

Research on the Problems and Countermeasures of Modern Postgraduate Curriculum Construction

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Abstract:

As the highest level of higher education, the quality of postgraduate curriculum construction is directly related to the realization of postgraduate training objectives. This paper analyzes the problems existing in postgraduate curriculum construction from three aspects: curriculum setting, teaching methods, and faculty, and puts forward corresponding countermeasures and suggestions, which is expected to comprehensively improve the quality of postgraduate curriculum construction, promote the connotative development of postgraduate education, and provide reference and guidance for the practice of postgraduate curriculum construction, which has important theoretical significance and practical value.

Keywords: postgraduate education; curriculum construction; problems; countermeasures

I. Introduction

“The large postgraduate education system and complex multi-level, multi-departmental, and diversified management not only need institutional guarantees, but also need highly efficient and high-energy management organizations.”[1] Postgraduate education shoulders the important task of cultivating high-level innovative talents, and curriculum construction is the foundation and key link of postgraduate education. However, there are still some problems that need to be solved urgently in the curriculum construction of postgraduate education in China, which affects the improvement of postgraduate training quality. Therefore, it is of great significance to deeply analyze the problems existing in postgraduate curriculum construction and explore effective countermeasures to promote the reform and development of postgraduate education.

II. Problems in Postgraduate Curriculum Setting

Postgraduate curriculum setting is a key factor in the quality of postgraduate education, which directly affects the training level and innovation ability of postgraduates. Colleges and universities should deeply analyze the problems existing in postgraduate curriculum setting, continuously optimize the curriculum system, innovate the curriculum content, improve the curriculum quality, and provide strong support for cultivating high-level innovative talents. At present, "the structural layout of postgraduate education curriculum is not strong, the number and quality of core courses are not equal, and teachers participate in the curriculum construction." [2]

There are problems such as insufficient enthusiasm

1. The curriculum setting is disconnected from the postgraduate training objectives

The setting of postgraduate courses should be guided by the training objectives, and the course content should be designed according to the characteristics of disciplines and specialties and the positioning of talent training. The lack of coherence and complementarity between courses leads to difficulties for students to form a complete knowledge system in the learning process. In addition, the course arrangement may be too arbitrary and does not fully consider the characteristics of the discipline and the needs of students, but at present, the postgraduate curriculum setting of some colleges and universities is disconnected from the training objectives, and there are the following problems:

1.1 The course content is outdated and lacks cutting-edge and innovative features

Some postgraduate course content is updated slowly and fails to absorb cutting-edge knowledge and research results of the discipline in a timely manner, making it difficult to meet the needs of cultivating postgraduates' innovative ability. Some courses have been using old syllabuses and textbooks for a long time and have not reflected the frontiers and latest research results of the discipline in a timely manner. Such a curriculum setting not only fails to stimulate students' interest in learning, but may also affect the cultivation of their academic vision and innovative ability.

1.2 The curriculum system lacks systematicness and logic

The postgraduate curriculum system should be systematic and logical, and there should be clear connections and progressive relationships between courses. However, some colleges and universities lack overall planning in postgraduate curriculum setting, and the correlation between courses is not strong, making it difficult to form a complete knowledge system. Some courses still adopt traditional teaching methods, lacking interaction and practical links, which makes it difficult for students to deeply understand and apply the knowledge they have learned. At the same time, some courses may pay too much attention to the teaching of theoretical knowledge while ignoring the cultivation of students' practical research abilities. "In reality, in the specific teaching of postgraduate courses in economics and management, due to the lack of unified teaching materials for postgraduate professional courses in economics and management, teachers mainly teach relevant research content in economics and management through self-selected cases." [3]

2. The structure of the curriculum system is unreasonable

The postgraduate curriculum system should include various types such as general education courses, professional basic courses, professional courses, and practical courses, and make reasonable allocation among different types of courses. In modern scientific research, interdisciplinary research has become a trend. However, some postgraduate curriculum settings are too narrow and lack interdisciplinary perspectives and thinking training, which is not conducive to cultivating students' comprehensive ability and innovative spirit. However, at present, the structure of the postgraduate curriculum system is not quite reasonable, which is mainly manifested in:

