

Research on the integration strategy of value guidance and knowledge imparting: exploration on ideological and political reform of the course ‘supply chain management’

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ABSTRACT

Value education has always been the core of education. In the 19th century, German educator Johann Friedrich Herbart, the father of modern pedagogy, put forward that ‘all teaching is educational, and teachers should be good at seizing every opportunity in classroom teaching to conduct positive moral education’. About the concept of ‘course education’ and implementation plan although has carried on the preliminary exploration and practice, but also is the exploration of local sporadic, replicable, scalable experience and the overall scheme is less, the purpose of this paper is to explore curriculum education idea, the teaching of value guidance and knowledge integration, the core values into business courses teaching to provide theoretical guidance and practical application has important significance.

Keywords: value guidance, knowledge imparting, supply chain management, curriculum ideology and politics

INTRODUCTION

Value education has always been the core of education. In the 19th century, German educator Johann Friedrich Herbart, the father of modern pedagogy, put forward that ‘all teaching is educational, and teachers should be good at seizing every opportunity in classroom teaching to conduct positive moral education’. At the beginning of the 20th century, John Dewey, a famous American educator, put forward that ‘the purpose of morality should exist in all the teaching, and every course in the university should undertake the education course’. In the 1960s, Louis Russ put forward the value clarification model, believing that ‘value clarification is a method for people to acquire corresponding value through an intelligent process, and the main task is to help students clarify their own values’. In the 80s, American scholar Howard Kirshenbaum, it puts forward the model of character education, think ‘we held certain values, some of the core and foundation of values, these values are so important, so if you can reach, we will protect young people from the influence of the destruction of these basic values.’ In 2015, education secretary Nicky Morgan stressed that the establishment of ‘core British values’ was the top priority in British education, and actively promoted values education in British universities.

The core of value education is ‘what kind of university

to run, what direction to adhere to, what banner to hold high, is the fundamental and directional issue of the development of higher education’. Focusing on ‘integrating socialist core values into the whole process of national education’ and ‘guiding students to form a correct world view, outlook on life and values’, many domestic scholars have conducted in-depth research on values education in colleges and universities. Zhu Jian of Shanghai Jiao Tong University proposed to promote the cultivation of morality with a stronger sense of responsibility and mission. He believed that colleges and universities should focus on ‘guiding the pursuit of value’ and ‘cultivating the academic spirit’ to guide students to cultivate their ideals and beliefs, to master rich knowledge and to cultivate their noble character. Shanghai Municipal Education Commission Yu Lijuan Shanghai from the strategic height of national ideology put forward starting from the essential requirement of higher education and educating, seize the core link of curriculum reform, focusing on the ideological and political work through the entire school education teaching process, in the work puts forward education ‘courses’ education idea, course ideological instruction design around the ‘knowledge’ and ‘value guidance’ of combining the curriculum goals, build ‘dominant education’ and ‘invisible education’ with the combination of curriculum content system. Shanghai

municipal education commission Gao Deyi forward, advancing the actual effect of ideological and political education in colleges and universities must give full play to their role as the main channel of classroom teaching, according to 'do a good job in the university of socialism with Chinese characteristics, to adhere to khalid ents, to cultivate and practice the socialist core values into the whole teaching process' fundamental requirements for the subject, academic resources into educational resources, to achieve 'knowledge' and 'value guidance' organic unity, promote education courses 'to' course education 'three-dimensional education transformation. Min hui of east China university of political science and law discusses the concept and connotation of curriculum ideology and politics, and thinks that 'the construction of curriculum ideology and politics should embody the combination of knowledge imparting and value guidance, the goal orientation of explicit education and implicit education with development, and the fundamental task of serving morality and cultivating people'. Qiu weiguang of east China normal university discusses the important value of implementing 'curriculum ideology and politics' and its generation path, and thinks that 'curriculum ideology and politics should pay attention to the accumulation of knowledge in the dissemination of value and the emphasis on value guidance in the dissemination of knowledge'.

