EXPLORATION OF THE PATH FOR IDEOLOGICAL AND POLITICAL CONSTRUCTION IN THE "LITERATURE RETRIEVAL" COURSE OF COLLEGES AND UNIVERSITIES

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ABSTRACT

The core mission of higher education is to cultivate talent with both ability and integrity, and integrating ideological and political education elements into university courses has become the primary way to achieve this goal. The "Literature Retrieval" course, as a crucial part of information literacy education in universities, not only requires college students to master information retrieval skills but also needs to guide them in establishing correct values and enhancing their ideological and moral standards. This article reviews the problems encountered by teachers of the "Literature Retrieval" course in practicing ideological and political education, clarifies the approach for integrating ideological and political education into the "Literature Retrieval" classroom by exploring typical cases, social hotspots, and excellent traditional Chinese culture, and explores new paths for ideological and political construction in this course.

Keywords: Literature Retrieval; Ideological And Political Education; Path Exploration.

1. INTRODUCTION

In 2019, General Secretary Xi Jinping presided over a symposium for teachers of ideological and political theory courses in schools. He emphasized that ideological and political theory courses are key to fulfilling the fundamental task of fostering virtue through education, and it is necessary to align various courses with ideological and political theory courses to create a synergistic effect. At the same time, it is important to integrate explicit and implicit education, tapping into the resources for ideological and political education in other courses and teaching methods to achieve comprehensive education for all.

Under the guidance of this important exposition, colleges and universities have carried out explorations and practices in ideology and politics education integrated into courses. Ideology and politics education integrated into courses has gradually become an important task of higher education and teaching reform, as well as a hot topic, highlight, and challenge in the innovation of ideological and political work.

"Literature Retrieval" is a highly practical and applied scientific methodology course. It aims to cultivate college students' information awareness and information literacy, helping them master the basic knowledge and skills of "literature retrieval," and improving their abilities to acquire and utilize information in both their studies and work, so as to meet the demands of an information-based society. This course constitutes an important part of information literacy education and is also a key component of quality education for contemporary college students.

Course ideology and politics refers to the integration of ideological and political education into all aspects and links of curriculum teaching and reform, with the goal of nurturing character and fostering virtue imperceptibly. Incorporating ideological and political elements into courses is a

responsibility and mission entrusted to college teachers in the new era. Integrating course ideology and politics into the "Literature Retrieval" course helps guide college students to establish correct information perspectives, research perspectives, and academic ethics, thereby enhancing their overall quality [1].

2. CURRENT STATUS OF IDEOLOGICAL AND POLITICAL EDUCATION IN "LITERATURE RETRIEVAL" COURSES IN COLLEGES AND UNIVERSITIES

The integration of ideological and political education into professional course design and implementation aims to infuse socialist core values into professional courses like "genes," thereby better fulfilling the requirement of educating and nurturing students within classroom instruction. Through interviews with professional course instructors, the author has observed that some instructors feel confused about incorporating ideological elements into their teaching and lack the initiative and self-awareness to integrate ideological and political elements into their professional courses. Therefore, in frontline teaching practice, advancing the construction of ideological and political education within courses urgently requires addressing the issues faced by teachers in terms of truly understanding and effectively teaching these elements [2].

2.1 Insufficient emphasis on ideological and political education

Currently, in the curriculum system of colleges and universities, professional courses account for up to 80% of the total, yet the inclusion of ideological and political education elements is not abundant. In comparison, courses in the humanities, social sciences, and liberal arts tend to have more ideological and political education elements, while those in engineering, science, medicine, and agriculture are relatively lacking. Some instructors of "Literature Retrieval" courses believe that this course is primarily a tool-oriented one, aimed at teaching students methods for retrieving and utilizing literature, and has no connection with ideological and political education. Consequently, during the teaching process, they often focus solely on imparting theoretical knowledge and skills related to literature retrieval, neglecting the integration of ideological and political elements. This results in the absence of ideological and political education within literature retrieval courses.

2.2 Challenges in integrating ideological and political education into college courses

Professional courses possess their inherent knowledge systems and developmental paradigms. Influenced by the "discipline-centered approach," professional course instructors may lack foundational knowledge and teaching skills in ideological and political education. Currently, the integration of theory and practice in "Literature Retrieval" courses is insufficient, despite the course syllabus requiring the consolidation of theory through practice to ensure teaching quality. However, most textbooks for "Literature Retrieval" in colleges and universities merely introduce methods, with a loose connection between theory and practice. Within the limited class hours, instructors typically teach theoretical content first and then proceed to practical exercises, leading to insufficient perceptual understanding among students and reduced learning interest. Ideological and political education provides a good pathway for combining these two aspects, allowing for the integration of the ideals, spirit, and beliefs of socialist universities with Chinese characteristics into teaching, while also enabling students to learn about the history of literature retrieval science and lay a foundation for scientific thinking. Therefore, integrating "Literature Retrieval" with

ideological and political education is crucial for deepening students' understanding of the discipline and improving teaching quality[3].