2.1 The proportion of general education courses and professional courses is unbalanced

General education courses aim to broaden students' knowledge and cultivate their comprehensive qualities, while professional courses focus on in-depth learning in disciplinary fields and cultivate students' professional qualities and research abilities. However, in actual curriculum settings, there are often situations where the proportions of the two are unbalanced, which may have a negative impact on the

overall development of students. If the proportion of general education courses is too low, students may lack sufficient opportunities to be exposed to knowledge and culture in different fields, leading to a narrow vision and difficulty in forming a comprehensive knowledge system. At the same time, excessive emphasis on the study of professional courses may also cause students to fall into the limitations of professional fields and lack interdisciplinary thinking and innovative ability. On the contrary, if the proportion of general education courses is too high, it may squeeze the study time of students' professional courses, leading to students' insufficient mastery of professional knowledge and difficulty in meeting the training requirements of postgraduates. In addition, too much study of general education courses may also make students feel increased pressure and affect their learning effect and interest.

2.2 Insufficient proportion of practical courses

Practical courses are an important link to cultivate postgraduates' practical ability and innovative ability, but the proportion of practical courses in the postgraduate curriculum setting of some colleges and universities is low. Some colleges and universities may pay too much attention to theoretical teaching while ignoring the importance of practical teaching. This leads to a relatively small number of practical courses and class hours in the curriculum setting. Secondly, some colleges and universities may lack sufficient practical teaching resources and conditions, such as laboratory equipment and practice bases, which also limits the offering and implementation of practical courses. In addition, some teachers may lack experience and ability in practical teaching and have difficulty effectively guiding students' practical activities.

3. Insufficient elective course offerings

Elective courses can meet the needs of individualized development of postgraduates and are an important way to cultivate postgraduates' autonomous learning ability and exploring spirit. If the setting of elective courses is insufficient, students may not be able to fully meet their own academic interests and development needs, thus affecting their learning effect and future career development. Some colleges and universities may pay too much attention to the setting of compulsory courses while ignoring the importance of elective courses, leading to limited types and numbers of elective courses. Some colleges and universities may lack sufficient teachers and resources to offer more elective courses, which also limits the scope and quality of elective course offerings. In addition, some teachers may be more inclined to offer compulsory courses, because the teaching content and requirements of compulsory courses are relatively fixed, while elective courses require more innovation and exploration. On the one hand, some colleges and universities have a small number of elective courses for postgraduates, which makes it difficult to meet the diverse learning needs of postgraduates. On the other hand, some colleges and universities have relatively single content of elective courses for postgraduates, which mainly focus on their own professional fields and lack courses in interdisciplinary and cutting-edge fields, which is not conducive to the expansion of postgraduates' knowledge structure and the cultivation of their innovative ability.

III. Problems in Postgraduate Teaching Methods

The selection and application of postgraduate teaching methods directly affect the quality of postgraduate training and the improvement of innovation ability. "Postgraduate education emphasizes strong research and innovation capabilities, presenting distinctive features such as systematicness, cutting-edge, research-

oriented, and challenging in teaching, with more flexible application of teaching models and methods." [4] Universities should deeply analyze the problems existing in postgraduate teaching methods, constantly update teaching concepts, improve teaching methods, innovate teaching means, strengthen practical teaching links, and promote the in-depth development of postgraduate education and teaching reform.

1. Single teaching method, lack of interaction and exploration

The traditional postgraduate teaching method is mainly based on teacher lecturing, with students passively accepting knowledge, lacking opportunities for teacher-student interaction and student exploration. This "cramming" teaching model is difficult to mobilize the learning initiative and enthusiasm of postgraduate students, which is not conducive to the cultivation of innovative thinking and practical ability.

