

Exploring the Ideological and Political Model of Graduate Computer Courses under the Background of “Three Comprehensive Education”

Chunhong Cao, Yuqiao Chen*, Ce Ji, and Rong Geng

School of Computer Science and Technology, Northeastern University, Shenyang, China
Email: caochunhong@cse.neu.edu.cn (C.C.); 2201771@stu.neu.edu.cn (Y.C.); jice@cse.neu.edu.cn (C.J.);
gengrong@cse.neu.edu.cn (R.G.)

*Corresponding author

Abstract—This paper expounds on the path exploration of constructing the cooperative education mechanism of “Curriculum Ideological and Political” in Computer Courses as the main content. Combined with the fundamental tasks and requirements of “establishing morality and cultivating people” and “Three Comprehensive education”, this paper analyzes and explores how to integrate “Curriculum Ideological and Political” in Computer Courses into the education process of engineering postgraduates, in order to realize the value of collaborative education mechanism in curriculum ideological and political teaching. This paper selects the “literature analysis and selection method” and the “expert consultation method” to screen and determine the connotation of evaluation indicators; and uses the “Analytic Hierarchy Process (AHP)” to determine the weights of each indicator in the evaluation indicator system. And provide reference value for training new engineering comprehensive talents with reliable politics, rich humanistic literacy, excellent professional skills, and good professional ethics. At the same time, the construction of the evaluation system and the method of compiling scientific questionnaires also provide reference and guidance for the evaluation of teaching quality in various universities.

Keywords—“Curriculum Ideological and Political” in computer courses, three comprehensive education, postgraduate

I. INTRODUCTION

“Curriculum Ideological and Political” in Computer Courses is an innovative carrier platform for strengthening ideological and political education and imparting knowledge in colleges and universities under the background of the new era [1]. It has significant and far-reaching significance for adhering to the fundamental task of establishing morality and cultivating people, and to realize the whole process of “Three Comprehensive education”, and to deepen the reform of postgraduates

and teaching and improve the comprehensive quality of postgraduates [2, 3]. According to the overall requirement of “re-emancipating the mind and deepening the reform” put forward by President Xi Jinping, we should deepen the reform of the ideological and political education system and realize the transformation from the ideological and political curriculum to the curriculum ideological and political. This paper explores how to run the ideological and political education of graduate students through the whole teaching process under the background of “Three Comprehensive Education”, and to form a long-term mechanism of collaborative education, thus providing an effective model for solving the fundamental problem of who to cultivate, how to cultivate people, and for whom to cultivate people.

II. THE TASK AND CONNOTATION OF CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION UNDER THE BACKGROUND OF “THREE COMPREHENSIVE EDUCATION”

At the National Conference on Ideological and Political Work in Colleges and Universities in 2016, Xi Jinping stressed that the ideological and political work in colleges and universities should be changed according to events, advanced by the times, and new according to the situation. All kinds of courses should go in the same direction with the ideological and political theory courses to form a synergistic effect. The curriculum reform under the pattern of “great thought and politics” has been continuously promoted, which has changed the teaching mode of “ideological and political theory course” in the past. At the present stage, the teaching reform of “Curriculum Ideological and Political” in Computer Courses is mainly implemented in the undergraduate education stage. As a higher level of higher education, postgraduate ideological and political education is still an important part of ideological and political education in colleges and universities [4, 5]. In practice, there is a certain gap between the teaching effect and the expected goal of the ideological and political theory course for

Manuscript received December 21, 2023; revised February 20, 2024; accepted April 28, 2024; published September 14, 2024.

graduate students. The reform practice of “Curriculum Ideological and Political” in Computer Courses has also pointed out a new train of thought for the development of ideological and political education at the graduate stage. “Curriculum Thought and Politics” can continue to play the role of the main channel of professional courses, on the basis of following the law of moral education, combined with the spiritual characteristics and value pursuit of postgraduates, to carry out a more operational and effective collaborative education model.

