Teaching Design of Ideological and Political Education in the Course of National Economic Statistics

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Abstract—In order to carry out the idea of general secretary Xi Jinping's "Li De Shu Ren" and "three whole education", statistics as a methodology science requires the introduction of Ideological and political content to the depths of disciplines and the cultivation of students' scientific spirit. In this paper, through the teaching design of one of the courses of "national economic statistics" as an example, the ideological and political elements are integrated, and the teaching steps are designed according to the BOPPPS method. The ideological and political elements are integrated with the professional spirit, and remarkable educational results are achieved.

Keywords—National Economic Statistics, Ideological And Political Education, BOPPPS Teaching Design

At the National Conference on Ideological and political work in Colleges and universities, General Secretary Xi stressed that moral education should be the central link, and ideological and political work should run through the whole process of education and teaching, so as to realize the whole process and all-round education; The key to bring the educational function of curriculum into full play is to go with the ideological and political theory course in the same direction and form a synergistic effect. To implement the concept of "three complete education", we should take students as the center, dig out the elements of Ideological and political education, integrate the elements of Ideological and political education into the professional curriculum, and give full play to the function of Ideological and political education. Statistics is a science of methodology. As a core course of statistics, national economic statistics needs to introduce the content of Ideological and political education into the depth of the subject, and organically combine the connotation of statistics, the system of statistics, statistical thinking with scientific thinking, national consciousness and personality cultivation, so as to cultivate students' scientific spirit.

I. BASIC INFORMATION OF THE COURSE

A. Course Introduction

Comprehensive statistical analysis of national economy is a required course for statistics major, with 3 credits and 48 class hours. The teaching object is full-time junior students of statistics major, and it is opened in the first semester of junior year. The first courses are western economics, principles of statistics, enterprise economic statistics, etc., and the follow-up courses are economic forecasting and decision-making, econometrics, etc.

B. Course nature

This course is a professional core course designed to cultivate and test students' comprehensive understanding and analysis of the national economy by using the basic knowledge of statistics. Taking the national economy as the research scope is the statistical methodology of collecting, sorting out and analyzing the quantity of national economic phenomena. As a methodology science, national economic statistics can not only provide basic theory and methodology for national economic statistics, but also develop itself on the basis of summarizing the practical experience of national economic statistics.

II. THE GOAL OFIDEOLOGICAL AND POLITICAL EDUCATION IN CURRICULUM

Liang Qichao said: "the essence of education is to teach people not to be confused, not to worry, not to be afraid, and to stand up to the heaven and be a person.". This course aims to cultivate "morality and talents" and "five talents". At the same time, it takes the training goal of school applied talents as the guiding principle, based on the region, close to the industry, facing the grass-roots, and takes the high-quality training of Applied Statistics senior talents with thick foundation, strong ability, high quality and innovative spirit as the general goal.

A. "Those who know are not confused"

The so-called "the knower is not confused", that is to have considerable common sense and professional wisdom, in order to develop fundamental judgment.

The comprehensive statistical analysis of national economy has a wide range of knowledge and strong comprehensive power. Its analysis data not only plays an important role in the national economy and social development, but also provides a lot of statistical information and consulting services for party and government leaders at all levels and all sectors of society. Therefore, by integrating ideological and political elements into the study of this course, and emphasizing the popularization and innovation of science and technology, students can fully realize that only by mastering the core data technology, can they improve social productivity, grasp the initiative of competition and development, and fundamentally guarantee the national economic security!

B. "Benevolent people don't worry"

The so-called "benevolent people do not worry", that is, from a strategic perspective, all encompassing, there will be no sorrow and pain.

Through the study of this course, we can cultivate students' macro thinking ability; To enhance the sensitivity, insight and measurement ability of students to economic phenomena and their relations, to be able to conduct accurate statistical analysis of macroeconomic problems, and to have the ability to scientifically identify, analyze and absorb the
scientific elements of national economic statistics; To cultivate scientific attitude, scientific method, scientific spirit, innovative consciousness and practical ability. In order to participate in the actual national economic management, engaged in national economic statistics and national economic accounting work, to lay the foundation for scientific research in related aspects.

C. "The brave are not afraid"

The so-called "brave are not afraid", that is, with rich wisdom and beautiful sentiment, will be strong.

President Xi said: "learn from history to understand reason, learn from history to increase credibility, learn from history to respect morality, and learn from history to practice.". Through understanding the development history of statistics and statistical indicators, understanding the dialectical process, establishing a dialectical materialist world outlook, introducing the scientific research achievements and great contributions of domestic famous statisticians, cultivating patriotism, improving statistical professionalism, and guiding students to inherit professional spirit. Professionalism is the most basic "Ideological and political element".