1.1 Classroom teaching is mainly based on teacher lecturing

Some teachers still follow the undergraduate teaching method, focusing on knowledge transfer and ignoring the cultivation of postgraduate students' independent thinking and innovation ability. At present, postgraduate teaching in many universities still remains in the traditional knowledge-transfer model, with teachers often adopting "full-house irrigation" or "one-voice classroom" methods for teaching, neglecting the cultivation of postgraduate students' autonomous learning and innovation abilities. At the same time, the guidance methods of supervisors also appear to be relatively extensive, with the "free-range" guidance of postgraduate students being more common, lacking targeted guidance and feedback.

1.2 Lack of exploratory and heuristic teaching

Exploratory teaching emphasizes the process of students' independent discovery, analysis, and problem-solving under the guidance of teachers, cultivating students' exploratory ability and innovative thinking. However, in postgraduate courses, due to various reasons such as the limitation of teaching resources and the traditional teaching methods of teachers, exploratory teaching is often not fully applied. Similarly, heuristic teaching is also a teaching method that needs attention in postgraduate teaching. Heuristic teaching focuses on stimulating students' thinking activities and cultivating their autonomous learning and innovation abilities through guiding students to actively think and explore. However, in actual teaching, due to some teachers still adopting traditional lecturing methods and lacking inspiration and guidance for students' thinking, postgraduate courses lack elements of heuristic teaching.

2. Backward teaching means, low level of information-based teaching

With the rapid development of information technology, modern education and teaching methods are changing with each passing day. "The rapid development and innovation of digital technology has given new impetus to professional degree postgraduate education and provided new opportunities. The empowerment of digital technology, the empowerment of inherent development needs, and the boost of national policies have promoted the digital transformation of professional degree postgraduate education." [5] However, some postgraduate teaching still relies mainly on traditional means such as blackboards and textbooks, lacking the application of information-based teaching means such as multimedia and online platforms, making it difficult to meet the diverse and personalized learning needs of postgraduate students.

2.1 Insufficient utilization of multimedia teaching resources

Multimedia teaching resources can provide rich and intuitive learning materials for postgraduate students, but some teachers have insufficient utilization of multimedia teaching resources, with simple multimedia courseware production lacking interactivity and pertinence. Many universities' postgraduate teaching still remains in the traditional lecturing mode, with teachers mainly relying on blackboards and textbooks for

knowledge transfer, lacking the application of modern teaching means such as multimedia and networks. This not only limits the richness and diversity of teaching content but also affects the improvement of teaching effectiveness.

2.2 Limited application of online teaching platforms

Online teaching platforms can realize the sharing of teaching resources and the convenience of teacher-student interaction, but some universities' postgraduate online teaching platform construction lags behind, with single functions, making it difficult to play its important role in teaching. The construction and maintenance of postgraduate online teaching platforms require a large amount of human and material resources. Some universities may be unable to establish a complete online teaching platform due to lack of funds or technical limitations, thus limiting its application in teaching.

IV. Problems in the Development of Graduate Supervisor Faculty

The improvement of graduate education quality is inseparable from the construction of a high-level supervisor faculty. However, there are still many problems in the current development of graduate supervisor faculty, which restrict the connotative development of graduate education. Only by continuously strengthening the development of graduate supervisor faculty, improving the overall quality and teaching level of the supervisor team, can we provide strong support for the high-quality development of graduate education and a solid talent foundation for the implementation of the national innovation-driven development strategy.

1. The structure of the supervisor faculty needs to be optimized

A reasonable structure of the supervisor faculty is an important guarantee for the high-quality development of graduate education. At present, there are the following problems in the structure of graduate supervisor faculty:

1.1 Low proportion of high-level talents

High-level talents are the leading force of graduate education, but the proportion of high-level talents among graduate supervisors in some universities is low, especially the proportion of national-level talents and overseas returnees is not high. In some universities, the proportion of senior titles in the graduate supervisor team is low, lacking senior supervisors with high-level research achievements and rich teaching experience. This affects the overall level and quality of graduate education to a certain extent.

