for 67.56% and 63.11% respectively. Network information is an important way to improve the overall cognition of postgraduates, accounting for 46.22%. Although the percentage of students who choose "Introduction of others" is 34.22%, this approach is not dominated by the implementer of curriculum ideological and political education and cannot play a positive role in improving students' understanding.

Table 1. The Cognitive Situation of Students.

Option	The Number of People	Percentage (%)
Good Understanding	69	29.24
Partial Understanding	112	47.46
Heard of It	44	18.64
Never Heard of It	11	4.66

3.1.2. Willingness to Implement Curriculum Ideological and Political Education

The result shows that the students have a high willingness to implement curriculum ideological and political education. 88.98% of the students think it is necessary, which provides a

good foundation for promoting the construction. 97.10% of the students who have a good understanding think it is necessary to carry out curriculum ideological and political education. However, this percentage is 91.07%, 75%, and 72.73% respectively among students who have a partial understanding, heard, and never heard of it. 18.18% of students who never heard of it think it is unnecessary, which is higher than other student groups. Specific results are shown in Figure 1. It can be seen that the understanding of students will affect their willingness to implement curriculum ideological and political education. And the deeper the understanding, the more students agree to implement, which will further affect the implementation effect. Cong *et al.* also think that students' understanding of curriculum ideological and political education affects their willingness to its implementation [16].

In this part, the reasons are investigated according to students' willingness to implement. The specific results are shown in Table 2. The main reasons why students think it is necessary (88.98%) are that it can improve their quality of integration into society, and professional knowledge is related to ideological and political education, accounting for 86.67% and 77.62% respectively. It can be seen that most students can correctly understand the nature and role of curriculum ideological and political education, which provides a good foundation for classroom teaching. The main reason why students think it is unnecessary (4.24%) or

indifferent (6.78%) is that it is repeated with the content of ideological and political theory courses, accounting for 84.62%. It shows that these students lack a deep understanding of curriculum ideological and political education. In particular, students who chose other reasons believe that it cannot fundamentally improve the quality of students who are not interested in ideological and political education. To solve the problem, colleges and universities should take measures to enhance students' understanding and eliminate their boredom and numbness, which is beneficial to making curriculum ideological and political education put into practice and play the role of education.

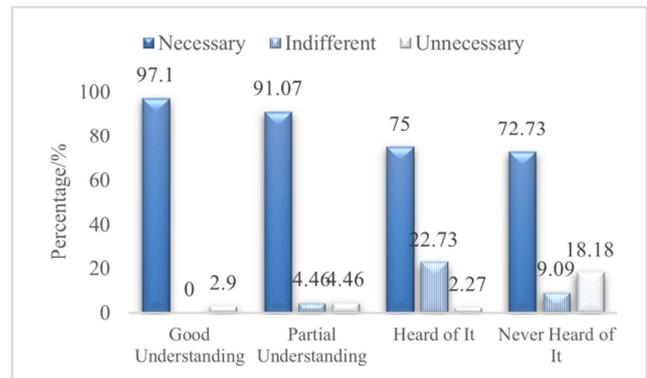


Figure 1. Willingness to Implement Curriculum Ideological and Political Education.

Table 2. Willingness and Reasons for Implementing Curriculum Ideological and Political Education.

Opinion	The Number of People	Opinion	Percentage (%)
Necessary	210	It is required due to teaching needs.	46.19
		It can ease the intense pace of professional study.	39.05
		Professional knowledge is related to ideological and political content, which is beneficial for implementation.	77.62
		It is beneficial to improve quality to integrate into society.	86.67
		Other reasons	1.43
Unnecessary or Indifferent	26	The Implementation will affect professional learning.	23.08
		It is not helpful to me.	26.92
		The relevant content has been taught in ideological and political theory courses.	84.62
		Ideological and political education is too boring	11.54
		Ideological and political content is outdated and not suitable for today's society	3.85
		Other reasons	15.38

Table 3. Scores of factors that influence curriculum ideological and political education.