2.3 Enhancement of teachers' ideological and political competence

Teachers are the key to the implementation of ideological and political education in courses. However, the ideological and political competence of some instructors teaching "Literature Retrieval" courses needs improvement. On the one hand, they lack sufficient understanding of national policies and current political events, and they lack the awareness and ability to integrate ideological and political elements into their courses. On the other hand, although some teachers possess high professional competence, they lack systematic learning and training in ideological and political education, making it difficult for them to integrate ideological and political elements with course content. Therefore, enhancing the ideological and political competence of instructors teaching "Literature Retrieval" courses is an inevitable requirement for implementing ideological and political education in courses.

2.4 Difficulty in incorporating ideological and political education into course evaluation

The Ministry of Education's "Guiding Outline for the Construction of Ideological and Political Education in College Courses" issued in 2020 categorizes college courses into public basic courses, professional education courses, and practical courses, clarifying the construction priorities and goals. "Literature Retrieval" courses adopt a teaching method that combines theory with practice, emphasizing process and ability assessment, and setting up classroom and final assessment links to constitute the final grade. However, one challenge faced is how to evaluate the construction of ideological and political education in courses using quantitative indicators such as "scores."

3. APPROACHES TO DISCOVER IDEOLOGICAL AND POLITICAL ELEMENTS IN THE "LITERATURE RETRIEVAL" COURSE IN COLLEGES AND UNIVERSITIES

3.1 Strengthening information awareness and information ethics education through typical cases

Information awareness reflects an individual's sensitivity and importance attached to information, manifesting as active seeking and utilization of information. Information ethics, on the other hand, are the ethical norms that should be followed in information processing and dissemination, including legal acquisition, use, and sharing of information, ensuring the authenticity and accuracy of information. These two aspects complement each other and jointly enhance an individual's information literacy.

In the theoretical instruction and practical teaching of the "Literature Retrieval" course, it is particularly important to cultivate college students' information awareness and information ethics. For example, a university was involved in an infringement case due to reproducing written works on its secondary college website without the permission of the copyright owner. The court ultimately ruled that the university should delete the infringing articles, issue an apology, and compensate the plaintiff. This case highlights the importance of intellectual property rights and underscores the need to focus on cultivating college students' awareness of intellectual property protection and enhancing their independent innovation capabilities[4].

3.2 Combining social hot events to cultivate socialist core values

College students generally pay attention to hot social issues. Integrating these hot issues into ideological and political education in the curriculum can help college students establish a correct outlook on life and practice socialist core values. For example, by searching the contents of "The Chinese government and people will fight against the COVID-19 in 2020", "Henan Zhengzhou will fight against floods in 2021", and "Education hot spots in the National Two Sessions in 2024", college students' attention to the country and society can be enhanced, and their sense of social responsibility and patriotism can be cultivated. These hot events have their own focuses, some cultivate patriotism, some strengthen innovative thinking, and all contribute to the practice of socialist core values[5].

3.3 Promote excellent traditional Chinese culture and enhance cultural confidence

Culture is an important force in national development. President Xi Jinping has pointed out, "Without the prosperity of Chinese culture, there can be no great rejuvenation of the Chinese nation." Excellent traditional Chinese culture is the foundation and soul of the Chinese nation. In the "Literature Retrieval" course, teachers should introduce the thoughts of Confucianism, Taoism, Legalism, and other schools, allowing students to appreciate the extensive and profound wisdom of Chinese culture. At the same time, by incorporating specific cases such as traditional festivals and intangible cultural heritage, teachers can guide students to feel the unique charm and contemporary value of Chinese culture, thereby enhancing their cultural confidence.

4. NEW PATHS FOR IDEOLOGICAL AND POLITICAL EDUCATION IN THE "DOCUMENT RETRIEVAL" COURSE IN COLLEGES AND UNIVERSITIES

4.1 Ideological and political teaching design for the "document retrieval" course

This course integrates with the strategy of cultivating top-notch innovative talents in colleges and universities, adhering to the concept of "student-centered and problem-based," adopting a blended online and offline teaching mode and the PBL (Problem-Based Learning) teaching method. In class, college students independently collect materials, identify and solve problems through group discussions centered around specific issues.