“Curriculum Ideological and Political” in Computer Courses is a practice of educational reform based on the great ideological and political pattern. It does not mean to add a few courses of ideological and political education, but to run ideological and political education through all aspects of the curriculum system, stimulate ideological and political elements in different courses, and combine knowledge impartation with value guidance to cultivate morality and cultivate people in nourishing all things in silence [6, 7]. From this, it can be seen that the essence of “Curriculum Thought and Politics” is a broad view of curriculum. It takes moral education as the goal, curriculum as the carrier, starting from the essence of moral education in colleges and universities, giving full play to the functions of moral education in professional courses, general courses, practical courses, and other courses, and constructing a comprehensive ideological and political education system for all employees, the entire process, and the entire curriculum, so as to realize the transformation from a single ideological and political curriculum to a three-dimensional moral education mode. Guide students to turn theory into methods, apply knowledge to morality, and become socialist builders with all-round development of morality, intelligence, physique, aesthetics, and labor.

The existing curriculum system of postgraduates is a system that includes curriculum type, curriculum content, curriculum progress, curriculum structure, curriculum concept, and class-hour system. According to their own school-running ideas and advantages, each training unit has different talent training programs. However, no matter how it changes, the knowledge system, learners, and society play a leading role in the construction of the curriculum system. Therefore, the significance of integrating “Curriculum Ideological and Political” in Computer Courses into the graduate curriculum system is also carried out from these three aspects [8].

The teaching process of “Curriculum Ideological and Political” in Computer Courses is permeated by these value implications which go hand in hand with the ideological and political course. The traditional curriculum teaching goal focuses on the cultivation of knowledge and skills, and these curriculum systems, as an important carrier of national higher education, will contain the value direction that reflects the development and growth of students. For example, to cultivate the scientific spirit of seeking truth from facts, advocating truth and the spirit of the times with reform and innovation as the core, and so on. Therefore, it is necessary to guide graduate students to establish correct

values, politics, rule of law and morality from the strategic perspective of the development of the socialist cause. Through the practice of “Curriculum Ideological and Political” in Computer Courses, each course is guided according to the circumstances to optimize the allocation of moral education resources, and the coordinated effect of ideological and political education work is formed in the general task of “establishing morality and cultivating people”.

III. THE PROBLEM OF INTEGRATING “CURRICULUM IDEOLOGICAL AND POLITICAL” IN COMPUTER COURSES INTO THE POSTGRADUATE CURRICULUM SYSTEM AT PRESENT

A. *The Dilemma of Manifestation, Formalization, and Utilitarianism in the Integration of “Curriculum Ideological and Political” in Computer Courses into Curriculum Teaching*

The first is the explicit dilemma. “Curriculum Ideological and Political” in Computer Courses requires teachers to deeply sort out the ideological and political elements in the curriculum, integrate them into the curriculum teaching, and moisten all things quietly to inspire students’ thinking and growth about attitude, emotion, and values. In other words, moral education is infiltrated in the carrier of curriculum knowledge and naturally transmitted to students. Because of the deviation of teachers’ understanding of “Curriculum Ideological and Political” in Computer Courses, they often instill these ideological and political elements into students bluntly with the teaching mode of ideological and political courses, showing a strong ideological and political flavor and turning invisible ideological and political education into explicit education. It not only affects the integrity and continuity of the curriculum itself, but also affects students’ interest in acceptance.

The second is formalization. Diversified specialties determine the rich curriculum structure system, which is not only an opportunity but also a challenge for “Curriculum Ideological and Political” in Computer Courses. Because the diversified, multi-level curriculum system means that this is a treasure house of ideological and political resources, but also means the difficulty of in-depth development of these resources. Objectively speaking, different courses have different degrees of difficulty in carrying out “Curriculum Ideological and Political” in Computer Courses. Liberal arts courses are relatively rich in resources and easy to integrate, while the design of science and engineering courses is relatively more difficult. Therefore, “Curriculum Ideological and Political” in Computer Courses appears in some courses, which emphasizes form rather than substance. On the one hand, the use of curriculum resources mechanically, on the other hand, simply and roughly imitates the homogeneous courses of other training units, but can’t touch its essence, resulting in students’ poor sense of acquisition.