1.2 Low proportion of young teachers

Young teachers are the fresh force for the development of graduate education, but the proportion of young teachers in the graduate supervisor team of some universities is low, and there is a trend of aging in the supervisor team. The graduate supervisor team in some universities may be too young or too old. Although young supervisors are energetic and innovative, they may lack rich teaching and research experience; while old supervisors are experienced, they may face physical and mental challenges and find it difficult to adapt to high-intensity teaching and research work. This unreasonable age structure may lead to unbalanced discipline development and talent gaps.

1.3 Single academic structure

The academic background of supervisors affects their academic vision and innovation ability, but the academic structure of graduate supervisors in some universities is relatively single, and the proportion of supervisors graduating from the same university is too high, lacking supervisors with diverse academic backgrounds. A reasonable academic structure can promote academic exchange and innovation, but if

most of the supervisors in the team come from the same school or research field, it may lead to limited academic vision and singularity of research direction.

2. Teaching ability needs to be strengthened

The teaching ability of graduate supervisors directly affects the quality of graduate training. They not only need to have profound academic attainments but also master effective teaching methods and skills to help students grow and develop better. However, at present, there are still some deficiencies in the teaching ability of some supervisors. On the one hand, the teaching concept is lagging behind. Some graduate supervisors have outdated teaching concepts, emphasizing research over teaching, which leads to insufficient teaching investment and affects the teaching quality. They have not regarded teaching and educating people as their primary responsibility. On the other hand, teaching methods are single. Graduate education should adopt diversified teaching methods such as heuristic and exploratory methods, but some supervisors still follow the traditional "cramming" teaching method. Their information-based teaching ability is insufficient, and they have not fully utilized information technology to optimize the teaching process, lacking interaction and guidance with graduate students. It is difficult to stimulate students' learning interest and potential. There are also some supervisors who have problems such as poor communication and lack of detailed guidance in guiding students, which affects students' academic progress and growth. "By analyzing the parent-child type, master-apprentice type, romantic type, utilitarian type, academic type, and indifferent type of supervisor-student relationships to explore the phenomena of anomie and alienation, and expounding the value and significance of the instructive type, collaborative type, and peer type of supervisor-student relationships in promoting the connotative development of graduate education." [6]

3. The evaluation and incentive mechanism needs to be improved

A scientific evaluation and incentive mechanism is an important guarantee for promoting the construction of graduate supervisor team, but there are still some problems in the current evaluation and incentive mechanism for graduate supervisors.

3.1 Evaluation indicators emphasize research over teaching

The evaluation index system of graduate supervisors in some universities is biased towards research. The current evaluation mechanism often overemphasizes research output, such as the number of published papers and project funding, while ignoring teaching quality and the ability to guide students. This evaluation method may lead supervisors to overly pursue research output while neglecting the actual guidance and training of graduate students, with insufficient assessment of teaching quality and education effectiveness. Students are the direct beneficiaries of supervisors' work, and their evaluation and feedback are of great significance to improve the supervisor evaluation mechanism.

3.2 Single incentive measures

The teaching enthusiasm and innovation of graduate supervisors require diversified incentive measures, but some universities have relatively single incentive means for supervisors, mainly relying on material rewards, lacking spiritual incentives and development opportunity incentives. Some universities have a relatively closed evaluation process, lacking open and transparent evaluation standards and procedures. This may lead to doubts about the fairness and objectivity of the evaluation results. In addition, it is necessary to strengthen the evaluation of supervisors' ethics and style. Ethics and style are an indispensable

part of supervisor evaluation, which relates to supervisors' academic ethics, professional conduct, and their words and deeds to students.

V. Strategies for Optimizing Postgraduate Course Construction

Postgraduate course construction is a systematic project that requires systematic advancement in optimizing curriculum design, innovating teaching methods, strengthening faculty development, improving course evaluation and feedback mechanisms, and so on. Only by continuously deepening postgraduate curriculum reform and improving the quality of course teaching can we provide better support and guarantee for the all-round development of postgraduate students. This is the only way to better serve the cultivation of innovative talents and provide intellectual support for national development and social progress.

