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Research on the Specialized Teaching Reform of the "Situation and Policy" Course in Private Colleges and Universities: Based on the Special Topic of "Automobile Powerhouse"

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Abstract

In response to the specialized teaching reform of the "Situation and Policy" course in private colleges and universities, this study takes the "Automobile Powerhouse" topic as the core issue, delves deeply into the construction of its theoretical system, and strives to innovate teaching practices. Examining the current "Situation and Policy" course in private colleges and universities, it is found that the fragmentation of teaching content is quite prominent, and teaching methods are also rather stereotyped, with students' learning initiative yet to be fully stimulated. Therefore, this research has conceived a specialized transformation plan centered on the "Automobile Powerhouse" theme. The focus lies in building a systematic theoretical framework, breaking through existing teaching methods, and establishing a multi-dimensional assessment system. At the theoretical architecture level, the research integrates multiple knowledge dimensions such as the automotive industry's development, national strategic layout, and innovative technological engines, aiming to achieve a complete and richly connotative teaching framework. In terms of practical innovation, it plans various teaching paths including case studies, project research, and on-site investigations. Ultimately, the research results are evaluated through a set of multi-dimensional and differentiated assessment mechanisms, with the aim of perfecting the closely interlinked reform logic chain of "teaching, learning, assessment, and improvement". Through this reform, the quality and effectiveness of the course teaching are expected to be enhanced, thereby serving the overall goal of talent cultivation.

Keywords: Private Universities, Situation and Policy, curriculum reform, Automotive Powerhouse, pedagogical innovation

1. Introduction

As an important part of the ideological and political theory course in colleges and universities, the "Situation and Policy" course shoulders the task of helping students understand the policies and principles of the Party and the state. However, at present, the course of "Situation and Policy" in private colleges and universities is facing challenges, such as the combination of content and specialty is not close, the teaching method is relatively single, and students 'participation is not high. Looking at the data of the Ministry of Education in 2023, there are 789 private colleges and universities in China, with the number of students exceeding 9.94 million, accounting for 25.67% of the total scale of higher education. In this context, students in private colleges and universities are mostly trained with applied talents as the training target, and the necessity of characteristic ideological and political education guided by industrial demand is self-evident. [1]

In addition, today's Chinese automobile industry has become a key support for the national economy. In the past five years, its development has made significant breakthroughs, among which the production and sales of new energy vehicles have ranked first in the world for ten years. In 2024, the production and sales data reached 12.888 million and 12.866 million, respectively, and the market share increased to 40.9%. All of these have accelerated China's progress toward the goal of "automobile power". Under this macro background, it is urgent to explore the characteristic innovation path of the "situation and policy" course in private colleges and universities with the

theme of "automobile power", and build a set of teaching framework that not only conforms to the "rational" essence of ideological and political education, but also reflects the characteristics of private colleges and universities. It is also expected that with the help of such innovations, the pertinence, effectiveness and attraction of ideological and political education will be enhanced. The ultimate goal is to lay a foundation for the cultivation of applied talents with both national feelings and industrial perspectives.

2. The Strategic Positioning of the Characteristic Reform of "Situation and Policy" Course in Private Colleges and Universities

Strategic positioning is the "top-level design" of teaching reform. The characteristic reform of "Situation and Policy" course in private colleges and universities should not only respond to the national education reform call, reflect the political attribute of education, but also combine with the needs of applied talents training mode in private colleges and universities, and construct a characteristic teaching system that meets the requirements of talent training and is suitable for the scientific situation under the guidance of educational theory.

2.1 The Reform Direction of Applied Talents Training

In China's higher education system, private colleges and universities play an important role, especially in the cultivation of applied talents. The Ministry of Education pointed out in the Opinions on Promoting the High-quality Development of Modern Vocational Education issued in 2022 that private colleges and universities need to further clarify their own positioning and actively adapt to the demand for talents of national strategic emerging industries. As an important pillar of the national economy, the automobile industry has been developing rapidly in the direction of intellectualization, electrification and networking in the past five years. This trend of "three integration" makes the shortage of talents in related fields increasingly prominent. According to the "Manufacturing Talent Development Planning Guide" issued by the Ministry of Industry and Information Technology and other departments, by 2025, the total demand for talents in energy-saving and new energy vehicles in China is 1.2 million, and the talent gap is expected to be millions of people. In particular, compound talents with system thinking and strategic vision are more scarce.

