

The Way of Integrating the Course Thought and Politics into the Teaching of Higher Mathematics

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Abstract: This paper first analyzes the present situation of the integration of curriculum ideology and politics in the teaching of higher mathematics, and then puts forward the path of integration of curriculum ideology and politics in the teaching of higher mathematics, it includes the whole process of the teaching of higher mathematics, the integration of ideological and political ideas into the practice of higher mathematics innovation, and the reflection of ideological and political goals in the assessment and evaluation system of higher mathematics.

Keywords: *Course Politics; Higher Mathematics Course Teaching; Establish Virtue And Cultivate People*

I. INTRODUCTION

Higher mathematics, as a required basic course for many majors in colleges and universities, is usually offered to first-year students, and it has the characteristics of wide teaching audience and small teaching object, so ideological and political education is carried out at this stage, often get better results. At the same time, as one of the most important basic courses in college, higher mathematics is highly valued by the students, so it is often possible to achieve twice the result with half the effort. In addition, the higher mathematics course itself has the high abstract and the strict logic characteristic, helps the student to form the rational thought way, helps the student to cultivate the scientific attitude and the innovation spirit, as well as the establishment of a correct world outlook and other aspects are of great significance. Therefore, it is worth studying and discussing how to integrate the course ideology and politics into the teaching reform of higher mathematics to realize the organic combination of knowledge imparting, ability cultivating and value guiding.

II. THE CURRENT SITUATION OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION INTO THE TEACHING OF HIGHER MATHEMATICS

A. Teachers' ideological and political ability and accomplishment need to be further improved

As organizers and implementers of curriculum ideological and political work, and their quality and ability directly affect the effect of curriculum ideological and political work. In recent years, with the continuous deepening of the reform of curriculum ideological and political education, college teachers have some knowledge of curriculum ideological and political education, but some teachers have not been able to establish the necessary relationship between knowledge imparting and value leading, did not form a high degree of consciousness of thought and action. As far as the Advanced Mathematics course is concerned, the teacher's ideological and political ability and accomplishment also generally have similar problems. On the one hand, some teachers still have a wrong and one-sided

understanding of curriculum ideology and politics. They attach importance to intellectual education and neglect moral education, and can not correctly grasp the relationship between teaching and educating people. On the other hand, the teachers' teaching ability of course thinking and politics needs to be improved. First, they lack the ability to tap the ideological and political resources contained in the higher mathematics curriculum, which is mainly manifested in the over-emphasis on the mathematical logic of knowledge structure in the teaching process, second, the lack of ideological and political elements into the ability, can not be the ideological and political elements, like "Salt dissolved in water" into the teaching of higher mathematics, in the teaching process, it is often difficult to grasp the fusion point between knowledge imparting and value leading, which leads to the separation of "Curriculum" and "Ideology and politics" and the appearance of "Two skins".

B. The teaching resources of ideological and political education need to be further explored

In recent years, many scholars have done a lot of research on the ideological and political construction of higher mathematics curriculum, and the excavation of ideological and political elements combined with the characteristics of higher mathematics curriculum is one of the hot issues. The establishment of the theory of higher mathematics is a long process, under the exploration and research of numerous mathematical pioneers, a relatively complete theoretical system has gradually formed. Therefore, in the process of mining ideological and political elements of higher mathematics curriculum, teachers mostly start from the following four aspects: first, through the history of mathematics, mathematics culture to enhance students' cultural confidence; Second, through the mathematician's life story, life experience for example guidance; third, from the formula, theorem discovery process to cultivate students' scientific spirit; Fourth, with the help of practical application of mathematical knowledge to improve students' practical and innovative ability. However, due to the limitation of knowledge, ability and experience, many teachers can not effectively refine and sublimate the hidden spiritual essence in the process of ideological and political elements mining, so that the classroom teaching process can only be "Skimming water" to teach "Skin-to-skin speech". At the same time, due to the lack of in-depth understanding of ideological and political elements, in many cases, the classroom organization is just a simple and crude "Rough copy" and ideological and political elements of the "Rough accumulation", such a way to deal with the classroom experience and the course of ideological and political effect greatly compromised, and even counterproductive results. How to excavate the ideological and political resources systematically and scientifically requires teachers' knowledge structure, theoretical level and practical ability in depth and

breadth.