The research of domestic and foreign scholars mainly focuses on the macro-strategic level, which plays a strategic role. About the concept of 'course education' and implementation plan although has carried on the preliminary exploration and practice, but also is the exploration of local sporadic, replicable, scalable experience and the overall scheme is less, this project aims to explore curriculum education idea, the business value guidance and knowledge in the education of fusion, of socialist core values into business courses teaching to provide theoretical guidance and practical application has important significance.

2. WHAT IS CURRICULUM IDEOLOGY AND POLITICS

'Curriculum ideology and politics' is a new concept of ideological and political work, that is, 'curriculum carries ideology and politics' and 'ideology and politics in curriculum'. This concept focuses on the accumulation of knowledge in the dissemination of value, the emphasis

on value guidance in the dissemination of knowledge, and the unity of classroom teaching, social practice and network application of three-dimensional courses.

The essence of 'curriculum ideological and political education' is not to add a course or an activity, but to integrate the ideological and political education into the teaching and reform of each link, all aspects, so as to achieve moral cultivation of people and the silent improvement of things. Centering on the course goal of 'the combination of knowledge imparting and value guidance', the course aims to strengthen explicit ideology and politics, refine implicit ideology and politics, and construct the pattern of education of the whole course.

'Curriculum thought and politics' is a working concept generated from the regional practice level in the process of promoting the comprehensive reform of moral education in Shanghai. At present, it is still in the exploration stage, which lacks both rigorous academic argumentation and complete system design system. From the perspective of the innovation of teaching mode, the important thought of curriculum ideology and politics is that, on the one hand, we should pay attention to the accumulation of knowledge in the dissemination of value and the guidance of theory, and on the other hand, we should pay attention to the emphasis on the dissemination of value and the guidance of theory in the dissemination of knowledge.

3. THE REALISTIC POSSIBILITY OF IDEOLOGICAL AND POLITICAL COURSES

3.1 The influence of discipline culture

American scholar Burton R. Clark said in his masterpiece 'higher education organizational system — a transnational study of academic organizations', 'every discipline has a tradition of knowledge — a category of thought -- and a corresponding code of conduct. In each area, there is a way of life that new members must evolve, especially in developed systems. Physicists, economists, and art historians become qualified members of their particular discipline, first as students and then through contact with their academic peers during their careers. People who have just entered different academic disciplines are actually in different cultural palaces where they share beliefs about theories, methodologies, techniques and problems.' In his book, Clark has made

it clear that the ‘academic community’ defined by each discipline will have a profound impact on the ‘beliefs about theory, methodology, technology and issues’ of its members. In 1989, the British education scholars Tony Becher famous papers published in the *Academic Tribes and their earthy: intellectual inquiry and discipline culture* ‘, Tony explicitly for the first time in this paper put forward the ‘the Cultures of Disciplines’ concept. In recent years, domestic scholars have been doing a great deal of research on disciplinary culture, and they have put forward a rational understanding of the moral education function of disciplinary culture in line with the actual academic development in China. Hui-ling Liu wrote, engaged in the study of a subject of all members (including the university teachers and students) ‘in the process of interaction to form a kind of special, common values, norms and identity, of belonging psychology and so on, the group members together with philosophy of group, group thinking and group behavior, namely the similar cultural consciousness’. Based on the research results of academic circles at home and abroad, this paper holds that disciplinary culture is the sum of the knowledge systems (such as symbols, terms, axioms, laws, etc.), value systems (such as disciplinary systems, ethical norms, etc.) and behavioral habits gradually formed and accumulated in the development of a discipline. Discipline members from the day of study and research into the discipline, the discipline culture will be through strict training, guidance and edification, the member’s ideological understanding, way of thinking, value orientation and other deep-level accomplishment will be influenced and shaped. Proved that the subject development and the more mature, the academic community members of the teaching activities, research activities, the more exclusive conceptions and chance, academic predecessors, subject image scaling new heights, rigorous doing scholarly research of noble quality and affirmative junior members of the personality style will discipline of awe and respect, as a result, members subject to defend the truth and the character of told in normative and orderly academic training to develop naturally. From the viewpoint of view, the discipline culture to the individual moral education cultivation mechanism is the curriculum ideological and political practice to become possible and receive the expected effect of the important basis.