1. Optimize Curriculum Design

A scientific and reasonable curriculum design is an important guarantee for achieving the goal of postgraduate training. Optimizing postgraduate curriculum design needs to start from the following two aspects: On the one hand, strengthen the connection between curriculum design and training objectives. Postgraduate curriculum design should closely revolve around the training objectives, and set corresponding course modules and content according to the characteristics of different disciplines and specialties and the positioning of talent training. The content of postgraduate courses should closely follow the frontiers of discipline development and timely absorb and integrate the latest research results and technical methods. At the same time, it is necessary to strengthen the foresight and cross-cutting nature of the course content to promote the integration and innovation of knowledge from different disciplines. It is also important to pay attention to the practicality of the courses so that students can apply what they have learned to practical problems. On the other hand, optimize the curriculum structure. The postgraduate curriculum structure should balance basic theory and cutting-edge knowledge, general education and professional education, theoretical teaching and practical teaching. The proportion of cutting-edge disciplinary courses, interdisciplinary courses and practical courses can be appropriately increased. Strengthen the systematic and overall planning of curriculum design to ensure the coherence and complementarity between courses; update course content in a timely manner to reflect disciplinary frontiers and the latest research results; adopt diversified teaching methods to strengthen interaction and practical links; at the same time, pay attention to the setup of interdisciplinary courses to cultivate students' comprehensive ability and innovative spirit. Through the implementation of these measures, the quality and effectiveness of postgraduate courses can be effectively improved. "Under the existing network conditions, realizing the mutual recognition of MOOC resources between joint training schools, so that jointly trained postgraduate students can access the course resources of both schools at the same time, is no longer a technical problem." [7]

2. Innovate Teaching Methods

The selection and application of teaching methods directly affect the learning effect and innovation ability training of postgraduate students. Postgraduate education should adopt flexible and diverse teaching methods, such as case teaching and project-driven teaching, to stimulate students' learning interest and enthusiasm. In terms of assessment, in addition to traditional exams and thesis writing, practical reports, research reports and other forms can be introduced to evaluate students' abilities and qualities more comprehensively. Innovating postgraduate teaching methods can start from the following aspects: First,

postgraduate teaching should highlight the students' dominant position and adopt heuristic and discussion-based teaching methods to stimulate students' desire for knowledge and creativity. Teachers should make full use of case analysis, topic discussions and other methods to guide postgraduates to engage in in-depth thinking and interactive communication. Second, strengthen the use of information-based teaching means. Postgraduate teaching should make full use of information technology to innovate teaching models and learning methods. Teachers can use online teaching platforms, virtual simulation experiments and other means to provide postgraduates with rich learning resources and practical opportunities. Finally, strengthen practical teaching links. Postgraduate education should pay attention to the combination of theory and practice, and strengthen the design and implementation of practical teaching links. Various forms such as research projects, internships, case analysis, etc. can be used to train postgraduates' practical and innovative abilities. "Integrating innovation awareness cultivation and innovation ability improvement throughout the entire process of postgraduate training, formulating differentiated training plans and curriculum settings in terms of curriculum system setup, classifying and constructing high-level textbooks to provide a solid theoretical foundation for the classified cultivation of innovative talents." [8]

3. Strengthen Faculty Development

A high-level postgraduate faculty is the key force for curriculum construction and teaching reform. Strengthening the development of postgraduate faculty needs to start from the following two aspects: On the one hand, optimize the structure of the teaching staff. The postgraduate faculty should achieve a reasonable mix of full-time and part-time, educational background, and age structure. It can actively introduce high-level outstanding talents to inject new vitality and innovation into the faculty. At the same time, carry out teacher training programs to improve teachers' professional quality and teaching ability, and ensure that they have the ability and quality to cultivate postgraduate students. On the other hand, strengthen the cultivation of teachers' teaching ability. Postgraduate education should pay attention to the improvement of teachers' teaching ability, regularly carry out training on teaching methods, information-based teaching, etc., and encourage teachers to participate in teaching reform research and practice. Platforms such as teaching master studios and teaching innovation teams can be established to promote the exchange and inheritance of excellent teaching experiences. Through the establishment of a reasonable salary system, reward system and promotion channels, teachers are motivated to actively engage in teaching and research work. At the same time, establish a scientific evaluation system to conduct comprehensive and objective evaluations of teachers' teaching and research achievements, and provide strong support for teachers' promotion and development. Strengthen cooperation and exchanges with universities and research institutions at home and abroad, strive for lectures and academic guidance from internationally renowned professors, and provide a broader development space and academic resources for the faculty.