The third is utilitarianism. The state vigorously promotes the construction of the task of establishing

morality and cultivating people under the great ideological and political pattern. Following the pilot project of “Curriculum Ideological and Political” in Computer Courses in Shanghai, training units at all levels also actively support the construction of “Curriculum Ideological and Political” in Computer Courses and provide a lot of incentive and safeguard measures. For example, the establishment of national teaching achievement awards, special teaching and research projects, and financial support. Some teachers regard it as a shortcut to enhance fame or evaluate professional titles, package the course as a high-quality course of “Curriculum Ideological and Political” in Computer Courses and actively apply for the project of “Curriculum Ideological and Political” in Computer Courses. The design of the declaration is wonderful but a mere formality, and the so-called high-quality courses actually created are empty and have no connotation, which runs counter to the original educational intention of “Curriculum Ideological and Political” in Computer Courses.

B. Limit “Curriculum Ideological and Political” in Computer Courses to “Classroom Ideology and Politics”

That is, the coverage of “Curriculum Ideological and Political” in Computer Courses in the postgraduate curriculum structure is not comprehensive. In a sense, “Curriculum Ideological and Political” in Computer Courses is a kind of curriculum view, not a specific kind of curriculum. “Curriculum Ideological and Political” in Computer Courses takes ideological and political education as the value orientation, curriculum as the form, and runs through every link of curriculum education. The curriculum structure is the core of the curriculum system, and the curriculum structure of graduate training units mainly includes compulsory courses, elective courses, practical courses, degree thesis, and so on. These modules are also subdivided into humanities literacy courses, general education courses, professional compulsory and elective courses, academic lectures, and other specific courses. The implementation of “Curriculum Ideological and Political” in Computer Courses should run through all aspects of teaching and practice, but at the present stage, “Curriculum Ideological and Political” in Computer Courses is mostly limited to the classroom teaching of compulsory courses and elective courses. There are few practical courses and research courses in the graduate curriculum education structure, and these courses are precisely an important part of the graduate training plan.

As we all know, the scientific research task at the graduate stage is relatively heavy, and many students have joined the scientific research team of mentors or other professional teachers. Among them, they are more able to show their emotions, attitudes, and values. For the attitude of cutting-edge disciplines, some people hold the spirit of delving up and down, while others hold a negative and lazy mentality. When science and technology are transformed into productive forces, some people put national interests first, while others care more

about personal gains and losses. Therefore, the completion of scientific research projects is also a process for them to complete their studies and grow into talents. Whether in natural sciences or social sciences, teachers and students at this time are more likely to complete a project as joint participants. The whole process of scientific research is also the dominant process of problem consciousness. What they find may be academic problems, social and philosophical issues, value issues, or scientific and ethical issues, which need more guidance and influence at the value level. It is difficult for traditional ideological and political education to break through this limitation of time and space. However, the subtle integration of “Curriculum Ideological and Political” in Computer Courses can enable students to break away from their pure status as learners and complete the shaping of their values in a relaxed atmosphere without predetermined goals.

C. The Lack of Initiative of Graduate Tutors in the Work of “Curriculum Ideological and Political” in Computer Courses

The teaching team of ideological and political education for undergraduate students is comprehensive. The tutor responsibility system at the graduate stage has changed the original mode of ideological and political education. Graduate tutors are not only the “instructors” of graduate research and development, but also the “guides” of students’ ideology and morality, style of study and life. In fact, most graduate supervisors have a one-sided understanding of their own responsibilities. They believe that they have an unshirkable responsibility in their professional and scientific research studies, and that the life, psychology, and value shaping of students do not belong to their main responsibility. With the increase of the proportion of postgraduate enrollment, tutors take on more and more heavy tasks of scientific research and teaching, and some mentors also shoulder social and administrative positions. For their own postgraduates, some tutors adopt a laissez-faire free-range approach. Postgraduates have few opportunities to meet with their mentors and communicate only in class or when they encounter scientific research problems. In the other part, there is an “employability” relationship between mentors and students. Topics, projects, and economic interests have become the ties between teachers and students, and mentors have no time to take care of students’ ideological and political education. Therefore, these factors directly lead to their low interest and recognition in carrying out “Curriculum Ideological and Political” in Computer Courses.