3.2 The dialectical relationship between the ideological and political promotion of specialized courses and curriculum

As a scientific and advanced educational and teaching concept, the teaching of ideological and political courses and specialized courses is not an either-or relationship. First of all, the teaching of specialized courses provides the broad background and profound discipline foundation for the development of ideological and political courses, and endows the ideological and political education with strong scientific power. What we should see is that the ideological and political education based on the professional knowledge system will be more persuasive, appealing, effective and targeted. It is undeniable that the course of ideological and political theory is the main channel of ideological and political education for college students. However, college students’ professional training time in school should account for more than 2/3 of the total learning time. In addition, college students regard their major as the foundation of their life after entering the society, so they attach great importance to the study of professional courses. Therefore, a specialized course teaching should become an important part of ideological and political education practice, this is the biggest of course education in colleges and universities reality, materialist dialectics requires university teachers must face up to reality, the largest specialized course teaching as the breakthrough to strengthen the ideological and political education, this is the strong base business practice course education. Course thought and politics is an important driving force to improve the teaching quality and promote the discipline construction of specialized courses. Specialized courses can practice curriculum education idea breaks through the knowledge taught in the sphere of a single, limited, in the value guidance would be knowledge background, realize the value of sublimation in the knowledge, improve students’ professional class learning of the acquisition, train qualified reserve force for the sustainable development of academic, to gain maximum value increment this discipline.

3.3 The course thought and politics is the dialectical unity of the aim and the law

Inspired by the career mission of ‘cultivating people with morality’, the course of ideological and political education is a process in which college teachers, taking the subject

knowledge system as the carrier and the classroom teaching as the platform, tap the ideological and political education resources in the discipline culture and quietly integrate the party's policy propositions, the truth of being a man and the principles of life into the classroom teaching. Training scheme of building, the design of the teaching link, the teaching content arrangement by the professional course of colleges and universities teachers according to the basic requirement of the curriculum education consciously promote the implementation of high-profile publicity of the new age of theories of socialism with Chinese characteristics attributed to historical inevitability and science, carry forward the national spirit with patriotism as the core and with reform and innovation as the core spirit of The Times against all weaken, distort or even deny the leadership of the communist party of China and the error of the socialist system. This reflects the ideological and political purpose of the course. As is known to all, each discipline carries certain functions of spiritual remodeling and value enlightenment. As mentioned above, this function is realized through the moral education cultivation mechanism of disciplinary culture to individuals. Therefore, it can be said that the course of thought and politics is carried in the vehicle of knowledge and in the place of morality. The ancient Greek philosopher Socrates believed that knowledge and morality are identical, and put forward the famous argument that 'virtue is knowledge'. In Socrates' view, knowledge can increase people's rationality, so that people will not do anything contrary to morality and ethics. Chinese Confucianism also holds that knowledge and morality are inextricably linked. In the analects of Confucius, li ren says: 'benevolence is an ren, knowledge is benevolence.' 'The analects of Confucius' pointed out: 'the unknown, how to get benevolence? As for the internal relationship between knowledge and morality, the scholar Fu Hong once wrote that 'the essence of knowledge should be found in the fact that 'man became man'' 'This is a profound theoretical insight. In the course of ideological realm, we think, must break through the knowledge to teach specialized course teaching mold, achieve the sublimation of value system, the students of the professional theory knowledge of virtue, to realize the biggest specialized course teaching 'beginner's mind' and the mission - promote the free and comprehensive development of students, on the other hand, knowledge

building is only built on the basis of profound moral and ethical to rock solid. Therefore, it is the inner requirement of the law of ideological and political education, the law of college students' moral growth and the law of subject development to practice the course of ideological and political education in the teaching of specialized courses. To sum up, the ideological and political courses reflect the law.

