

Discussion on the Ideological and Political Construction of Microeconomics Courses in Colleges and Universities

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ABSTRACT

"Microeconomics" is a compulsory professional core basic course for economics and management majors. It is very theoretical and practical, and it is an important position for economics and management majors to carry out ideological and political work. In recent years, with the widespread development of "Curriculum Ideology and Politics" in various colleges and universities in the country, university moral education has received more and more attention. However, there are still many problems that need to be strengthened in the teaching of microeconomics in our country. In this context, this paper launches a research on the ideological and political construction of university microeconomics courses, so as to better promote the development of ideological and political work in universities.

Keywords: *Colleges and universities, Microeconomics, Course ideological and political construction.*

1. INTRODUCTION

Microeconomics theory and macroeconomic theory are a kind of symmetrical economic theory, and an economic theory about individuals and enterprises. Microeconomics takes the economic behavior and economic laws of individual economic subjects in the market economy as the object of investigation. It mainly examines how individual producers or enterprises use limited resources to produce goods and services to obtain maximum benefits. Individual consumption How an individual or household uses limited monetary income to purchase goods and services to maximize satisfaction

In the management disciplines of colleges and universities, microeconomics is an important subject, and it is also an important subject, and it is also an important subject. However, at present, the construction of ideological and political courses of microeconomics in China still faces many problems, such as the three levels of teaching, teachers and students. At the educational level, in the educational content, the selection of ideological and political elements does not match the knowledge points, the repetition of ideological and political

cases is single, and the ideological and political content lacks integrity and connectivity. The way of integrating ideological and political courses is not flexible enough. From the perspective of teachers, the teaching content of microeconomics is mainly for "ideological politics" and "ideological politics", lacking the long-term pursuit of "moral education" for students; In terms of development, the ability to discover and sublimate the teacher's ideological and political knowledge and the development of ideological and political knowledge is limited. For students, they have a "preconceived" misunderstanding of economics, and a prejudice of "taking things in textbooks as facts for a long time". Today, as Western values continue to be eroded, it is very important to improve teachers' awareness and ability of ideological and political construction, guide students to establish correct economic concepts, and promote the construction of a microeconomics course system.

2. THE CONNOTATION OF THE IDEOLOGICAL AND POLITICAL CONSTRUCTION OF THE COURSE

According to the "Guidelines for the Ideological and Political Construction of the Curriculum of Colleges and Universities" (Jiao Gao [2020] No. 3) on the content of the ideological and political construction of the curriculum, the main points of the ideological and political construction of professional education courses, and the goals of the construction of economics majors, taking into account the macro Economics is a professional education course, and it is also a professional economics course. It should be combined with professional characteristics to fully express the three aspects of the syllabus. According to the basic content of the course ideological and political in the "Outline", this paper believes that the subject ideological and political in "Macroeconomics" should have the characteristics of national, political, legal, social and cultural morality. From the perspective of subject teaching, the teaching content of "Macroeconomics" should be national and cultural. From the perspective of discipline setting of economics, it is proposed that the ideological and political education of macroeconomics should have "political", "national", "social" and "rule of law" ideological and political education concepts. By summarizing the requirements of the above three areas, teachers can obtain five core elements for the ideological and political construction of macroeconomics courses, namely, national, political, social, the rule of law, and cultural and moral[1].

3. THE SIGNIFICANCE OF IDEOLOGICAL AND POLITICAL CONSTRUCTION OF MICROECONOMICS COURSE

Microeconomics is an introductory course of modern economics, emphasizing economic concepts and analysis methods such as market mechanisms and economic behavior. However, economics is not only a technical science in a narrow sense. It is also deeply related to the fields of humanities and society, and daily life.

3.1 Basic Disciplines of Economics and Management, and Being Value-oriented

Microeconomics has important guiding significance for cultivating college students to realize their value orientation in economic activities. The construction of ideology and politics in the course of macroeconomics can enable students to view the theories and rules in economics with a dialectical attitude, so that they can use critical thinking to analyze the knowledge of economics, and do not regard hypotheses as The truth, let them understand the advantages of the socialist market economic system.