The curriculum reform of "situation and Policy" in private colleges and universities needs to take the integration of production and education as the direction, combine the strategy of "automobile power", and create a curriculum system that combines professional knowledge with national strategy. The abstract policy theory should be transformed into specific industrial development cases, so that students can improve their strategic thinking and policy understanding ability in the process of learning professional knowledge. In this way, it can not only meet the requirements of industrial upgrading for compound talents, but also realize the close combination of ideological and political education and professional education.

2.2 Theoretical Basis of Automobile + Teaching System

Combined with the characteristics of the integration of production and education in private colleges and universities, the "Situation and policy" course should create the characteristic topic of "automobile power", and first form the systematic thinking and teaching system of "automobile +" under the perspective of ideological and political courses. The concretization theory and three-dimensional education idea form the theoretical cornerstone of the "automobile +" teaching system. Exploring cognitive psychology, it can be found that the reification theory aims to transform abstract concepts into tangible things that can be perceived, so as to improve the learning effect. Related studies have shown that the teaching model of combining abstract theory with practical cases can significantly improve students 'knowledge retention rate. "Vivid real problems and practical cases are helpful for students to deeply understand and master the classical theory behind". [2] Taking into account the advantages of the concrete theory, the "Car +" teaching system focuses on transforming the national strategy into industrial practice cases, making the content of ideological and political education more vivid and close to students' reality, thus promoting their understanding and internalization.

The concept of stereoscopic education focuses on the multidimensionality and hierarchy of knowledge construction, which aims to eliminate disciplinary barriers. The "Car +" teaching system reflects this interdisciplinary concept, and constructs a comprehensive and rigorous knowledge system by integrating multiple perspectives such as political economy, industrial ecology, and technology innovation theory. "In the face of students from different disciplines and professional backgrounds, the lack of interdisciplinary integration research makes it difficult to make the teaching rational and thorough convincing. [3] "Therefore, the advantage of this kind of teaching mode is that it not only extends the knowledge extension of the situation and policy course, but also deeps its theoretical depth. This has built a solid theoretical foundation for cultivating students 'compound thinking ability.

2.3 Significance and Challenges of Feature Reform

The characteristic construction of "Situation and Policy" course in private colleges and universities focuses on improving the timeliness and effectiveness of the course, which is of strategic significance for the implementation of the fundamental task of moral education. At present, students in private colleges and universities generally have a flat response to the traditional ideological and political education model. Based on the national development strategy and industrial upgrading needs, carrying out characteristic teaching reform may effectively stimulate their enthusiasm for learning. At the same time, some studies have shown that under the background of ideological and political construction of higher education courses, students 'participation in ideological and political classes has been significantly improved with the help of digital intelligence platforms and innovative teaching methods. The evaluation data of some colleges show that the increase in student participation can even reach 50%, especially in colleges carrying out characteristic transformation. Such reform is also regarded as one of the key measures to promote the collaborative progress of universities and industry. Taking the "automobile power" theme teaching unit as an example, its design closely meets the development needs of the automobile industry, and is committed to cultivating compound talents with both professional skills and policy literacy, optimizing the talent supply structure, and improving the adaptability of talent training and social needs. This is undoubtedly a breakthrough and innovation of the traditional talent training paradigm.