4. THE PROBLEM OF VALUE COGNITION IN CURRICULUM TEACHING IS PROMINENT

4.1 Value choice is more confusing

In today's Internet age, everyone in the network has a voice, different individuals will form different conclusions about the same event, and all aspects of the interpretation of specific issues seem reasonable. In addition, some issues are controversial, and the discussion of relevant issues in all aspects is reasonable. It is difficult to form a direct judgment of right and wrong about the value orientation of relevant information. Whether the network information is correct or not, the diversified value orientation has caused the value confusion of the students. The most obvious manifestation is that students will change their attitudes at will on specific issues, and it is difficult to form a clear value conclusion.

4.2 Value perception is lost

The living environment of most students is relatively single, and their life experience is not rich enough. Under certain circumstances, students' psychological nature will maintain a relatively stable state. However, the network environment provides students with a more complex and diverse world than the real life. It is difficult for students to deal with their existing mental foundation and rationally judge all kinds of information in the network, so they get lost in value. At present, the problems of extravagance, materialization, deintellectualization, vulgarization, nihilization, hollowness, entertainment and bubbling displayed by students are all the concrete manifestations of lost values.

4.3 More deviation in value orientation

Firstly, the Internet makes students' value orientation more self-centered. Due to the lack of constraints in real life, individuals in the network are more inclined to personalized self-expression, while they pay less attention

to their own membership of a country or a nation. The expression in the network tends to be self-expression. Although individual interests must be discussed in the context of national development, individuals tend to set their value goals in specific areas of personal life, and so do students. Secondly, the network makes students' value orientation one-sided development. Social life is more complex, the value orientation of people have to fully take care of every aspect of social life, in practice, few students the experience of real life, its understanding of things is one-sided, although the network environment, expand the student's field of vision, but also easy for the students to network rendering of life as a real life, the value orientation of forming more one-sided. Finally, the Internet makes students' value orientation more utilitarian. The virtual feature of the network environment has resulted in a relatively free to the public have the opportunity to network, also more show the defect in the human nature in the network, when a variety of practical and utilitarian pursuit and filled with every corner in the network of speech, the students in the balance of unconsciously tilt towards materialistic, will make them pay more attention to the realization of the short-term goals, also pay more attention to the pursuit of material goals.

5. THE FUSION STRATEGY OF KNOWLEDGE IMPARTING AND VALUE LEADING

5.1 Expand the knowledge to broaden the students' value vision and facilitate their self-value positioning

The broader the individual's understanding of the world is, the broader his thinking about the world will be, and the more consistent the value conclusion will be with the real life. Due to the lack of accurate understanding of students' value background, it is difficult for them to conduct correct value positioning. Therefore, in order to make students more reasonable self-value positioning, the important issue is to broaden the value horizon of students. First, to introduce the universe, the world and other knowledge content. Due to the limitation of subject teaching, the knowledge teaching of many teachers is limited to the limited knowledge of the subject teaching materials, so that the scope of knowledge of students is often limited to the subject teaching materials. In order to make students' knowledge more extensive and

thorough, teachers need to introduce more universe and world knowledge into the classroom, so as to expand students' ideological horizon. Secondly, the formation of value orientation in relevant knowledge. To expand the content of knowledge to a more ambitious direction, one is to let students into a broader context, expand the thinking of students; The second is to form students' new value awareness through relevant knowledge. Therefore, when relevant knowledge is introduced, specific knowledge and value issues should be reasonably connected to form a value orientation in the knowledge content. Finally, put forward the question to guide the student value thinking. The important purpose of expanding knowledge is to broaden students' value vision and enable them to better conduct self-value positioning. Therefore, in the teaching of relevant contents, appropriate questions should be raised to trigger students' value thinking, make students re-examine and reflect on their own value issues, and help students to correct their value positioning.