Subject	Opinion	Average Composite score
Colleges and Universities	The educational goal integrated into ideological and political elements	3.42
	The systems of discipline, teaching, and teaching material which is integrated into ideological and political elements	2.94
	Collaborative promotion mechanism	1.92
	Appraisal system	1.16
	The ideological and political knowledge reserve	5.93
Teachers	The ideological and political quality	5.5
	The ability to relate ideological and political content with specialty	4.53
	The ability to apply the teaching method	3.29
	The ability to combine social hot topics	3.1
	The ability to express	2.31
	The ability to apply media technology	1.82

3.2. Influence Factors

3.2.1. School Factors

Among the school factors, students think the educational goal which is integrated into ideological and political elements is the most important factor affecting curriculum ideological and political education. And the reform of the discipline system, teaching system, and teaching material system is the second important factor whose scores are much higher than the collaborative promotion mechanism, and appraisal system. For postgraduates, the educational goals and system reforms are more closely related to students and directly affect classroom teaching, which requires further construction of colleges and universities. However, the advancement of curriculum ideological and political education requires universities to perfect various systems and requires all relevant subjects to recognize their educational responsibilities and keep up with the construction. Based on satisfying the educational needs of students, colleges and universities should ensure the overall coordination and comprehensive promotion which is beneficial to the implementation.

3.2.2. Teachers' Quality and Ability

Students think ideological and political knowledge reserve and ideological and political quality have the greatest influence on the teaching effect, which is directly related to ideological and political education and determines whether it can be implemented. Because ideological and political education should be interpenetrated with professional education, the ability to relate ideological and political content with specialty (score 4.53) can effectively prevent the occurrence of "double skin". Wang et al. think that teachers should find the internal connection between ideological and political education and professional courses because of the problem that students think ideological and political education is not helpful for professional learning [17]. The ability to apply teaching methods, the ability to combine social hot topics, the ability to express, and the ability to apply media technology scored 3.29, 3.1, 2.31, and 1.82 respectively. The ranking of the survey results accords with the requirement of curriculum ideological and political education. The first three qualities and abilities determine its foundation, which are the most basic requirements for teachers to play the role of education. The latter four affect the effect of classroom teaching, which helps improve the learning experience and interest in ideological and political content. Xu and Hu also point out that teachers' quality is an important factor affecting students' willingness to curriculum ideological and political education [18].

3.3. Teaching Methods and Contents

3.3.1. Teaching Methods of Curriculum Ideological and Political Education

The teaching method is an important factor that affects whether students can accept curriculum ideological and

political education [16, 18]. The result shows that the most popular teaching methods are case analysis and multimedia assistance, accounting for 83.05% and 75.85% respectively. Theoretical teaching (56.36%), practical teaching (50.85%) and classroom discussion (43.64%) are also acceptable teaching methods, accounting for more than 40%. In contrast, student-led forms such as project tasks and flipped classrooms are less popular with students, with 8.9% and 9.75% of students choosing them respectively. At the same time, 0.85% of students hope to adopt other methods such as online teaching. In general, students expect teachers to play a leading role in the implementation of curriculum ideological and political education, which puts forward a higher requirement for teachers that adopt various teaching methods from the perspectives of professional education and ideological and political education.

3.3.2. Contents and Key Points of Curriculum Ideological and Political Education

The survey shows that students' expectation of content and key points is comprehensive but focused. When students cannot fully understand the nature of curriculum ideological and political education, the quality of classroom contents can improve their acceptance [18]. The contents mentioned here refer to the carrier of ideological and political elements. Social hot spots (94.07%), international forms (84.32%), Chinese stories (72.88%), and character stories (63.14%) are the most expected contents which can also be applied in the ideological and political theory courses, accounting for more than 60%. The proportion of students who chose professional content which is the most important carrier in the professional courses is 44.49%, which is far behind other content. Teachers can combine other popular content with professional content to explore ideological and political elements and teach ideological and political key points.

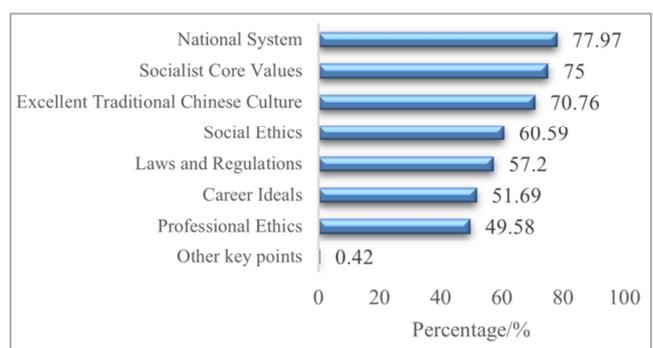


Figure 2. Key Points of Curriculum Ideological and Political Education.