The importance of the characteristic reform for the development of the education system is beyond doubt, but in the actual implementation process, it still encounters multiple difficulties. The current situation of the teaching staff is one of the prominent problems. According to the special survey data in 2022, although more than 30% of university ideological and political teachers have cross-professional backgrounds and can carry out interdisciplinary integration teaching, the gap between the existing knowledge structure and the established teaching paradigm, and the insufficient health of the training mechanism also directly affect the further improvement of interdisciplinary teaching quality. At the same time, there is a structural contradiction between the ability reserve of teaching and research staff and the high-quality development goal of characteristic courses. Furthermore, the update and integration of teaching resources also constitute a key obstacle. Taking the automobile industry as an example, the interaction between industrial iterative upgrading and policy environment evolution requires that the teaching content system must be dynamically adjusted. How to realize the efficient integration and real-time iteration of teaching resources has become a practical challenge for the reform. The establishment of curriculum effect evaluation mechanism has also become a significant problem. How to accurately and reasonably evaluate the practical results of characteristic teaching still needs more in-depth exploration and systematic research in academia.

3. The Construction of the Characteristic Theory System of "Automobile Power"

The teaching theory system is the "structural pillar" of the teaching reform. Relying on the characteristic theory system of "automobile power", the course of "Situation and Policy" completes the reform of the traditional teaching theory system, which needs to form the core theoretical framework and specific teaching content of the characteristic theory system for innovation and integration.

3.1 Design of Core Theoretical Framework

The characteristic theory system of "automobile power" is a characteristic system besides the original content system of "Situation and Policy". Its core framework revolves around the internal logic of national strategy and industrial development, forming a theoretical map of eight strategic modules. The eight modules include: new energy vehicles and ecological civilization construction, automobile industry globalization and double cycle strategy, industrial transformation and upgrading and high-quality development, military-civilian integration and automobile technology innovation, cross-strait industrial coordination and national rejuvenation, energy revolution and new infrastructure construction, national brand culture construction and value dissemination, intelligent driving and improvement of people's quality of life. This framework shows the dynamic link between the automobile industry and the national modernization process, closely combining macro policies and micro practices.

The theoretical framework design adopts a hierarchical and progressive structure, which is divided into four levels: basic theory, policy interpretation, strategic analysis and frontier exploration. The theory of the eight modules was the foundation. Through the systematic construction, the determination of teaching content was also helpful for teachers to complete the early teaching preparation. The systematic construction also helps to solve the problems of scattered teaching content and teachers 'lack of cross-professional teaching ability. Based on the basic knowledge of the eight theoretical modules, combined with current events, targeted adjustment of content, and supplement the latest guidelines and policies. While updating the teaching content, help students sort out a clear policy context, so as to fully understand the policy direction. Finally, students were guided to understand the

national strategy and explore the frontier of the industry on the basis of rich theories and policies, which was helpful to realize the education goal of the "Situation and Policy" course.

3.2 Relevance and Systematicness of the Course Content

The theoretical system of "automobile power" is divided into eight modules, rich in content but easy to disperse. In order to strengthen the internal relevance of the theory, this paper constructs a complete theoretical chain from three theoretical dimensions, taking "automobile +" as the main line, from the study of industrial laws, to the deduction of policy decisions, and then to the interpretation of strategic values. The content of the eight modules has a relatively clear internal theoretical logic. Taking the topic of new energy vehicles as an example, this paper first analyzes the internal logic of technology route selection from the development law of the automobile industry, then interprets the decision-making process of the state in terms of subsidy policy and infrastructure construction, and finally explains the strategic significance of the development of new energy vehicles to realize the "double carbon" goal.