(2) Strengthen the top-level design and construct

C. The assessment system of the ideological and political objectives of the curriculum needs further improvement

In the long-term teaching practice, the higher mathematics curriculum has already formed the quite mature curriculum standard, at the same time, the curriculum standard puts forward clear teaching and examination requirements to the basic theory, Method and calculation skill of higher mathematics. However, with the reform of ideological and political education, the assessment system of ideological and political objectives of higher mathematics should be improved and perfected. There is no doubt that whether the assessment mechanism of ideological and political objectives is sound or not will directly affect the effect of ideological and political construction. In the traditional assessment of higher mathematics teaching objectives, the assessment mainly focuses on the understanding of mathematical knowledge and the application of mathematical methods, and lacks the assessment of moral education objectives. The form of assessment is more inclined to the summative assessment, and it is difficult to quantify the students' feelings, attitudes and values in the learning process, therefore is "Selectively" to weaken and neglect.

III. THE WAY OF INTEGRATING THE IDEOLOGICAL AND POLITICAL EDUCATION INTO THE TEACHING OF HIGHER MATHEMATICS

A. The ideological and political education runs through the whole teaching process of higher mathematics

"The first classroom" is the main place for teachers to carry out teaching activities according to the curriculum syllabus and plan, and the main position for teachers to realize the goal of teaching and educating. Only by making good use of the main channel in class and running through the whole process of higher mathematics teaching, can we realize the goal of talent training.

(1) To change the concept of education and further enhance

The ideological and political literacy and ability of higher mathematics teachers from the perspective of curriculum ideological and political education. In view of the curriculum ideological and political reform in the new era, schools and colleges can organize teachers to study the relevant policies and the spirit of documents through special lectures, study seminars and other forms, so as to make teachers realize their educational responsibilities, it is necessary to strengthen the ideological and political quality of the teachers of higher mathematics so as to meet the requirements of ideological and political education. At the same time, we can explore the establishment of a cooperative mechanism of lesson preparation and teaching research in which the teachers of ideological and political course and the teachers of higher mathematics course participate together, invite the professional ideological and political course teachers with solid theoretical foundation to participate in the guidance and improve the quality of Marxism theory of higher mathematics teachers. In addition, we can also set up a platform for teachers to enhance their ability to conduct teacher workshops, to organize teachers with rich experience in teaching practice to conduct teaching demonstrations from the aspects of policy interpretation, resource mining, teaching design, teaching means, etc. .

The curriculum objective system of the coordination between the teaching objectives of higher mathematics and the objectives of ideological and political education. As a public basic course, higher mathematics involves many teachers and has a wide audience of students. The construction of the course objective system which integrates the course ideology and politics should follow the principles of integrity and systematicness, otherwise, there will be classroom teachers "Separate", ideological and political goals scattered into and fragmentation of the distribution of the situation. In order to do the top-level design well, we can update the curriculum documents, such as curriculum standard, teaching plan and teaching plan, according to the construction law of higher mathematics curriculum, make clear the ways and methods of integrating the ideological and political objectives of the curriculum, and set up the system of the curriculum objectives in line with the requirements of Students' development. Specifically, the construction goal of higher mathematics curriculum can be divided into curriculum teaching goal and ideological and political education goal.

(3) Carefully designed and organized teaching activities and innovative teaching forms to ensure the effectiveness of the ideological and political implementation of the curriculum

In order to ensure the effect of implementing ideological and political education in the course of classroom organization, we can start from the following three aspects: 1. When integrating the teaching contents, we can decompose the goal of ideological and political education, update the teaching contents and select teaching cases; Second, when choosing teaching strategies, we should fully analyze the learning situation, understand the advantages and characteristics of students, and innovate teaching patterns, in many links, such as the introduction of questions, the teaching of courses, after-class development, and so on, a comprehensive use of questions, questions, enumerations, comments and other ways, so that the objectives of ideological and political courses naturally into the knowledge to explain, 3 in the teaching means, actively introduce modern information technology and means, through video, animation, pictures and other ways to enhance the ideological and political elements of the rendering power, to ensure the effect of ideological and political implementation.