D. Lack of Effective Evaluation System of “Curriculum Ideological and Political” in Computer Courses

The evaluation system of “Curriculum Ideological and Political” in Computer Courses is a comprehensive analysis and evaluation of teachers’ teaching quality and students’ learning effect. The assessment and evaluation system of postgraduates attaches importance to knowledge and scientific research ability, while neglecting the current situation of the development of

moral education is the background that restricts the construction of the evaluation system of “Curriculum Ideological and Political” in Computer Courses. Only from the perspective of “Curriculum Ideological and Political” in Computer Courses itself, the dilemma focuses on the contradiction between the invisible concept of moral education and the explicit standard of teaching evaluation. It is mainly reflected in the following two aspects: Firstly, it is difficult to quantify the content and process of teachers’ “Curriculum Ideological and Political” in Computer Courses. The contents of ideological and political elements in different courses are different, and liberal arts courses are relatively rich. The implementation process of “Curriculum Ideological and Political” in Computer Courses is not only limited to the classroom, but also runs through graduate experiments, lectures, thesis writing, and other links. This “infiltration” moral education model will even be stimulated by some accidental factors, which will have an impact on students. If it is simply indexed, it will inevitably lead to teachers’ formalization and utilitarianism of “Curriculum Ideological and Political” in Computer Courses in order to cope with assessment and evaluation. Second, the way to evaluate the learning effect of postgraduates is outdated, ignoring the overall evaluation of students’ ideological and moral literacy. On the one hand is to pass the exam. At the end of some courses, in order to test the effectiveness of “Curriculum Ideological and Political” in Computer Courses, ideological and political examination questions are added to the exam. This explicit tendency of ideological and political assessment goes against the original intention and goal of “Curriculum Ideological and Political” in Computer Courses, and the effect is not satisfactory. There is no denying that the examination is an important test standard, but it is difficult to show the students’ gains in emotions, attitudes, and values through several tests. On the other hand, it is carried out in the form of questionnaires, symposiums, and students’ evaluation of teaching. This way will indeed effectively promote the judgment of the rationality of the contents, methods, goals, and results of the implementation of “Curriculum Ideological and Political” in Computer Courses. However, in terms of index setting, it is difficult to fully reflect the effect of “Curriculum Ideological and Political” in Computer Courses and the students’ real sense of achievement.

IV. A PROBE INTO THE MECHANISM AND PATH OF “CURRICULUM IDEOLOGICAL AND POLITICAL” IN COMPUTER COURSES FOR POSTGRADUATES UNDER THE BACKGROUND OF “THREE COMPREHENSIVE EDUCATION”

A. *Implementing a Collaborative Education Mechanism between “Curriculum Ideological and Political” in Computer Courses and Ideological and Political Courses*

Therefore, in the reform of “Curriculum Ideological and Political” in Computer Courses, on the one hand, we should continue to highlight the core position of ideological and political theory courses in ideological and

political education, provide discipline support and theoretical support for the construction of “Curriculum Ideological and Political” in Computer Courses, and provide value guidance and political guidance for other courses. On the other hand, it is necessary to find the supporting point of docking the positions, viewpoints, and methods of ideological and political courses from the graduate curriculum system, and form a bridge to effectively expand the teaching boundary of ideological and political theory courses with positive or lateral verification methods. Both of them have their own emphasis, but they are in the same direction and are brought into the logic and practice of the curriculum system. For example, the research of big data and cloud computing is applied to the field of global climate change and ecological civilization, so that postgraduates majoring in environmental science and bioengineering can integrate Marxist methodology into academic development. The concept of knowledge learned in the course of ideological and political theory not only resonates with the value in the professional course, but also finds the practical path, which is the collision of knowledge and values, which will make students innovate and expand themselves. even find new discipline frontiers and theoretical growth points, so as to truly achieve the effect of coordinated education between professional courses and ideological and political theory courses.