As shown in Figure 2, the national system, socialist core values, excellent traditional Chinese culture, and social ethics are more popular with students, accounting for more than 60%. Although the expectation is lower, the proportions of laws and regulations, career ideals, and professional ethics are also around 50%. To cultivate high-level economic talents, it is necessary to keep up with the needs of society and times and improve the students' comprehensive quality

and professional ability. Based on the goal of professional education, curriculum ideological and political education should choose comprehensive key points which meet educational needs.

3.4. Effect Evaluation and Expected Harvest

3.4.1. Evaluation Methods of Curriculum Ideological and Political Education

The result shows that course projects (65.68%), daily performance evaluation (65.83%), and questionnaire surveys (61.44%) are the most expected evaluation methods. The first two methods are closely linked with classroom teaching. Course projects need teachers and students to play an active role and participate together. Daily performance evaluation is mainly to judge whether students form correct values through their classroom performance and daily speech and behavior. Compared with other methods, a questionnaire survey is more time-saving and labor-saving and can be used at any stage of the course according to different purposes and evaluation objects. Although it can get more details, the interview with the special person is time-consuming and labor-intensive. But the proportion of students who choose this opinion also reaches 40.68%. The evaluation mechanism must be perfected to ensure the teaching effect of curriculum ideological and political education [19]. In general, students do not reject various evaluation methods. According to different purposes, the adoption of different methods or a combination of them can ensure the accuracy of evaluation results to the greatest extent.

3.4.2. Expected Harvest of Curriculum Ideological and Political Education

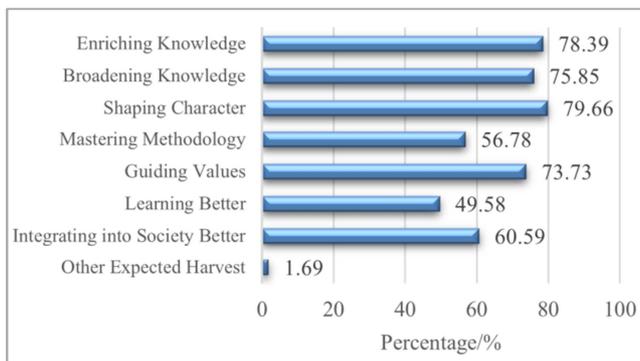


Figure 3. Expected Harvest of Curriculum Ideological and Political Education.

The survey shows that students expect to improve themselves comprehensively through curriculum ideological and political education, which puts forward a higher requirement for the construction. As shown in Figure 3, shaping character, enriching knowledge, broadening knowledge, and guiding values are the most desired harvests. More than 50 percent of students expected to integrate into society better and master methodology. The percentage of students expecting to study better is also around 50%, which is the lowest. The needs of students will also affect their

acceptance of curriculum ideological and political education [16]. In general, the educational needs of students are relatively comprehensive, which requires all relevant subjects to give full play to the role of education, cultivate students' comprehensive quality and ability, ensure the effective implementation of curriculum ideological and political education, and achieve educational objectives of the economics major.

4. Suggestions on the Implementation of Curriculum Ideological and Political Education for Postgraduates

4.1. Strengthening the Propaganda and Improving Students' Acceptability of Curriculum Ideological and Political Education

The training of postgraduates majoring in economics should meet the needs of economic society. As an important measure to improve the quality of talent training and carry out the fundamental task of moral education, curriculum ideological and political education is the inevitable choice of education reform. The construction should be student-centered, as the acceptability of students determines whether colleges and universities can promote curriculum ideological and political education effectively. According to the results, the acceptability of students is closely related to the degree of understanding of curriculum ideological and political education, which means that students who have a better understanding are more likely to accept it. The survey shows that students understand curriculum ideological and political education mainly through schools and teachers. Therefore, in the process of construction, colleges and universities should consciously strengthen the propaganda through campus display boards, school websites, publicity documents, and other ways to improve acceptability and reduce the rejection of students. Teachers can also make a brief introduction to students at the beginning of the course by taking ideological and political education as learning objectives to ensure that students clearly understand ideological and political goals, attach great importance to ideological and political education, consciously cooperate with teachers in teaching work, which can improve the learning effect.