5.2 The added value teaching deepens students' value cognition and accumulates its value understanding foundation

At present, due to students' lack of social experience and mental maturity, it is easy for them to follow others' words in the network, and it is difficult for them to recognize the right and wrong of relevant values due to their insufficient accumulation of value knowledge. Therefore, the knowledge teaching must increase the corresponding value teaching, deepen the student's value knowledge accumulation. First, explore the value of knowledge. There are many value-related contents in the existing knowledge content, but due to the constraints of teaching assessment and other factors, teachers tend to ignore part of the value-related teaching. Knowledge teaching takes the knowledge content as the main body, and the content related to value is not much. In addition, the neglect of teachers restricts the imparting of value knowledge to a great extent. Therefore, in the knowledge teaching, the most direct and convenient way for teachers to increase students' value knowledge is to emphasize the existing value content. Secondly, carry on the value extension on the existing knowledge content. Value is the core of culture, all knowledge is based on a certain value concept to elucidate, for this reason, teachers in the knowledge teaching can carry on the value extension

to the relevant knowledge, explore the value connotation, increase the value of students teaching content. Finally, add value to the knowledge content of the teaching. Due to the impact of various values on students in the current network environment, teachers need to appropriately add more value knowledge teaching. Therefore, in addition to developing the value knowledge in the original textbooks,

Some additional value-related knowledge needs to be organized. Sufficient knowledge reserve can enable students to understand the information related to various value orientations in the network more objectively and rationally, so that they can correctly understand the value orientation and make reasonable value choices.

5.3 Correct words and deeds to set an example of the value of students to help them truly feel the value

First, correct your own values. Values are the basic thoughts and views of individuals hidden in the depth of their thoughts. Consciousness dominates behaviors, and the behaviors of individuals are basically the concrete expression of values. Teachers' words and deeds in knowledge teaching are the manifestation of their values in the final analysis. In order to make their words and deeds more in line with the correct value requirements, teachers must correct their own values. This requires teachers to deeply study the core values, reflect on their own value concepts, find their own value deficiencies, and on this basis, change their own value understanding. Secondly, the practice of self-conscious value. In fact, due to the various burdens or pressures of behaviors, it is difficult for teachers to effectively implement their own value awareness in class, so that their behavior performance does not meet the value requirements. Therefore, teachers should not only strengthen the ideological construction, but also actively and consciously carry out value practice, so that their various speech ACTS in the classroom become the concrete implementation of scientific values. Finally, rationalize the classroom value expression. In knowledge teaching, teachers output information through speech, body movements and other ways, and students are the input of information, so the correct input of students to the teacher's information is directly related to the reasonable expression of the teacher's information. In order to make the teacher's words and deeds become the value model

of students, teachers need to rationalize the value expression in the classroom, so that students can receive and are willing to accept the value information.

5.4 With the help of value conflict, guide the students to think about value and make their conscious value discrimination

Different value orientations will be presented in a reasonable way as far as possible. A lot of information in the network has a certain degree of camouflage. When students cannot recognize the camouflage, they can easily identify the value orientation in the information. In order to make students deeply understand the value problem, teachers can guide students to think about and discriminate value with the help of value contradiction or conflict in knowledge teaching, so that students can deepen their understanding of value through value discrimination. First, value conflict. In the knowledge teaching, teachers will form some value views on specific issues, while students are easy to put forward some different views, and then form value conflicts. In order to make the value conflict in knowledge teaching become an opportunity for the guidance of students' value thoughts, teachers should pay attention to the relevant value conflict, not avoid problems, and guide students to conduct in-depth discussion on the problems. Secondly, guide students to value discrimination. The value dispute put forward by the students in the knowledge teaching is the result of their thinking under the specific value. For this reason, teachers can put forward a series of questions about the value of the point of view, so that students can explain or answer on the basis of a specific point of view. Finally, the root causes of value conflict are analyzed to find out the problem. After guiding students to distinguish and analyze value conflicts, teachers need to analyze the right and wrong reasons of their views, so that students can find the crux of the value of the problem. The effective treatment of value conflict in knowledge teaching enables students to go from superficial value understanding to active thinking on specific value problems, thus forming profound value experience and helping them to form correct value judgment thinking.