The integrity of the systematic knowledge structure will directly affect the quality of teaching. The double spiral structure model can achieve curriculum balance through the interaction between theoretical framework and practical elements, which is helpful to the improvement of curriculum systematization. The traditional "Situation and Policy" course has long focused on the core ideas such as Marxist theoretical system, and given attention to the process of socialist construction and the tracking and analysis of global hot events. It is necessary to grasp the matching relationship between stability knowledge and timeliness information in the teaching process, and to combine "relatively stable static content with changing dynamic content"[4] As a typical dynamic teaching unit, the special design of "Automobile Power Country" must strengthen the function of political guidance while highlighting the industrial characteristics. The course content is divided into the basic theory section and the frontier dynamic section according to the proportion of forty-six. The former focuses on building the policy analysis framework and basic theory system of the automobile industry, and the latter focuses on the frontier topics of technological innovation and system evolution. For example, cases such as the iterative path of intelligent driving regulations and the research and development breakthrough of car rule-level chips can become fresh materials for analyzing the national strategic layout. According to the statistics of the Ministry of Industry and Information Technology in June 2024, the market penetration rate of new energy vehicles has reached 31.6% and the number of vehicles has exceeded 24.7 million. Such real-time industry data can be directly transformed into teaching resources, forming a teaching closed loop of mutual proof between theory and practice. Through structural coupling, the stable knowledge framework and the flowing practical materials not only maintain the nature of the discipline but also activate the momentum of innovation.

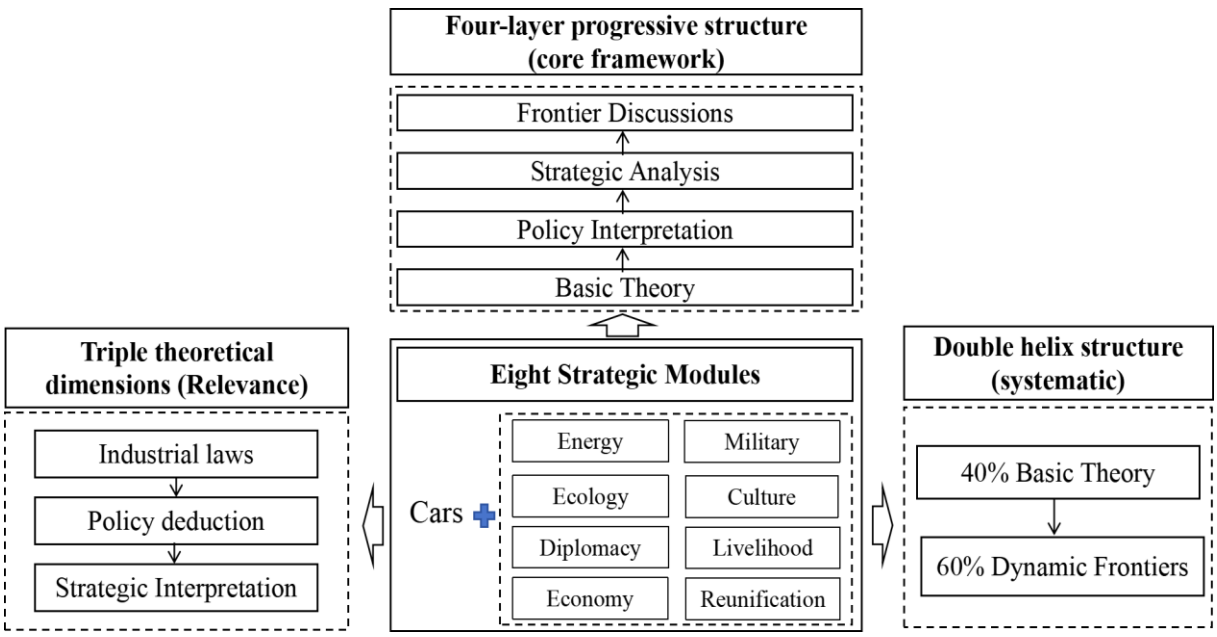

Figure 1. Framework diagram of theoretical system of special topic of "Automobile Power"

3.3 Innovation Points and Values of the Theoretical System

The innovation of the theoretical system of "automobile power" is reflected in the deep integration of strategy and practice. Traditional ideological and political education focuses on policy advocacy and lacks empirical support. This system takes the automobile industry as the research object and concrefies the national strategy into perceived teaching materials. For example, in the teaching, BYD's overseas expansion path is taken as the entry point, combined with the strategic planning of the enterprise decision-making level and the national and regional cooperation policy, students observe the implementation logic of the macro policy in the industrial reform.