Taking the basic unit of information literacy and information retrieval theory in the "Document Retrieval" course as an example:

Teaching objectives: Establish information awareness; cultivate information ethics; conduct professional ethics education; develop lifelong learning habits

Teaching design: Watch videos on preventing information fraud; Analyze the academic scandal involving Zhai Tianlin

Teaching activities: Combine online learning with case analysis; Organize student discussions, emphasizing not infringing on others' privacy and not exceeding legal boundaries when exercising the right to freedom of speech.

Teaching evaluation: Evaluate through student presentations.

In summary, the course content adopts a typical case teaching method, aiming to enhance the integration of ideological and political elements in the "Document Retrieval" course. Through this approach, it cultivates college students' autonomous learning ability, "document retrieval" skills, and scientific research innovation ability, while also integrating information ethics, information laws and regulations, and the scientific spirit into the course, comprehensively enhancing students'

information literacy and fostering innovative talents with cognitive skills, critical thinking, and problem awareness.

4.2 Strengthen top-level design to promote the integration of ideological and political education

The university's party committee thoroughly implements the directives and requirements of the Central Committee and the Ministry of Education regarding the construction of ideology and politics in curricula. It has successively issued several documents, initially establishing a work pattern led uniformly by the university's party committee, with the educational administration department and publicity department taking the lead, relevant departments collaborating, and departments and faculties implementing specific measures.

To fulfill the primary responsibility of secondary colleges, we have built a bridge for communication between professional course teachers and ideological and political course teachers, formed a normalized teaching exchange mechanism, and achieved the sharing of think tank resources. On the one hand, ideological and political course teachers and professional course teachers have jointly established a teaching platform for joint construction, sharing, and mutual benefit. As a bridge, the university's educational administration department closely connects professional course teachers and ideological and political course teachers through observation of ideological and political courses, seminars on ideological and political theories, and other means. Together, they carry out multi-field and multi-dimensional ideological and political curriculum construction, thereby forming the endogenous driving force for the reform of ideological and political curricula and enhancing the ideological and political theoretical literacy of professional course teachers, so as to better promote ideological and political education in curricula.

On the other hand, through the construction of professional course groups, we have established a normalized collective lesson preparation and teaching incentive system. Professional course teachers have formed a joint force, learning from each other's strengths and compensating for each other's weaknesses. They disseminate and spread their experiences and insights in applying ideological and political education in curricula through the interaction of course groups, thereby enhancing the effectiveness of ideological and political education in similar professional courses.

4.3 Innovating teaching methods to enhance the effectiveness of ideological and political education

To integrate ideological and political elements into the "Literature Retrieval" course, innovative teaching methods and means are required to enhance its effectiveness.

4.3.1 Adopting case-based teaching to enhance the relevance of ideological and political education

Teachers can introduce specific cases, such as the importance of information ethics in the introduction to literature retrieval, combined with the incident involving Liang Ying, a young Changjiang Scholar at Nanjing University, who was alleged to have engaged in academic misconduct, to illustrate the significance of information ethics. Students are taught to be grateful, adhere to moral boundaries in their careers, and become individuals worthy of the Party and the people, applying their knowledge to the development of human society [6].Through these cases, university students can perceive and understand ideological and political elements in real-life situations, enhancing the relevance and effectiveness of ideological and political education.

Simultaneously, teachers guide students in analyzing and discussing cases, cultivating critical thinking and problem-solving skills.

4.3.2 Utilizing information technology to enhance the appeal of ideological and political education

Literature information retrieval is closely related to new media technology and serves as a practical course for information-based teaching technology, providing new opportunities for the informatization of ideological and political education. Teachers can utilize information technology means such as multimedia, NetEase Open Courses, MOOCs, micro-lectures, flipped classrooms, etc., to present ideological and political elements vividly and enhance the appeal and attractiveness of ideological and political education. For example, using virtual reality technology to simulate research scenarios allows university students to experience the research process and the importance of research integrity; creating ideological and political micro-lectures or animations presents complex ideological and political theories concisely and clearly, facilitating university students' comprehension and mastery.

4.3.3 Integrating professional knowledge to create distinctive ideological and political classrooms

Focusing closely on the central aspects of ideological and political education, key course content is explained in conjunction with social hot-topic examples, enabling university students to learn ideology and politics subtly. Incorporating stories of researchers dedicated to scientific research and sacrificing their lives into teaching guides university students to work diligently. For instance, when introducing Chinese databases (such as CNKI, Wanfang Data, VIP) and foreign databases (Nature, Science, etc.), the dedication of publishers to scientific and technological progress and benefiting mankind is discussed, along with real examples and stories of local scientists, to inspire national pride. Integrating ideological and political education into professional knowledge makes professional knowledge lively and interesting, while ideological and political education becomes more accessible and impressive[6].