5.5 Create a value benchmark set up the student value ideal, form its lasting value pursuit

Only when individuals set their own value benchmark and take it as their development direction, can they continue their value belief and form lasting value pursuit

in the interference of various ideological trends. In knowledge teaching, teachers can help students set up value benchmark and create value ideal. First, define the value standard based on scientific values. The value ideal of students must be consistent with the mainstream value thought of the society in order to combine their own value development with the social value demand. Core values have different requirements from person to person, and the value standard of students' stage has certain particularity. For this reason, firstly, teachers should put forward the value standard of students' development based on scientific values and construct the general framework of students' value ideal. Secondly, specify the value standard. The value standard has the directive meaning to the individual development, the related value standard must combine with the real life, forms the concrete request, can form the guiding meaning to the student. Teachers need to express the corresponding value standard in the knowledge teaching so as to form the specific operational requirements and norms of students' behavior practice. Finally, explore the right image of value ideal. The role model has the exemplary leading role, the value ideal of the students needs to have the appropriate ideal image to present. In knowledge teaching, there are many stories of characters, and each character image corresponds to a certain value concept in fact. In teaching, teachers should find out the characters conforming to the above value standard and explain them in detail, so as to make them the value standard model for students. In fact, the explicit presentation of the specific character image clarifies the specific image of the value ideal for the students and makes the value ideal of the students more explicit.

6. EXPLORATION ON THE REFORM OF 'CURRICULUM THOUGHT AND POLITICS' IN THE COURSE TEACHING OF 'SUPPLY CHAIN MANAGEMENT'

6.1 The course features of supply chain management

'Supply chain management' is a core course of logistics management major. It mainly refers to the process of using the operation mode of the supply chain to achieve the lowest cost and maximum efficiency, and starting from the procurement to use the supply chain for management, so as to realize the requirements of customers. Shanghai

motor academy 'supply chain management' classes began to undergraduates in 2009, mainly covering professional including logistics management, international economy and trade, industrial engineering, marketing, financial management, quality management and other related management class and economy class professional, opened the course about 30 separate class a total of nearly 2000 teaching, teaching teachers mainly comes from logistics management major, is teaching this course main members of the team. Through years of teaching, the resources in the course materials, teaching courseware, teaching syllabus, teaching plan, teaching research and reform are relatively mature. The curriculum mainly supply chain management in university grade two or grade three, plays a role, which forms a connecting link between the preceding and therefore in the construction of courses, strengthening humanistic quality and scientific spirit, cultivate and the moral sense of the socialist core values, view of harmony, and subject osmosis in the classroom, internalization in the student's thought, finally externalization in their daily lives and concrete action, be to improve the quality of the curriculum construction of supply chain management priority.

6.2 Supply chain management contains ideological and political education

'Supply chain management' course construction and reform is not only to direct service for logistics management professional training objectives, and should reflect our school 'technical school, application for this' school characteristics, highlight the innovation consciousness, innovation spirit and innovation personality education requirements, professional spirit, the spirit of craftsman, cultivating enterprise spirit and responsibility consciousness.

In the course of teaching and educating students, we should correctly understand and deal with the relationship between professional skill training and all-round development. The all-round development of people refers to the all-round development of morality, intelligence, body and beauty, which is guided by virtue, attaches great importance to shaping students' world outlook, outlook on life and values, and cultivates cultural knowledge, sports spirit, aesthetic sentiment and sound personality, so as to lay a solid value foundation for students to grow up.