III TEACHING DESIGN WITH IDEOLOGICAL AND POLITICAL ELEMENTS -- TAKING "CALCULATION OF GDP" AS AN EXAMPLE

A. Content analysis

The teaching content of this part is the second part of the second section of the third chapter of national economic statistics, namely, the calculation of GDP. GDP statistics is the most important content of the whole national economic statistics. GDP is also the most important indicator of global economic operation and government regulation. So the learning of this lesson is not only the most important but also the most difficult part of the whole course. At the same time, this lesson can be better integrated into the following ideological and political content: ① show the course of national social and economic development, cultivate patriotic feelings; ② understand the dialectical process of the development of the history of science, cultivate professional spirit.

B. Analysis of learning situation

1) From the perspective of students' knowledge base: students are junior students of the second semester, and have learned some relevant theories in western economics and enterprise statistical analysis. In addition, last class learned the connotation of GDP, students have a certain basic cognition, this class in-depth study of specific calculation methods.

2) From the perspective of students’ knowledge needs: western economics has learned the definition and formula of GDP, but without in-depth study, students do not know the theoretical basis of GDP, do not have a deep understanding of the source and connotation of GDP, and lack of thinking about the specific accounting methods in practical work from the Perspective of statistics major.

3) From the perspective of students' knowledge and ability: the next lesson will introduce green GDP in the context of sustainable development. This part also echoes the theme of economic growth quality in Chapter 5. Through the study of this lesson, we can guide students to think and cultivate their macro thinking ability.

C. teaching objectives

1) Knowledge objectives:
   a. Can distinguish between intermediate consumption, labor remuneration and fixed capital formation;
   b. GDP will be calculated in three ways;
   c. Can explain the principle of three-party equivalence.

2) Capability objectives:
   a. We can accurately understand and objectively evaluate GDP. According to the principle of statistical accounting, we can judge whether it should be included in GDP accounting for each detailed step and specific situation; Cultivate students' ability to apply theoretical knowledge to practical work.
   b. Obtain accurate and timely statistical data, use economic statistics knowledge to make appropriate statistical analysis and evaluation, and cultivate students' comprehensive statistical analysis ability.

3) Emotional goals:
   a. Cultivate students' spirit of dialectical treatment and daring to question scientific problems;
   b. Cultivate students' ability and skills of oral argument and group cooperation.
   c. To show students the history of the country's social and economic development, experience "understanding China" and "the strategy of a big country", build cultural confidence, and realize "Building Morality and cultivating people".

D. Teaching methods

The cultivation of cooperation consciousness and innovation consciousness should be permeated into teaching methods. ① Adopting the teaching concept and method of "student-centered", according to students' learning habits, we should grasp the knowledge points that students are interested in and have the ability to complete, guide students to think and explore independently, and realize the "hidden education" of students’ thoughts, attitudes and values. ② Emphasis on participatory and inquiry teaching methods. On the one hand, PPT is used in class to do case analysis, play videos, display international organization website consultation and push resource QR code; on the other hand, it provides clues for students, encourages students to independently consult extracurricular materials, stimulates students' interest, thinks and solves problems, and urges students to actively study, ③ It can not only realize the timeliness of resource integration and the diversification of channels, but also actively communicate and communicate with students, and realize the "subtle" Ideological and political teaching goal through students' words and deeds from many aspects and angles.

The specific teaching methods used in this lesson are as follows:

1) Classroom teaching method: students are encouraged to preview the learning materials provided by reading and audio-visual in advance, and teachers teach three calculation methods.
methods of GDP, which are the key contents in class. Through teaching, ideological and political education will be introduced into the subject of statistics, and the connotation, accounting principles, accounting methods, statistical thinking, scientific thinking and national consciousness of the subject will be integrated.

2) Discussion teaching method: arrange students to set up a discussion group before class, provide teaching materials and put forward guiding questions before class teaching, carry out discussion in class, and encourage students to judge the accounting rules of GDP independently. To achieve the goal of teaching ability. Encourage students to communicate with each other, raise questions and express their personal views, so as to achieve the quality goal of teaching. In the process of teaching, we should guide students to ask questions, stimulate their enthusiasm for learning, cultivate their questioning and research spirit, enhance their autonomous learning ability, and promote their learning for practical use and innovative activities.

3) Case analysis method: the study of national economic statistics emphasizes the cultivation of good standard thinking and practical ability of macroeconomic operation data. The course content is based on various economic theories and economic phenomena. Therefore, in the study of each chapter, we should design targeted case organization and implementation of teaching according to the economic situation and current political hot spots, so that students can improve their ability of integrating theory with practice and cultivate their macro thinking ability in the process of analyzing and learning cases.

4) Teaching by example: teachers are engineers of human soul. To achieve the goal of Ideological and political education, teachers need to teach by words and deeds. Teachers must grasp the essence of the curriculum in order to integrate their knowledge, values and spiritual pursuit into the curriculum and transfer them to students. Statistical methods have the professional characteristics of formal logic and experimental verification, which are integrated into classroom teaching. In addition, through showing students the course of national social and economic development, the great achievements of reform and opening up, the complexity of the international situation, the confidence of teachers and students in building the road and system.