The formation of interdisciplinary knowledge framework also broke through the boundaries of traditional education. Political game theory, supply chain economics, industrial design principles and brand communication strategy formed an organic integration in the course. For example, the supply of battery materials for new energy vehicles covers not only the geopolitical analysis of the competition for lithium resources in Africa, but also the discussion of the international commodity pricing mechanism, and the prediction of the industrial chain reconstruction caused by the breakthrough of solid-state battery technology.

The dynamic content iteration mechanism has become another core feature of the system. "The course of 'Situation and Policy' is different from other ideological and political theory courses, which requires timely update and rapid response in teaching content"[5] A direct information connection channel was established through the industrial database and policy research institutions, and the course content was updated quarterly. Intelligent made cars, for example, the adjustment of the data security regulations, new issues, such as hydrogen energy subsidies policy revision were timely into the category of teaching, the agile update model not only meet the requirements of "situation and policy" teaching, and also for private colleges policy class course construction provides the practical samples.

4. The Innovation of Multi-Dimensional Teaching Practice System

The teaching practice system is the "action grasp" of teaching reform. This research through the teaching methods, teaching mode, teaching practice, to innovate the teaching evaluation, a stereoscopic multi-dimensional teaching practice system, promoted the lesson "situation and policy" characteristic teaching reform of practical implementation.

4.1 Design of Modular Teaching Thematic Clusters

One of the core innovation points of this curriculum reform is the design of modular teaching thematic cluster, which integrates eight core knowledge units around the strategic concept of "automobile power" to form a multi-dimensional and three-dimensional teaching framework. For example, in the iteration unit of environmental protection technology, the impact effect of the policy of banning fuel vehicles on the domestic new energy industry is deeply analyzed, and the internal logic of industrial policy and national governance is explored combined with the theoretical framework of ecological civilization. In the research unit in the field of intelligent driving technology standards, the practical path of local enterprises to break through the patent barrier is analyzed. Through the case of BYD power battery technology evolution and Great Wall intelligent chassis research and development, it is explained how Chinese automobile enterprises realize the paradigm transformation from technology introduction to standard output.

At the same time, the teaching content is updated in time with the latest current events. For example, the global chip shortage event triggers the teaching reconstruction of supply chain security issues, and the scenario reoccurrence method is used in the policy simulation link to analyze the risk prevention and control mechanism of the industrial chain, so that learners can examine the strategic depth of the industrial layout from the perspective of national security. Production and sales data released by the China Association of Automobile Manufacturers show that domestic automobile production exceeded the 27 million mark in 2022, and the market volume ranked first in the world for 14 consecutive years. The statistical indicators were dynamically embedded in the teaching case base, a real-time interactive system between theoretical framework and industrial practice was constructed, and a teaching mode of strategic orientation and industry dynamic dual-axis driving was formed, which significantly improved the accuracy and timeliness value of knowledge transmission

4.2 The Innovation of the Teaching Model of Production and Teaching Integration

The industry-education integration teaching model realizes the transformation from theoretical cognition to practical application by reconstructing teaching scenarios and ability training system. Some scholars put forward that "we should combine the classroom and the classroom, one as the main channel, one as the main position, and explore flexible and diverse teaching methods." [6] Classroom teaching as the core channel needs to form a complementary mechanism with extracurricular practice. In the curriculum, we should break through the

traditional space limitation, and integrate multiple scenes such as factory training and strategic sand table simulation. A collaborative education mechanism has been established with more than 20 car companies such as Geely and Dongfeng, and students have been organized to go deep into the production line to complete cognitive verification and knowledge internalization every semester, forming a two-way empowering pattern of production and teaching.

The curriculum ability training system takes case analysis as the starting point, and designs four-step progressive modules of cognitive construction, quantitative analysis, strategy design and value speculation. In the special topic of new energy vehicle industry ecology, participants analyzed the cases of Tesla, NIO and other enterprises to form an industrial cognitive framework, established a market prediction model by using industry data, designed strategic plans in line with regional characteristics, and finally completed the value assessment through multi-agent interest game simulation. Through the complete link of deconstruction-modeling-decision-debate, this training mode systematically improved learners' strategic thinking and problem-solving ability.