B. The ideological and political ideas of the curriculum are integrated into the practice of higher mathematics innovation

"The Second Classroom" is the supplement and continuation of "The first classroom", it provides the internal foundation for the integration and innovation of professional knowledge and the realization of students' ideological value, and is an important carrier for cultivating innovative talents. The political idea of higher mathematics curriculum should not only be confined to classroom teaching, but also be integrated into the innovative practice of "the second classroom" to realize the full coverage of ideological and political education. Teachers should actively carry out a series of innovative practical activities related to higher mathematics and subtly integrate the ideological and political ideas of the curriculum as follows:

(1) Hold special lectures on mathematics culture, history of mathematics, etc.

To broaden students' knowledge, broaden their horizons, let students know the development of higher mathematics, understand the relationship between mathematics and life, mathematics and science and technology, so conducive to improving students' mathematical literacy;

(2) To set up student associations, interest groups, etc.

To give full play to the subjective initiative of students, so as to enable students to improve their knowledge system and enhance their comprehensive literacy in the process of participating in the activities of student associations; For example, "Interest Group of higher mathematics study" can be set up to hold regular exchange meeting of higher mathematics study experience, which can not only promote students to exchange with each other, but also realize the sharing of study resources, to create a learning atmosphere of mutual help and help is also conducive to the cultivation of students' sense of responsibility, sense of responsibility and sense of self-motivation;

(3) Organize students to participate in mathematics-related extra-curricular activities to realize the transformation from "Teaching-oriented" to "Learning-oriented" and "Learning for application"

To foster the ability of students to combine theory with practice, such as organizing students to participate in Mathematical Contest in Modeling, and guiding them to use mathematics as a tool to abstract and simplify real-world problems, the use of applied mathematics language to describe and propose solutions will improve students' awareness of mathematical applications, team work and innovative practices. Teachers should integrate the ideological and political ideas of the course into the innovative practice of higher mathematics, pay attention to the development of students' wisdom and potential, and guide students to internalize their cognition and externalize their behavior, to help students set up a correct outlook on the world and values, the formation of a sound personality, to achieve all-round development. It is also the concrete embodiment of the implementation of the curriculum ideology and politics to integrate the curriculum ideology and politics idea into the innovative practice link of higher mathematics.

C. Scientific and effective evaluation is the essential requirement of optimizing the ideological and political reform of curriculum

which is embodied in the assessment and evaluation system of higher mathematics. Taking lideshuren as the primary curriculum goal of higher mathematics, enriching the value attribute of traditional teaching goal assessment, and establishing a multi-dimensional and whole-process ideological and political goal assessment system, it is the complement and perfection to the current higher mathematics course evaluation system. Compared with the general curriculum, the evaluation of the teaching effect is more difficult. In order to embody the ideological and political objectives of the curriculum in the assessment and evaluation system of higher mathematics, we should change the traditional assessment mode which is single and mainly summative, and make use of modern information means, track and record the students' learning status and data, form a complete knowledge learning chain, and realize the process

assessment. In the process assessment, in different learning stages, we should combine the traditional teaching objectives to design the appropriate integration point of ideological and political objectives, the goal of ideological and political education is divided into values, scientific spirit, cultural attainment, moral cultivation and other evaluation indicators, and put them into the curriculum assessment and evaluation standards, the multi-dimensional assessment of students' knowledge and basic skills, process and method, emotion, attitude and values can be realized by qualitative and quantitative evaluation.

CONCLUSION

The course of ideological and political education is the concrete implementation of the fundamental task of establishing morality and cultivating people in colleges and universities. Higher Mathematics is an important public basic course. It is of great significance for training qualified socialist constructors and successors to integrate curriculum ideology and politics into it. The course of ideological and political education is integrated into the whole process of higher mathematics course teaching, and extended to the link of innovation and practice, can promote students to develop in an all-round way, the real realization of education, all-round education. However, since the integration of ideological and political education into the teaching of higher mathematics is still in the stage of continuous exploration and research, teachers should think more and explore the ways of implementing ideological and political education in higher mathematics from various angles, in order to sort out a set of feasible, operable, can learn from the method, so as to play the higher mathematics curriculum ideological and political education value.

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