The Impact of the Concept of "Ideological and Political Integration" on the Reform of Digital Logic Course

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Abstract: As a fundamental compulsory course in computer science and technology, digital logic course plays a crucial role in cultivating students' logical thinking ability and research spirit. At the same time, with the cultivation of high-quality talents becoming the main direction of education in the new era, the importance of ideological and political education is gradually being reflected, and the concept of "Ideological and Political Integration" has also emerged. This study is guided by the concept of "Ideological and Political Integration" and explores the inherent connection between ideological and political elements and digital logic courses. Through the "Ideological and Political Integration", the digital logic course is optimized and improved in terms of course content, teaching methods, and evaluation mechanisms. This study not only confirms the positive impact of "Ideological and Political Integration" on the reform of digital logic courses, but also helps to achieve an organic combination of professional learning and ideological and political education, providing guidance for the cultivation of high-quality talents in the new era.
Keywords: Ideological and Political Integration; Digital Logic; Curriculum Reform; Course Content; Teaching Methods; Evaluation Mechanism

1. INTRODUCTION

As the quick advancement of technology and the continuous improvement of global informatization, computer science and technology (CST) has become one of the popular majors in higher education (Naim, 2021). As one of the core foundational courses in CST, digital logic course (DLC) plays a crucial role in cultivating students' logical thinking ability, mastering professional knowledge, and future career development (Yi, 2024). However, in the face of the comprehensive development requirements for high-quality talents in the new era, pure professional skill training can not satisfy the demands of social and personal development. How to integrate ideological and political education (IPE) into professional course teaching, achieve the dual goals of knowledge transmission and value guidance, has been a critical issue in educational reform (Williamson, 2021). In recent years, with the promotion of higher education reform in China, the education model of "Ideological and Political Integration" has

emerged, aiming to cultivate students' moral character, social responsibility, and national consciousness by integrating IPE into professional course teaching (Komljenovic, 2021). This model not only emphasizes the systematic learning of professional knowledge, but also pays more attention to the comprehensive quality of students, including the comprehensive improvement of behavior norms, thinking modes and moral values (Mohamed Hashim et al., 2022). This article takes the DLC as an example, explores the practical usage and influence of the concept of "Ideological and Political Integration" in professional course reform by mining and analyzing the ideological and political (IP) elements and educational goals in the DLC. The study aims to construct a teaching model that can impart professional knowledge and cultivate students' comprehensive development, providing theory reference and practical guidance for the integration of professional courses and IPE in higher education.

2. IDEOLOGICAL AND POLITICAL ELEMENTS IN DIGITAL LOGIC COURSES

Digital logic is short for digital circuit logic design, and its main content is to use digital circuits as a tool for digital system logic design (Oliveira & De Souza, 2022). Therefore, the DLC is a fundamental course for CST majors, with which students can obtain the basic theory and basic skills in digital technology, and initially have the ability to solve digital logic problems independently. "Ideological and Political Integration" refers to excavate IP materials with disciplinary characteristics and scientifically design the integration strategy through the interactive integration of professional courses with IPE, so as to promote the educational task of establishing morality and educating people (Ball & Grimaldi, 2022). Based on the concept of "Ideological and Political Integration", the integration of IP elements in DLCs helps to establish students' lofty ideals and beliefs, and cultivate correct worldviews, outlooks on life and values. For this reason, it firstly mined the IP elements in the data logic course. The history of the development of digital circuits is the first lesson of the DLC, and teachers can integrate the development of correct values into the teaching of the history of the development of digital circuits. Any science and technology is built on the basis of generations of scientists' unremitting efforts, and digital circuit technology is no exception. The deeds of the scientists are precisely the elements of IP that inspire students to keep

learning and making progress. Secondly, in the teaching of coding rules, the number system and coding system defines a variety of coding rules for 0 and 1, which can represent complex information in the real world just by 0 and 1 coding (Zhou, 2022). Including the commonly used electronic devices such as cell phones, tablets, computers, etc., all their complex operations can be realized by the two states of 0 and 1. Similarly, any difficulty encountered in real life is composed of a series of small problems, which can be broken down into smaller units one by one. Through this, students can be guided to learn the mentality of facing difficulties and the methods of solving them. In the teaching of logic algebra foundation, students need to learn basic operations, basic theorem rules and function simplification. This part of the teaching content involves a large number of arithmetic rules, various theorems and various methods of function simplification (Zhu et al., 2021).