B. *Systematic Curriculum Design and Construction for “Curriculum Ideological and Political” in Computer Courses*

The curriculum is the source of “Curriculum Ideological and Political” in Computer Courses. Without curriculum design and construction, “Curriculum Ideological and Political” in Computer Courses is water without a source. The value goal of “Curriculum Ideological and Political” in Computer Courses is consistent with “The basic requirements for doctoral and master’s degrees in first-tier disciplines” formulated by the Ministry of Education in 2013. The aim is to cultivate senior compound talents with good moral quality, solid academic level, rigorous academic attitude, and broad vision of innovation. Therefore, although the training units are inevitably influenced by some curriculum theories in the curriculum design and construction of “Curriculum Ideological and Political” in Computer Courses, they should not be limited to these theories. instead, we should focus on the goal of the postgraduate curriculum system to absorb the ideological and political resources in various courses and establish a scientific and systematic curriculum system of “Curriculum Ideological and Political” in Computer Courses.

First of all, it is necessary to clarify the teaching objectives and methods of “Curriculum Ideological and Political” in Computer Courses. “Curriculum Ideological and Political” in Computer Courses internalizes Marxist theoretical viewpoints and the requirements of ideological and political education into the teaching material planning, classroom teaching, academic research, and evaluation system of professional courses, and deeply

excavates the elements and connotations of moral education in different disciplines and specialties, and run through the idea of establishing morality and cultivating people in the whole teaching system. “Curriculum Ideological and Political” in Computer Courses does not require professional courses to be taught according to the model of ideological and political theory courses, instead, in the study of professional courses, we should use the mainstream concept of moral education and scientific way of thinking to guide students. While acquiring knowledge, it leads to thinking in the field of value, so as to prevent them from simply labeling the Marxist theory and ideology they have learned.

Secondly, there is a hierarchical selection of professional courses with targeted objectives. Although “Curriculum Ideological and Political” in Computer Courses emphasizes the omni-directional pattern of “great ideology and politics”, it must not be spread out in an all-round way at a low level. According to the characteristics of the discipline, we should select the professional foundation and teachers, take the lead in the pilot in the relatively mature courses, and then advance step by step from point to area. Avoid the inefficient proliferation of “Curriculum Ideological and Political” in Computer Courses and blur the positioning of professional courses among postgraduates.

Third, various disciplines and courses are based on their own training programs, sort out the connection between courses and ideological and political education, demonstrate their reasonable entry point, and integrate them into curriculum plans, curriculum standards, and handout outlines. In a course, the content of the syllabus should make clear the content of “Curriculum Ideological and Political” in Computer Courses undertaken by this chapter, and the specific means and media of ideological and political guidance should be reflected in the teaching methods. When it is extended to a discipline or major, “Curriculum Ideological and Political” in Computer Courses should not go its own way in the overall curriculum design, but should be integrated into the gradual curriculum system according to the discipline order and academic system plan.

Fourth, the development of “Curriculum Ideological and Political” in Computer Courses should take into account the gradual and orderly progress of postgraduates at different stages. The curriculum design should be combined with the cognitive law of postgraduates and the progress of homework. In the lower grades of postgraduates, they pay more attention to the cultivation of students’ scientific thinking and use Marxist principles and methods to treat and solve Chinese problems. The senior postgraduates pay more attention to the cultivation of students’ world patterns and scientific feelings.

Finally, according to the advantages of their respective disciplines, the interdisciplinary linkage should be carried out to establish the cooperative education effect of various disciplines. For example, the “Great Power Strategy” course in the “China Series” courses in colleges and universities in Shanghai brings together leaders in various disciplines, logically connects the general courses

with ideological and political resources, and shows the struggle process of the great rejuvenation of the Chinese nation in a multi-dimensional way in the form of special projects, and has achieved good results in practice.