4.2. Establishing a Collaborative Education Mechanism, Improving the Quality and Ability of Teachers

The teaching of economics should not only meet the educational needs of students but also provide high-level economic talents for the economic society. As an important educational measure to achieve this goal, curriculum ideological and political education requires schools and teachers to take the responsibility of cultivating talents. Colleges and universities should grasp the overall direction, integrate ideological and political education into educational goals, improve relevant systems and construct a collaborative

educational mechanism, which ensures that all stages are implemented effectively and all subjects undertake the responsibility actively. At the same time, teachers are the main body to meet the educational needs and implement curriculum ideological and political education directly. Therefore, curriculum ideological and political education have more stringent requirements on teachers that they should keep up with the demands of ideological and political teaching through constantly improving their ideological and political quality and ideological and political teaching ability. Only when teachers have good qualities and abilities can they promote ideological and political education effectively, avoid "labeling" and "double skin", and play the role of educating students to shape correct values. In this process, colleges and universities can help teachers by the ways of collective training, lectures by teachers of ideological and political theory courses, and group discussions for teachers of relevant professional courses.

4.3. Improving Teaching Methods, Enriching Teaching Content and Key Points

As the main force, teachers should pay attention to the methods and effect of classroom teaching, because it is the main channel of curriculum ideological and political education. According to the survey, some students reject curriculum ideological and political education because they are tired of learning relevant theories repeatedly. Increasing students' understanding can not ensure arouse the interest of students in ideological and political teaching content. To solve this problem, teaching methods should be constantly changed according to the teaching needs, students' wishes, and students' realistic performance. For example, group discussion, course projects, and other methods can be adopted to attract students' attention and improve the teaching effect. Starting from professional theoretical knowledge and aiming at professional talent cultivation, teachers should grasp the key points of curriculum ideological and political education, dig and integrate ideological and political elements in professional knowledge, and present the key points with characters' stories, professional theories, and Chinese stories. In addition, teachers should consciously improve classroom teaching ability to maintain students' interest, and improve their learning effect based on teaching professional knowledge and ideological and political theory. Accordingly, teaching methods, teaching content, and teaching ability can be improved continuously according to students' evaluations.

4.4. Establishing and Improving the Evaluation System of Curriculum Ideological and Political Education

Curriculum ideological and political education is committed to the integration of ideological and political learning and professional teaching, to cultivate talents. However, if the evaluation system can not be improved, curriculum ideological and political education can only be reduced to the form and become redundant content in

teaching. Therefore, a perfect evaluation system must be established to ensure the implementation, which should include the relevant supervision departments, teachers, students, and other evaluation subjects. Teachers' attitude determines the final trend of curriculum ideological and political education to a great extent. Therefore, on the one hand, colleges and universities should make relevant departments play a supervisory role, and take the results as an important reference for evaluating excellent teachers, which can urge teachers to attach importance to it and improve their ideological and political teaching ability consciously. On the other hand, students' evaluations can help teachers realize their shortcomings, which plays a reference role in subsequent classroom teaching. And the evaluation and scoring method is also an important means of supervision to improve students' attention to curriculum ideological and political education. At the same time, the evaluation methods should be selected based on saving time and effort as much as possible, referring to the willingness of teachers and students and according to the teaching characteristics of the specific course.

5. Conclusion

As graduate education of economics majors continues to supply high-quality talents for society, it is important to carry out curriculum ideological and political education in professional teaching. On the whole, postgraduates majoring in economics have a high willingness to implement curriculum ideological and political education, which builds a solid foundation for curriculum ideological and political education. However, some students still have cognitive deviation, which will lead to curriculum ideological and political education can not play a role. To ensure the long-term construction of curriculum ideological and political education, teachers should guide students to form correct ideas and improve their comprehensive quality and curriculum ideological and political teaching ability. Colleges and universities should recognize the responsibility of education, improve the evaluation system of curriculum ideological and political education, and establish a collaborative education mechanism to promote the efficient implementation of curriculum ideological and political education.

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