The core values of ideological and political construction of ‘supply chain management’ course can be condensed from the spirit of craftsman and the spirit of entrepreneurship. The ‘spirit of craftsman’ falls on the level of entrepreneur, which can be considered as the spirit of entrepreneurship, mainly including innovation, cooperation, dedication, persistence, integrity and excellence.

6.3 The reform goal of ‘curriculum thought and politics’ of supply chain management

The supply chain management by learning the course of learning, to master the basic theory of supply chain management, understand the current supply chain management at home and abroad the latest development trend and current situation, understand the basic technology and means of supply chain management, master the theory of supply chain management in areas such as purchasing, production, logistics and inventory control, master under the network environment to build platform for supply chain management theory knowledge, as well as the integrated use of these knowledge ability. To guide students to combine theory and practice, to understand supply chain management with new ideas and perspectives, to cultivate students’ innovation consciousness, and to cultivate their ability to combine theory and practice.

The current position of the course of the supply chain management, function and teaching purpose is based on the positioning of the formation of the professional knowledge and skills, the course of ideological concept has not come in good fusion, as a result, the construction of the supply chain management needs further strengthening

the positioning of the course and the teaching of the show of scientific spirit, humanistic feelings, moral education and value orientation of curriculum education idea. The construction of the curriculum needs to lead the students’ value pursuit, cultivate the students’ academic spirit, attract students to the avenue, inspire people to the great wisdom. From the knowledge system, values, career view and other aspects of the correct guidance, so that students strive to become a pillar, and then will guide students to establish a correct ideology, value orientation, spiritual outlook.

6.4 Ideological and political elements are integrated into the teaching objectives of the course

The supply chain management ‘course education’ first of all, from the perspective of the teaching target, teaching reform of traditional teaching goal must to give priority to with knowledge description, ability training is complementary set, in the education teaching reform, from the knowledge teaching, ability training goals and ideological education goal three aspects set, shape formation of knowledge, ability and value of the trinity of teaching target system. As shown in Table 1, the supply chain management, a section of the course teaching goal, the traditional teaching goal setting mainly knowledge teaching goal description, and then increase the ability of training target, rarely involved in political education target, in the supply chain management education ‘courses’ teaching reform in further education purpose, teaching goal system of knowledge teaching, ability training and education target education three aspects.

Table 1: sample table of knowledge teaching objectives, ability training objectives and ideological and political education objectives

Teaching section	Chapter I, section 4: supply chain management model and its characteristics
Knowledge teaching objectives	Through the teaching of this course, students are required to master the connotation and characteristics of supply chain, grasp the structural model of supply chain, understand the concept and connotation of supply chain management, and understand the strategic thinking of supply chain management.
Ability training objectives	Develop students’ ability to analyze and solve problems, supply chain planning and design.
Ideological and political education objectives	Train students to use materialist dialectics to think and solve supply chain problems; Cultivate the craftsman spirit of striving for perfection in the process of re-planning and design.

6.5 The content of the course attaches importance to the discipline development law and moral ethics

The teaching content of ‘course ideological and political education’ in supply chain management can carry out explicit ideological and political education from two main aspects: discipline development law and moral ethics.

On the one hand, supply chain management is a course in the field of logistics, and the development of the course is closely related to the development of the subject. The evolution history of the development of the discipline shows various academic controversies, which can make students feel the spirit temperament of scientists who dare to challenge, practice and innovate in the pursuit

of truth, and deeply understand the thoughts on human nature and the pursuit of values contained in the course.

In the supply chain management course teaching, on the other hand, always embodies the logistics professional ethics, should lead students to the correct understanding of ethical and professional values and learning, such as moral constraints in the process of purchasing and contract spirit, strives for perfection the spirit of production logistics, etc., in knowledge teaching is also the process of value delivery.