For logic circuits that realize a certain function, their logic algebra basis may have a variety of ways of composition, so that it can reveal the diversity of things in the development of the IP elements. In addition, in the teaching of combinational circuit analysis and design, students will learn the cooperation of multiple devices to realize the desired function (Wu & Wang, 2022). This can introduce the IP element of big-picture awareness and cultivate students to look at problems from a holistic and high-level perspective. Finally, in teaching combinational circuit signaling competition, students will learn how to eliminate close calls by minimizing redundant terms. This process precisely cultivates students' grasp of the concept of dialectical unity, reminding them that they should look at things comprehensively and dynamically, and pay attention to the internal contradictions and changing trends of things.

3. IDEOLOGICAL AND POLITICAL GOALS IN DIGITAL LOGIC COURSES

To carry out IP course, combine the IP elements with the content of professional courses, and achieve the effect of "Ideological and Political Integration", it needs to clearly recognize the goals of IPE in the professional courses. Combined with the characteristics of the profession and the essential requirements of the IPE, the IP goals in the DLC take the students as the main body, and establish the educational goals of "Ideological and Political Integration" from the three aspects of the behavioral habits, the way of thinking and the values.

3.1 Standardization of Learning Methods and Behavioral Habits

Good learning methods and behavioral habits are the basic qualities that students need to have when they are studying in school (Chen & Pan, 2022). In the DLC "Ideological and Political Integration", teachers should always notice the learning status of each student, standardize their learning methods, and set an example by teaching students to have good behavior. Therefore, in the design and teaching practice of DLCs, it is necessary to actively explore strategies to regulate students' learning methods and behavioral habits to further improve their comprehensive quality. In addition, the IP elements integrated are not only for teaching professional knowledge, but also for guiding students to think deeply about the social responsibility, ethics and national development needs behind the technology through specific teaching activities and learning tasks. This integration not only helps students form a correct worldview, outlook on life and values, but also improve the dual enhancement of students' professional skills and IP qualities. On the one hand, the DLC of "Ideological and Political Integration" needs to introduce education on social responsibility and professional ethics through case studies, practical projects, and other forms, to regulate students' behavior habits. For example, when discussing various application cases of digital logic, teachers should guide students to discuss issues related to data security, privacy protection, and intellectual property (Zhang, 2023). Through this approach, students can understand the importance of digital logic knowledge in practical applications, while deeply realizing that they should have professional ethics and a sense of social responsibility, so that they can correct their thinking attitude and behavior habits from the beginning of learning. On the other hand, the DLC of "Ideological and Political Integration" also emphasizes the importance of teamwork as the primary learning method to cultivate goals. By completing team projects, it can cultivate students' collectivism and collaborative abilities. In this process, students need to learn how to leverage their expertise within a team, work together to solve problems, and understand and respect others through mutual communication and cooperation, cultivating good interpersonal relationships and social adaptability (Zou, 2022). By regulating students' learning methods and behaviors, it not only cultivates students' professional abilities at the technical level, but also provides them with in-depth education in terms of morality, ethics and social responsibility, laying a solid foundation for them to become high-quality technical talents with a global perspective in the future.