C. Perfecting the Construction of the Team of “Curriculum Ideological and Political” in Computer Courses

Most of the graduate teachers have no academic background in ideological and political education, and their understanding of ideological and political education is also different. But the teaching tenet of establishing morality and cultivating people in colleges and universities is to go in the same direction. In order to improve the teaching effect of the tutor’s “Curriculum Ideological and Political” in Computer Courses, must first enhance the teaching motivation of the curriculum teachers to carry out “Curriculum Ideological and Political” in Computer Courses. The main reason why teachers do not pay attention to ideological and political work is that they believe that ideological and political education is not closely related to the success of postgraduates. Therefore, the key to enhancing the motivation of teachers to carry out “Curriculum Ideological and Political” in Computer Courses is to make them realize that “Curriculum Ideological and Political” in Computer Courses will not only not weaken or interfere with professional course teaching, but will also explore the academic and humanistic value of the curriculum to a greater extent, make students understand the professional connotation more deeply from the historical dimension, social dimension and value rational dimension, so as to improve the overall course teaching effect and improve the academic enthusiasm and ability of postgraduates. At the same time, teachers should realize that the effect of “Curriculum Ideological and Political” in Computer Courses can be internalized into graduate students’ moral standards, scientific thinking, and codes of conduct, thus affecting their future academic development.

Secondly, improve the teaching ability of teachers to carry out “Curriculum Ideological and Political” in Computer Courses. Different from the course of ideological and political theory, “Curriculum Ideological and Political” in Computer Courses comes more from the guidance of non-ideological and political teachers. Teachers’ own ideological and political literacy will directly affect the effect of “Curriculum Ideological and Political” in Computer Courses. At the same time, teachers must standardize the classroom discourse system in accordance with the requirements of ideological and political work, and carefully abide by the seriousness of ideological and political education. On the one hand, colleges and universities can improve teachers’ teaching ability through various ways of ideological and political education and training means and teaching reform. On the other hand, the professionalism of ideological and political course teachers and the ideological and political education of professional course teachers can also go in the same direction. By means of pairing and collective

lesson preparation, the two can excavate the ideological and political treasure in the curriculum system, help other curriculum teachers to carry out “Curriculum Ideological and Political” in Computer Courses in a more professional way, and promote the innovation of ideological and political education discourse, content, way, and context.

Finally, the implementation of “Curriculum Ideological and Political” in Computer Courses will be included in the teacher evaluation, professional title evaluation, and performance evaluation system. The existing evaluation system focuses on teachers’ academic ability. In order to improve the responsibility of multi-dimensional collaborative education, it is necessary to start the teacher’s ideological and moral accomplishment and educational effect from the teacher selection process and run through the teacher’s comprehensive evaluation system, so as to make the teacher become the primary responsible person in the ideological and political education of postgraduates.

D. Establishing a Systematic Evaluation System of “Curriculum Ideological and Political” in Computer Courses

The recessive ideological education mode of “Curriculum Ideological and Political” in Computer Courses means that more sound and effective evaluation methods are needed. The first is the principles and standards of evaluation. “Curriculum Ideological and Political” in Computer Courses is a process of imperceptible influence on the cultivation of postgraduates’ political literacy, so the principle of evaluation pays more attention to the teaching process rather than the result. The corresponding evaluation criteria should focus on qualitative evaluation rather than quantitative evaluation. The second is the diversification of evaluation subjects. The ultimate goal of “Curriculum Ideological and Political” in Computer Courses is the value recognition and practice of postgraduates, so the primary subject of evaluation is students. The formulation of the evaluation system should go deep into the postgraduates, investigate their ideological and political literacy in terms of attitude, emotion, and values, and follow up on the postgraduates who have graduated to form an index evaluation plan. Then it is evaluated regularly by postgraduates, and the evaluation system is constantly improved according to the results of the evaluation.

As far as teachers are concerned, it should reflect the characteristics of multi-dimensional evaluation perspective. Although the ideological and political goals of ideological and political teachers, professional teachers, mentors, and counselors are the same, the role of collaborative education is different. The evaluation perspective that focuses on the same direction and peers precisely confirms the scientific and comprehensive nature of the “Curriculum Ideological and Political” in Computer Courses system. Whether it is the main body of teachers or students, we should finally form a systematic and collegial evaluation conclusion.