Of course, in addition to the dominant value delivery, the wider is the recessive ideological education process, in the case teaching in the supply chain management courses, from the case how to advocates the spirit of entrepreneurship, artisans, international vision, etc., in the process of teacher professor of spirit, values, outlook on life and world view are exerts a positive influence on students, set up the correct outlook on life, values and world view of the bridge.

6.6 The teaching method of the course should be changed according to the event, advance according to the time and new according to the situation

First of all, from the perspective of teaching mode, we should realize the transformation from 'teaching-centered' to 'learning-centered'. 'Supply chain management' education 'courses' teaching reform, focus on personality characteristics of students, for students' practical ideology and concern about the problem of, pay attention to both common sense knowledge and theory of interpretation of standardized, orderly, and pay attention to the vivid and appealing, ideological education more with students happy way of discourse and way of teaching. Of course, this requires teachers to have a high degree of ideological and political awareness, so in the process of teaching reform, we should focus on improving the value of the professional course teachers' awareness and penetration ability. The supply chain management education 'courses' teaching reform, first emphasizes the logistics professional teachers team to have the correct political orientation and a clear political savvy, for discussion of specific teaching content and teaching method, is mainly about how to naturally permeate in the supply chain management class value view, avoid derivative political theory, according to the different teaching content to take corresponding

penetration method. For example, in terms of professional ethics and ethics, observation, demonstration and experience methods can be used to demonstrate the professional ethics of logistics, and the requirements of logistics positions of different enterprises, so that students can personally feel the emotion and specific requirements of professional ethics. Belong to the major social problems in thinking, such as the State Council general office on the 'instructional advice on promoting innovation and application of the supply chain is an important policy information in the supply chain industry, can be used in a comparative method, reasoning, debates, etc., let the students face to face with supply chain development, correctly guide the students to think about the problem such as supply chain development and future career choice, guide students to correctly understand the relationship between logistics and social development, sets up the global overall situation the society, their own career choices and life planning and development of the motherland needs closely together, where the motherland needs us most underdeveloped, cultivate noble patriotic sentiment.

Secondly, from the perspective of teaching approach, the practice teaching of 'curriculum ideology and politics' in 'supply chain management' extends the curriculum from the classroom to the extracurricular to construct a new curriculum paradigm. The campus material environment and spiritual environment inside and outside the classroom are important 'hidden courses', especially the academic atmosphere, teacher-student relationship, non-verbal communication, school atmosphere, school culture and so on, which often and effectively affect the formation of students' outlook on life, values and career view. Teachers through the classroom interaction, answering questions after class, group discussion, online communication teaching method, teaching feedback and academic guidance to strengthen dialogue, exchanges and communication with students, the use of good class bully pulpit, with a good campus positions, with their own action to practice the socialist core values, with their own knowledge, experience, experience gives students a passion for the true, the socialist core values moistens everything silently infiltrate students hearts, into a daily behavior, enhance the students' ability of value judgment, value choice, value shaping ability, leading the healthy growth of students.

CONCLUSION

At present, Chinese colleges and universities are promoting ‘curriculum ideology and politics’, taking curriculum ideology and politics as an important measure to build the curriculum system of ideological and political education in colleges and universities, and the curriculum ideology and politics of specialized courses is an important part of this system. ‘Curriculum thought and politics’ is a working concept generated from the regional practice level in the process of promoting the comprehensive reform of moral education in Shanghai. At present, it is still in the exploration stage, which lacks both rigorous academic argumentation and complete system design system. From the perspective of the innovation of teaching mode, the important thought of curriculum ideology and politics is that, on the one hand, we should pay attention to the accumulation of knowledge in the dissemination of value and the guidance of theory, and on the other hand, we should pay attention to the emphasis on the dissemination of value and the guidance of theory in the dissemination of knowledge. The teaching of ‘supply chain management’ emphasizes the accumulation of knowledge in value guidance and the dissemination of knowledge. Through the teaching objectives, teaching contents, teaching methods and other aspects, from the explicit and implicit dimensions of the curriculum ideological and political practice and exploration.

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