4.3 Quality Assurance and Effectiveness Evaluation Mechanism

The continuous optimization of curriculum reform needs to rely on the quality assurance and effectiveness evaluation mechanism. This study established a dynamic teaching resources construction system, which relied on the characteristics of the school to obtain relevant teaching resources. At the same time, it contacted with the Automotive Industry Research Center of the Ministry of Industry and Information Technology, China Association of Automobile Manufacturers and other institutions to obtain industry data and realize the real-time update of curriculum content. Through "building a multi-form and information-rich media Internet 'resource library' [7] For example, the panoramic digital twin system of the automobile industry shows the industrial chain relationship in a visual way by using MR Technology, which can help students understand the complex industrial ecology more clearly while providing a good learning experience.

The goal of the course is to ensure the quality of teaching, so a multi-dimensional evaluation system has been set up, and its consideration criteria cover theoretical understanding depth, strategic analysis ability, policy insight and value judgment. The weight proportion of each dimension is 30%, and the weight proportion of theoretical depth and strategic analysis ability is 30%, and policy insight and value judgment is 20%. In order to optimize the teaching content and teaching method, this course draws on the Delphi method, and the feedback of industry experts, teaching team and student representatives will be collected regularly. This feedback mechanism aims to ensure that the course content is always close to the forefront of the industry, and the ultimate goal is to improve the quality of teaching.

4.4 Features and Advantages of the Practice System

The dual characteristics of the practice system of this course are reflected in the following aspects: the first is the integration paradigm of "Trinity" teaching, which aims to integrate theory, practice and innovation; The other focuses on the construction of a "four-in-one" teaching staff. In terms of teaching integration, the college strives to build a complete set of learning processes, through thematic system teaching, in-depth grass-roots field research, superposition innovation project driven. For example, in the innovation module of "Automotive Industry strategy sand table Exercise", students are exposed to the simulated international competition and cooperation environment, and need to carefully formulate the development strategy of the automobile industry. This is undoubtedly a double experience for their macro strategic thinking and policy interpretation ability, and their policy acuity and strategic judgment power will also be improved.

At the level of teaching staff construction, university teachers, industry experts, government officials and business leaders form a "four-in-one" diversified teaching team. Every semester, at least two experts in the field of automobile industry are invited to attend the class or give special lectures. The teaching content is based on frontier and practicality. The multi-dimensional teaching structure aims to provide students with a richer learning perspective, and the depth and breadth of teaching can also be improved. Multi-dimensional and multi-level innovation measures will eventually form a teaching practice system characterized by "automobile power".

5. Conclusion

Based on the characteristic reform of the course "Situation and Policy" in private colleges and universities, this study selects the topic of "Automobile power" as the breakthrough point, and constructs a systematic theoretical framework and a multi-dimensional teaching practice system. Through the close integration of national strategy and industrial development, the use of modular thematic design, the innovation of teaching mode of integration of production and education, and diversified quality evaluation mechanism, the teaching quality and educational effect of ideological and political courses in private colleges and universities can be significantly improved. At the

theoretical level, the theoretical resources of multiple disciplines such as political economy and industrial ecology were studied and integrated to form a systematic strategic interpretation framework. At the practical level, we focus on creating a "three-in-one" teaching scene, and construct a "four-dimensional" ability progress path, in order to effectively improve students 'policy interpretation level, and then cultivate strategic thinking. All these points to the in-depth development of ideological and political curriculum reform, and intends to optimize the quality of applied talents training. The direction of future teaching research may focus on the differences of students 'professional backgrounds, and further explore personalized teaching strategies. The integration of digital technology into ideological and political courses is also an integral part of the problem, and in-depth exploration of its application mode will help to promote the deep coupling of ideological and political courses and professional education. The ultimate goal is to serve the training of high-quality applied talents and help the implementation of national strategies.

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