



The Exploration of Engineering Cost Course Integrated with Ideological and Political Education ——Taking “Construction Engineering Measurement and Valuation” as An Example

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Abstracts: “Curriculum ideological and political” refers to the natural infiltration of some ideological and political elements in the teaching of professional courses, combined with the needs of industry and teaching. After integrating into the ideological and political education, we can point out the direction of engineering cost curriculum reform, enrich the curriculum content and improve the overall quality of the curriculum. Taking “construction engineering measurement and pricing” as an example, this paper mainly discusses the two aspects of “the main problems of the combination of engineering cost curriculum and ideological and political education” and “the reform path of engineering cost curriculum integrated with curriculum ideological and political education”. It hopes to take “curriculum ideological and political education” as the breakthrough point, convey new ideas, and further optimize the engineering cost curriculum system, so as to make the engineering cost curriculum close to students and the market, as well as the new era, to output a large number of high-quality talents for the society.

Keywords: Curriculum, Ideological and Political Education; Project Cost; Reform Path; Measurement and Valuation

At the present stage, when carrying out the teaching of construction engineering measurement and valuation, the problems that are lacking are: “lack of ideological and political content”, “single teaching method”, “insufficient assessment mode”, etc. In view of these problems, relevant teachers should actively seek solutions. “Curriculum ideological and political” stresses the importance of ideological politics, emphasizes the professional quality of “meticulous, excellence, discipline and law-abiding”, the good quality of “mutual help and mutual assistance, solidarity and friendship”, and the team cooperation ability of communication, coordination and collective service. In the process of implementing the ideological and political education of the course, the relevant teachers can stop in a hurry, have more in-depth thinking, and independently explore various deficiencies in teaching work, in order to seriously adjust the teaching content and teaching methods, scientifically reform the curriculum system of engineering cost, and cultivate students’ interest in the field of engineering cost.

1. The main problems of the combination of engineering cost course and ideological and political education

At present, the combination of engineering cost course and ideological and political education is facing many challenges. Taking “construction engineering measurement and valuation” as an example, it is shown in the following aspects:

1.1 Lack of Ideological and political content

From the perspective of teachers, their difficulties often lie in the “lack of content”. So, why is this problem? Specifically: first, the lack of student participation. When sorting out the relevant content of construction engineering measurement and valuation, some teachers are used to “work hard” and design the ideological and political content

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of the course with their own experience. Students are the focus in the classroom. If students do not actively create the ideological and political content of the course, the whole classroom will lose its vitality; Second, the lack of enterprise participation. About the ideological and political content of the course, enterprises can provide some very representative workplace cases. But in the actual teaching, some teachers ignore the enterprise value [1], and they think that the cases provided by enterprises are “dispensable”, missing very good ideological and political materials.

1.2 Single teaching method

If the experience of students is the same every time, it is difficult to arouse students’ interest. Specifically: on the one hand, a lot of preaching. When explaining the ideological and political knowledge related to construction engineering measurement and pricing, some teachers think that there is no better teaching method except theoretical preaching. Based on this, teachers will get used to preaching mode and reduce the interaction with students. In the classroom of “teachers speak and students listen”, students’ thinking is relatively “rigid”; On the other hand, it should be separated from informatization. In the face of various information conditions provided by the school, some teachers are “wait-and-see” and react slowly. If the ideological and political education related to construction engineering measurement and valuation is completely separated from informatization[2], the presentation form will be very single, and the students’ experience will be difficult to improve.

1.3 The assessment mode is insufficient

From the perspective of ideological and political analysis, the main problems of assessment mode are: on the one hand, the problems of assessment content. In the evaluation content of construction engineering measurement and valuation, there is a lack of some ideological and political questions. In other words, although teachers usually convey ideological and political knowledge, but the examination does not involve. This is a typical disconnection between “learning” and “testing”. Through such an assessment mode, it is difficult for schools to detect students’ real ideological and political level; On the other hand, there are some problems in the form of assessment. In the form of construction engineering measurement and valuation assessment, some schools only set up “written examination” [3]. There are many specific application scenarios of ideological and political integration into the knowledge of construction engineering measurement and pricing, which are related to the workplace and life. Schools can try other forms of assessment.