Finally, there is feedback from the evaluation. The key point of the evaluation system is how to apply the results to the teaching of “Curriculum Ideological and Political” in Computer Courses. The results of students’ evaluation are more fed back to the application of teaching methods, so as to form an improvement plan and improve the effect of classroom teaching. The result of teacher evaluation is more aimed at the excavation of ideological and political education materials, ideological and political breakthrough points and combinations, implementation effect, and other aspects of comprehensive evaluation, forming a peer reflection on the overall teaching of a course or even curriculum groups. Finally, improve the teaching reform practice of “Curriculum Ideological and Political” in Computer Courses.

V. CONCLUSION

In summary, “Curriculum Ideological and Political” in Computer Courses is an important component of ideological and political education in universities under the background of “Three Comprehensive Education”, and is the mission of the times to comprehensively implement the fundamental task of cultivating morality and talents. This paper makes some exploration on how to further promote the construction of “Curriculum Ideological and Political” in Computer Courses and the mechanism of collaborative education. To further strengthen the construction of “curriculum thought and politics”, we should take integration as the starting point, guidance as the strength point and practical behavior as the foothold, constantly improve the cooperative education mechanism, and further strengthen the ideological and political role of various types of specialized courses. Adhere to “guarding a section of canals and planting a good field of responsibility”, realize the organic integration of ideological and political education and professional knowledge education, and form a coordinated education mechanism of “Curriculum Ideological and Political” in Computer Courses. To train qualified socialist builders and reliable successors for the country.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Cao Chunhong and Ji Ce conducted the research; Geng Rong analyzed the information; Cao Chunhong and Chen Yuqiao wrote the paper; all authors had approved the final version.

FUNDING

This research was funded by 2022 Northeastern University PBL Teaching Method Research and Application Project.

REFERENCES

- [1] W. He and L. Wang, "Review and outlook on curriculum ideological and political research in China," *School Party Building and Ideological Education*, no. 4, pp. 26–30, 2021.
- [2] Y. Wang, H. Teng, Q. Tang, B. Ren, and E. Zhao, "Exploration on the path of ideological and political teaching reform in the course of introduction to environmental science under the background of new engineering," *Journal of Xichang University (Social Science Edition)*, vol. 32, no. 1, pp. 125–128, 2020.
- [3] Q. Ge and G. Su, "The connotation and inner logic of "Three Comprehensive Education"," *Journal of Wanxi University*, vol. 36, no. 1, pp. 27–31, 2020.
- [4] X. Liu and X. Cao, "Exploration on the typed curriculum reform model of medical specialized courses from the perspective of curriculum thought and politics," *Contemporary Educational Practice and Teaching Research*, no. 6, pp. 89–90+120, 2020.
- [5] J. Chi, Y. Yang, and Z. Wang, "Research on the construction of socialist core values education system in colleges and universities from the perspective of curriculum thought and politics," *Contemporary Educational Practice and Teaching Research*, no. 6, pp. 225–226, 2020.
- [6] X. Wang, "Research on the integration of education in colleges and universities into professional teaching path under "Curriculum Ideological and Political" in computer courses," *Journal of Jiamusi Vocational College*, vol. 36, no. 3, pp. 121–122, 2020.
- [7] Y. Zhao and W. Zhou, "A probe into the construction of the co-education mechanism of the CPPCC in the curriculum," *China Journal of Multimedia and Network Teaching (first ten days)*, no. 4, pp. 80–81, 2020.
- [8] J. Zhang, "A probe into the path of constructing the joint education mechanism of the political consultative conference in the postgraduate curriculum under the background of "Three Comprehensive Education" — Taking "Engineering Ethics" as an example," *World Theory Edition of Public Relations*, pp. 67–68, 2020.

Copyright © 2024 by the authors. This is an open access article distributed under the Creative Commons Attribution License ([CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)), which permits use, distribution and reproduction in any medium, provided that the article is properly cited, the use is non-commercial and no modifications or adaptations are made.