3.2 Capitalism, and Critical Learning

In Western economics, microeconomics is a very critical part. It is a theoretical summary of capitalist production relations and the basic concepts of the bourgeoisie. Capitalist values are hidden in it, and people should study it critically, extract it, and discard it, which contains an understanding of the general rules of the market economy.

3.3 Curriculum Official Guidance, and Shaping Social Values

With the development of Internet media, a multi-dimensional economic value has been widely disseminated in this society, and without criticism, the self-interest and rational thoughts in Western economics have further strengthened the utilitarianism of this society Trends, which encourage people to be self-centered, self-centered, self-centered, self-centered, and self-centered to guide people's judgments. Due to the lack of a complete and unstable value orientation, college students are easily influenced by some wrong ideas. Therefore, regarding microeconomics as a systematic course, it should give full play to its public guiding role in course teaching, and use course ideology and politics to enable college students to establish a correct economic value, to resist those distorted value judgments in society, to use college students as a source, to inject a clear economic value into society, and to cultivate a good social and economic atmosphere [2].

3.4 The Ideological and Political Construction of Economics Major Courses Enriches the Ideological and Political System of the Courses

The "Guidelines for the Ideological and Political Construction of College Curriculum" clearly proposes to scientifically set up college courses, divide college courses into public introductory courses, professional education courses, and practical courses, and offer to carry out hierarchical course ideological and political courses according to professional characteristics. As the core course of economics and management majors, the ideological and political construction of macroeconomics courses has an inevitable necessity and essential role in enriching the ideological and political system of college courses, and it is also the integration of ideological and political courses and core courses of economics and management majors.

4. DIFFICULTIES IN THE IDEOLOGICAL AND POLITICAL CONSTRUCTION OF MICROECONOMICS COURSES

In the ideological and political construction of microeconomics courses, there are still difficulties, such as the difficulty of digging out the entry point and elements of the ideological and political, the problem of mastering the theory of political economics, the difficulty of choosing ideological and political cases, and the lack of intense ideological and political ideas of teachers. These difficulties not only limit the development of students but also affect the quality and effect of economics education.

4.1 It Is Difficult to Mine Ideological and Political Entry Points and Elements

In this course, there is more mathematical analysis and model building; they have a solid logical connection with each other, the reasoning process is step-by-step, and its system is very well-developed. When discovering these ideological and political elements, it is necessary to decompose this knowledge, and for some knowledge points which have strong logic but their values are not stable, it is essential to find out the breakage of the logical connection to criticize their wrong value propositions derived from the rigorous logic, to start ideological and political education for students.

This process puts forward higher requirements on the introductory course knowledge of college teachers and also increases the difficulty of economic, ideological, and political education of microeconomics in colleges and universities [3].

4.2 It Is Difficult to Master the Theory of Political Economy

To find out and discover the fallacious values in microeconomics, it is necessary to compare it with Marx's political and economic theory, and find out the value logic problems in it from the comparison. It requires teachers to be proficient in political and economic theory, and it also increases the difficulty of constructing microeconomics.

4.3 It Is Difficult to Choose Ideological and Political Cases

At present, Marxist theoretical research and construction engineering textbooks (referred to as: MA engineering textbooks) are generally used in microeconomics courses. Compared with Mankiw's economics textbooks, this course is more about theoretical foundations, without Examples, and without lively and interesting content. However, most of the cases in Mankiw's economics textbooks come from abroad and are not suitable for China's social and economic development. At present, many teachers are still borrowing cases from Mankiw textbooks, which not only does not allow them to better understand China's economic and social characteristics, but also presents difficulties in learning.