2. The reform path of engineering cost course integrated with ideological and political education

In view of the problems existing in the curriculum reform of engineering cost, relevant teachers should pay attention to them and actively optimize and innovate from these aspects

2.1 Establishing the case base of ideological and political education

In the course reform of engineering cost, how to create a rich ideological and political case base of construction engineering measurement and pricing? Specifically: first, students provide cases. In order to better enrich the ideological and political content of construction engineering measurement and valuation, relevant teachers should highlight the main role of students and encourage students to actively create ideological and political content. For example, we can guide students to search the ideological and political content around them, carry out “content editing”, “content innovation”, and realize “content sharing”. By integrating the ideological and political content searched by each student, the school can establish a rich “ideological and political case base”; Second, enterprises provide cases. In the process of integrating the ideological and political content of construction engineering measurement and pricing, teachers should not only mobilize students, but also pay attention to enterprises, so that enterprises can provide some high-quality workplace cases [4].

2.2 Innovative teaching methods

As for the extension of teaching methods, “autonomy” and “informatization” can be highlighted. Specifically speaking: on the one hand, we can encourage students to study independently. Starting from the ideological and political course, teachers should make students active and cultivate their ability to learn the knowledge of construction engineering measurement and valuation independently. For example, through group training operation, we should

establish the work style of mutual help, mutual learning, teamwork and dedication, and cultivate the “craftsman spirit” of dedication, lean, concentration and innovation. Or, we can take the “problem guidance mode” and throw out a specific question: what problems should be paid attention to before finding engineering data? And organize students to discuss freely. For another example, take the “multimedia teaching mode”, while playing the video related to construction engineering measurement and valuation, we guide students to think: what are the problems in the video? In such a learning mode, teachers focus on assistance, and students should take the lead in exploring, in order to actively solve all kinds of difficult problems encountered in learning, and turn difficulties into opportunities; On the other hand, actively try information teaching. With the help of information tools, ideological and political content can be presented intuitively. For example, playing “ideological and political cases of construction engineering measurement and valuation” on the multimedia, which integrates “graphics, situations and explanations”, and we can organize students to watch carefully and discuss with each other [5]. Compared with traditional teaching methods, the participation of information technology not only brings high efficiency, but also brings freshness and interest.

2.3 Improving the assessment mode

In view of the various deficiencies exposed in the assessment process, how to further optimize the assessment mode of construction engineering measurement and valuation? Specifically speaking: on the one hand, increase the ideological and political examination questions. The school can reset the content of construction engineering measurement and valuation assessment, moderately increase some open ideological and political questions, and do not limit the answers, so as to encourage students to express their true views. For example: as a practitioner in the field of construction engineering measurement and valuation in the new era, what professional qualities do you need to have? The process of completing the ideological and political examination questions is actually the process of thinking deeply and reviewing the ideological and political contents, which is conducive to improving students’ learning effectiveness; On the other hand, increase the form of assessment. When designing the evaluation form of construction engineering measurement and valuation, relevant teachers can plan some “situational Q & A assessment” around ideological and political knowledge and workplace market. For example, please analyze the unreasonable behavior in the above work situation from the perspective of ideological and political education. This form of assessment can inspire students’ thinking and guide them to apply ideological and political knowledge flexibly. Generally speaking, the reform of the evaluation mode of construction engineering measurement and valuation needs both teachers’ active cooperation and school level guidance [6].

3. Conclusion

In conclusion, in the teaching of measurement and pricing of construction engineering, “curriculum thinking and administration” is a practical and speculative teaching reform measure, which can play a good role in educating people. In order to better penetrate the curriculum thinking and politics, the relevant teachers should focus on the following: (1) establish the case base of Ideological and political affairs;(2) Innovation of teaching methods;(3) Improve the assessment mode. Besides, the relevant teachers should take “students” as the core, get close to them and encourage them, in order to give them ample space for thinking and practice, guide students to realize the significance of the combination of measurement and valuation of construction engineering and ideological and political affairs, thus forming a deep understanding and constantly improving their learning results in the measurement and pricing of construction projects.

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