4.3.4 Conducting practical activities to enhance the effectiveness of ideological and political education

Teachers can organize practical activities such as academic lectures, scientific research practices, and social practices, allowing university students to perceive and understand ideological and political elements through practice, thereby enhancing the effectiveness of ideological and political education. For example, organizing university students to participate in scientific research projects to experience the research process and the importance of research integrity; participating in social practice activities to understand social realities and people's livelihood issues, fostering a sense of social responsibility and mission.

4.4 Enhancing teachers' ideological and political competence and arming oneself with advanced ideas and culture

Firstly, literature retrieval is a course that teaches students learning methods, which is crucial for university students to enter the workforce or engage in scientific research in the future. Therefore, teachers should enhance their ideological and moral standards to set a good example for university students. Through reading, teachers can strengthen their innovative thinking abilities and diligently

study various policies and guidelines of the Party Central Committee, keeping pace with the development of the times and deeply exploring their professional fields. In this way, teachers can construct a multi-dimensional ideological and political education theory within the literature retrieval course, innovate the teaching system, integrate knowledge points, and accurately identify the entry points for integrating ideological and political education. By combining social hotspots with the actual teaching situation, teachers can effectively guide university students' thoughts, convey the overall framework of ideological and political education, cultivate university students' political thinking, and help them establish correct worldviews, outlooks on life, and values.

Secondly, teachers should increase their initiative and self-awareness in integrating ideological and political elements into professional courses, study the points of convergence between professional knowledge and ideological and political education, and put them into practice in teaching. Specific measures include:

(1) Setting up special topics on ideological and political education in new teacher induction training, young teacher training, and regular teaching training; organizing teaching innovation competitions, essay competitions on the experience of ideological and political education construction, and other activities to promote teaching, learning, and development through competition, thereby enhancing teachers' ability to cultivate talent through ideological and political education in courses.

(2) Teaching teams should sort out ideological and political teaching elements, collect and compile ideological and political teaching cases, and form distinctive teaching design plans.

(3) Organize round-robin training for teachers on ideological and political education reform in courses, regularly hold experience-sharing sessions, forums, collective lesson preparations, open classes, teaching competitions, and other activities related to ideological and political education to strengthen teachers' education on revolutionary traditions, ideals and beliefs, and patriotism, and to deepen the education on core socialist values.

(4) Universities should set up special funds to encourage teachers to apply for scientific research projects, promote theoretical and practical research on ideological and political education in courses, and further enhance teachers' educational level in this regard.

4.5 Improving the ideological and political education evaluation system

The purpose of improving the ideological and political education evaluation system is to provide feedback on the role of the ideological and political education integration training mechanism and the effectiveness of teachers in implementing ideological and political education in courses, while also stimulating teachers' enthusiasm for integrating ideological and political education.

On the one hand, the teaching and research group should regularly evaluate and listen to each other's lectures. In this way, teachers can not only learn from each other's teaching experience, but also complement each other's strengths and weaknesses, and make progress together. Classroom exercises are an effective way to improve the learning ability of college students. In literature search courses, classroom exercises should avoid being repetitive, and teachers should design different questions based on the needs of college students from different majors [7].

On the other hand, it is necessary to establish a diversified teaching evaluation mechanism. The university supervision team can add the option of ideological and political elements in the scoring project of the lecture, check the teaching materials of teachers, such as presentations and lesson plans, to see if patriotic education, information legal awareness, information moral literacy and other ideological and political elements are added. At the same time, professional teachers and

teaching management departments are organized to regularly participate in teaching supervision and attend classes, supervising the use and effectiveness of teaching resources and information-based teaching methods by teachers. In addition, it is necessary to investigate and understand the feedback of college students on ideological and political courses through information technology, establish a two-way mutual evaluation system between teachers and students, and enhance the evaluation of college students' value recognition. Carry out teaching evaluation for the society, incorporate the evaluation of college students' ideological and moral character, professional ability, and comprehensive literacy by parents, internship units, and employment units into the teaching evaluation of ideological and political courses, and strengthen the application of teaching evaluation results.

Currently, research on the integration of "literature retrieval" and ideological and political education is still in its early stages. Against this backdrop, only through persistent and in-depth research can teachers continuously inject new vitality into the development of literature retrieval courses in universities, thereby cultivating outstanding talents who possess both information ethics, information legal awareness, and a scientific and innovative spirit for society.

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