5. REALIZATION PATH OF IDEOLOGICAL AND POLITICAL CONSTRUCTION OF MICROECONOMICS COURSE

In today's fast-changing era, microeconomics courses' ideological and political education has gradually attracted widespread attention and importance. However, teachers find that the ideological and political construction of microeconomics courses has problems such as disconnection between practice and theory, single ideology, outdated teaching content, and teachers' ideological and political concepts need to be deepened. A series of practical measures must be better developed to promote microeconomics courses' ideological and political construction. The following will discuss the realization path of the

ideological and political structure of microeconomics courses from several perspectives.

5.1 Mining the Ideological and Political Elements of the Course

Microeconomics should take nationality, politics, society, rule of law and cultural morality as the main content. Based on the specific teaching content of microeconomics and economics, and in connection with the requirements of the three aspects in the syllabus, it is finally concluded that: in the national character, it includes patriotic education, collectivism education, family and country feelings education, State strategies and policies are explained. Among them, the political aspect mainly includes: education on socialism with Chinese characteristics, education on the Chinese dream, education on socialist core values, education on Marxism, and education on history; sociality specifically includes the following contents: Real case education, analysis of current affairs and hot spots, education of consumption concept, guidance of critical thinking, cultivation of integrity, cultivation of love and dedication, cultivation of social responsibility, cultivation of innovative thinking. Among them, the legality mainly includes the interpretation of the Constitution and laws and regulations, the case teaching of the legality, the guidance of the legal concept, etc. Among them, the promotion of Chinese excellent culture, the cultivation of life philosophy, the wisdom of philosophy and the wisdom of philosophy are its basic connotations [4].

5.2 Improvement of Teaching Methods

Since microeconomics has a strong theoretical, logical and mathematical analytical ability, in order to enable students to better understand these knowledge points and the way of thinking contained in these knowledge points. On this basis, the author puts forward some improvement methods [5].

5.2.1 Contrastive Teaching Method

Because microeconomics possesses the class nature of capitalism, it can be better demonstrated to students by comparing it to the discipline of political economy and analyzing the two theories using class debates and group discussions to look at microeconomics dialectically. By scheduling both courses in one semester, students can improve their learning and exercise their critical thinking skills.

5.2.2 Analytical Teaching Method

When teaching, teachers should keep in mind the comments and analysis of each chapter after each chapter of the Tsushima Engineering textbook. The commentary part is an in-depth interpretation of the content of the chapter, and it also has certain ideological and political significance, so it should focus on the explanation.

5.2.3 The Flipped Classroom Method of Curriculum Ideology and Politics

In the current teaching thinking of "Objective-Oriented Education" (OBE), "student-centered" and "goal-guided" have become an important curriculum content. "Ideological and political" should not only be the teacher's "ideological and political" guidance to students, but also give students a certain degree of "ideological and political" initiative, allowing them to discover "ideological and political elements" and carry out "ideological and political" activities. The analysis of "ideology and politics", so as to achieve the goal of "one person, one thing", make "one person" ideological and political activities possible, and make the atmosphere of ideological and political activities more vivid.

5.2.4 Blended Teaching Method

They combine online and offline, combine inside and outside the classroom, enrich ideological and political teaching materials, put unrealistic and politically-related cases, materials, news, policies, and other information in the WeChat group of Xuetong and students, and encourage students to participate in discussions together. Set up practical homework after class, guide students to observe the application of classroom theory in real life, train students to improve their thinking, analysis, and functional abilities, enrich the ideological and political image of the course, and enhance and enrich. [6].

6. CONCLUSION

Microeconomics courses in applied colleges and universities as a primary research object, and explores the ways and practices of this kind of course, ideological and political research as the primary research purpose, analyzes and summarizes the connotation of the ideological and political construction of systems. The necessity and difficulty of the ideological and political

construction of the microeconomics course are identified, and the core elements of the ideological and political construction of the microeconomics course are extracted. In terms of the flipped classroom method and mixed teaching method of course ideological and political, the teaching methods are discussed, hoping to promote the ideological and political construction of this discipline and provide reference for the ideological and political construction of other disciplines.

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