E. Teaching process

According to the BOPPPS method, the teaching steps are divided into the following six steps.

Step 1: bridge in (5 minutes)

First of all, through watching the video to think and exchange, and the use of information technology in the network teaching platform to open a topic post in the discussion area; Secondly, comments are integrated into Ideological and Political Education: "the growth of China's GDP makes the world see the leap process of an ancient oriental country from a hundred wastes to the world's largest economy, which mainly depends on the development strategy of China's reform and opening up, and the rapid development of science and technology, so that the world can see that the Chinese people are stepping onto the stage of the world economy in their own unique way! And it's our statistical indicator GDP that shows us all this. " Finally, put forward the question, lead to the learning goal of this lesson.

Step 2: objectives (1 minute)

1) It can identify which economic activities belong to intermediate consumption;
2) Will use three methods to calculate GDP;
3) Can explain the principle of tripartite equivalence.

Step 3: Preassessment (2 minutes)

This paper reviews the connotation of GDP, a knowledge learned in the last lesson, through two small tests. GDP is a concept put forward by Simon Kuznets, a Nobel Laureate in economics, and is known as one of the greatest inventions in the 20th century. Its physical composition is the final product, and its value composition is the added value. From the perspective of value composition, GDP can be calculated. That's what we're going to learn today.

Step 4: Participation Learning (35 minutes)

1) Teaching new course content;
2) Discussion: how to define which are intermediate consumption? Each student can choose one or more examples to express their views by raising their hands and explaining the reasons. Other students have different opinions and can argue with each other. In this process, students often come to a consensus conclusion independently to improve the knowledge retention rate. By combining the facts with the specific knowledge, the teachers will summarize and summarize the professional knowledge and ideological and political elements, and guide students to establish the consciousness of scientific and technological confidence and innovation in the silent of the resources.

3) Case study: introduce the case "what happened to China's GDP?". This case is a case analysis project of the whole course, which is a question of GDP of all walks of life at home and abroad. On the one hand, the case gives students full autonomy, can greatly improve the traditional passive learning methods of students, on the other hand, it can integrate the ideological and political elements well, which can not only arouse the students' sense of honor to protect the interests of the motherland, but also cultivate the students’ thinking ability to eliminate counterfeits and save the truth, and give students the confidence to challenge and challenge the published expert opinions. Also is echoing with the following thinking questions.

Step 5: Post Assessment (5 minutes)

Online test is carried out on the network teaching platform and the answers are corrected automatically. Feedback is obtained according to the formative assessment.

Step 6: Summary (2 minutes)

1) Summary: summarize the knowledge point of this lesson - GDP calculation, summarize the knowledge and ability goals achieved through the learning of this course, and emphasize the educational effect of Ideological and political education.
2) Assignments: ① complete the periodic test on the
"online education comprehensive platform". ② Submit learning notes on the online education platform.

3) Expanding thinking: ① From what aspects and what statistical analysis methods can we use to conduct statistical analysis on GDP? ② What are the defects of GDP and how to improve it?

Next lesson will introduce green GDP in the context of sustainable development. Therefore, we should throw out transitional thinking questions to guide students to find the defects of GDP with critical thinking in advance. This part also echoes the theme of economic growth quality in Chapter 5.

IV. TEACHING EFFECT

On the basis of the guiding principle of "achievement oriented", we should pay attention to the students' graduation requirements and the achievement of curriculum objectives. The questionnaire survey shows that students' satisfaction with the course reaches 100%. Many fresh graduates reflect that the knowledge and ability learned through the course, as well as the expansive thinking, have played an important role in the process of postgraduate entrance examination. Many previous students reflected that the knowledge and ability of this course played an important role in their future work and further study.

Through the teaching reform of Ideological and political education, the integration of Ideological and political elements and professional spirit has achieved remarkable educational results: ① emphasizing "analysis, evaluation, creation" and other high-level learning, increasing students' participation, improving the retention rate of learning, and solving the problems of students' weak economic foundation before learning this course There is no deep understanding of the technical method of economic statistics and its important role; In the final closed book examination, a subjective question is set to let students talk about their feelings in the process of learning this course, and the influence of learning this course on their world outlook, outlook on life and values; ② Using real data for statistical analysis, the answer is not unique, encourage students to form and explain their own views, students exchange enthusiasm in class. Part of the students with poor performance in the paper have advanced, novel and fully demonstrated views, which reflect the individual differences of students, systematically enable students to acquire knowledge, cultivate ability, temper character, and stimulate their national pride; ③ Using the real cases of national economic development to dig out the stories and rules behind the statistical data, the students are generally enthusiastic about the strength of the motherland, marvel at the progress of science and technology, and achieve the effect of Ideological and political education.

Only by persisting in strengthening students' professional wisdom, spreading the professional spirit of statistics, cultivating students' sense of civilization, and improving students' personality, can we realize the fundamental task of establishing morality and cultivating people, and cultivate practical statistics professionals with strong foundation, strong ability, high quality and innovative spirit.

References