4. Improve the Quality Assurance System

Establishing and improving the quality assurance system is an important guarantee for the continuous improvement and enhancement of postgraduate curriculum construction. Improving the quality assurance system of postgraduate courses needs to start from the following two aspects: On the one hand, establish a multi-dimensional evaluation mechanism. The quality evaluation of postgraduate courses should adopt a multi-subject and multi-dimensional evaluation mechanism. In addition to the school's teaching management department, postgraduate students, employers and other parties can be involved in the evaluation to comprehensively examine the course objectives, teaching content, teaching methods,

learning effects and other dimensions. Improving the curriculum system and teaching methods is also essential. It should be based on the characteristics of the discipline and the training objectives of postgraduate students to construct a scientific and reasonable curriculum system, focusing on cutting-edge and practical aspects. Establish an effective communication mechanism between supervisors and postgraduate students to ensure that supervisors can timely understand students' research progress and difficulties and provide targeted guidance and help. On the other hand, strengthen the application of course evaluation results. The results of postgraduate course evaluation should be promptly fed back and effectively applied. Link the evaluation results with teacher performance appraisal, course reform project approval, etc., to form an evaluation and incentive mechanism; continuously optimize course content and update teaching methods based on evaluation results to form a closed-loop management model of "evaluation-feedback-improvement". Through regular evaluation and feedback on the postgraduate training process, problems can be discovered in a timely manner and effective measures can be taken to improve. At the same time, establish a diversified evaluation method, comprehensively considering factors such as academic performance, practical ability, innovation ability, etc., to ensure the objectivity and fairness of the evaluation results.

VI. Conclusion

The construction of graduate courses is a key link to improve the quality of graduate education, which requires systematic planning and collaborative promotion in aspects such as curriculum setting, teaching methods, faculty team, and quality assurance. Optimizing curriculum setting should closely align with training objectives, taking into account the foundation and frontier, general education and specialty, theory and practice; innovating teaching methods should highlight the dominant position of students, adopt heuristic, discussion, information-based and other methods, and strengthen practical teaching links; strengthening the construction of the teaching team should optimize the team structure, improve teaching ability, and build high-level teaching teams; improving the quality assurance system should establish a multi-dimensional evaluation mechanism, strengthen the application of evaluation results, and form a virtuous cycle of continuous improvement. In addition, "the cultivation of graduate students' values needs to be based on certain professional knowledge. The ideological and political education in graduate courses should have a subtle influence on students' emotions, attitudes, and values on the basis of following the objective laws of education and achieving the goals of teaching and education." [9] Colleges and universities should formulate systematic graduate course construction plans and policy measures based on their actual conditions, increase resource investment and institutional guarantee, and mobilize all parties to work together to promote graduate course construction. "It is also necessary to gradually promote the reform of the ideological and political education system and mechanism of graduate courses by improving the ideological and political awareness of the graduate teaching team, the methods of excavating ideological and political elements, and the depth and breadth of excavating ideological and political elements, and to collaboratively promote the improvement and deepening of teachers and students' values." At the same time, it is necessary to strengthen the theoretical research and practical exploration of graduate course construction, summarize and promote excellent experiences and innovative practices, and provide continuous impetus for the high-quality development of graduate education.

Acknowledgement

This study is supported by the the 2023 Nanjing University of Finance and Economics Teaching Reform Project “Research on the Problems and Countermeasures of the Construction of Ideological and Political Courses for Graduate Students” (XYJS3202306)

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