3.2 Cultivation of Logical Thinking Ability and Scientific Research Spirit

Logical thinking ability is the core training goal of the DLC, and is the cornerstone of students' analysis and problem solving, which requires students to be able to examine problems critically and apply logical and systematic methods to explore solutions. By emphasizing principle understanding, problem analysis, and creative design, logical thinking skills not only equip students with professional knowledge, but more importantly, nurture their problem-solving skills in the face of challenges. Under the concept of "Ideological and Political Integration", the DLC is not only about cultivating students' logical thinking ability, but also about cultivating the spirit of scientific research. By cultivating students' scientific research spirit, it can stimulate their intrinsic motivation to explore the unknown and be innovative. As a highly practical course, DLC provides students with abundant opportunities for experimentation, design and research (Lingling, 2021). In the course, students not only need to master the design and verification of combinational logic circuits and timing logic circuits, but also need to learn a lot of theory and practice. Through practical activities and project design in the laboratory, students can be directly involved in the process of solving real engineering problems, thus exercising their research ability and innovative thinking. Besides, as the advancement of science and technology and the occurrence of new technologies, updating knowledge and skills becomes particularly important." Ideological and Political Integration" in the DLC emphasizes the need for students to be able to learn independently and to be lifelong learners in order to adapt to the ever-changing technological environment. Teachers therefore need to stimulate students' curiosity and desire to explore by directing their attention to cutting-edge developments in science and technology, and to develop the courage and perseverance to keep moving forward in their academic exploration. In terms of implementation strategy, the DLC design of "Ideological and Political Integration" optimizes the series of experiments and projects, requiring students not only to learn theoretically, but also to practice hands-on. Meanwhile, students are encouraged to propose new solutions and make innovative improvements to the existing technology, so as to cultivate their scientific research spirit of challenge and innovation. In this process, students learn how to explore problems, analyze them and solve them through scientific methods, which is an indispensable ability for every student in their future career and personal development. In this way, the "Ideological and Political Integration" DLC lays a solid foundation for lifelong learning and scientific

exploration.

3.3 Establishment of a Correct World View and Methodology

In the teaching process of DLC, digging deep into the connotation of the course and effectively integrating IPE resources are of great significance for cultivating students' national sentiment and national spirit, as well as shaping their personal moral outlook. This teaching goal is aimed at guiding students to form a correct worldview and scientific methodology through the study of professional courses, so as to lay a firm foundation for students' comprehensive development and lifelong growth. As one of the core courses in CST, the DLC not only involves rich technical and scientific knowledge, but also contains profound cultural and philosophical thinking (Gou et al., 2021). Through the study and application of the principles of digital logic, students can deeply understand the historical lineage and cultural significance of the technological development in the information age, and then cultivate a deep affection for the development of the country and national rejuvenation. In the teaching, teachers can combine the national major scientific and technological achievements and engineering practices to tell how scientific and technological progress promotes social development and national strength, and stimulate students' responsibility sense and mission. In addition, the teaching of "Ideological and Political Integration" DLC also focuses on cultivating students' logical thinking and critical thinking ability, which is not only the basic method of scientific research, but also an important way to form a scientific worldview. Through case studies, problem solving and other teaching methods, students are guided to think and question actively, and learn to observe the world, analyze problems and solve problems with scientific methodology. In specific teaching activities, students can be guided to think about the impact of technological development on society, scientific and technological ethics and social responsibility through the design of projects and experiments closely related to the current growth of science and technology and social needs. For example, when exploring the application of digital logic in artificial intelligence and big data processing, modern technological issues such as data privacy protection and artificial intelligence ethics are discussed, which triggers students to think about the ethical boundaries of technological development (Jamiu, 2022). Through the DLC "Ideological and Political Integration", students are guided to establish a correct worldview and methodology, and are promoted to develop their moral, intellectual, physical and other abilities in an all-round

way. This teaching mode of integrating IPE with professional education provides an effective way to cultivate new-age talents with global vision, innovative spirit and social responsibility.

4. IMPACT OF "IDEOLOGICAL AND POLITICAL INTEGRATION" ON THE REFORM OF THE DIGITAL LOGIC COURSE

The in-depth integration of IP elements with the course content, the diversified exploration of teaching methods, and the continuous optimization of the evaluation mechanism are the keys to the implementation of the concept of "Ideological and Political Integration". Together, they constitute the basic framework of DLC reform. By integrating the IP elements into the course content, students' sense of social responsibility and moral sentiments are cultivated, and a solid foundation is laid for them to establish a correct worldview and values. By adopting diversified teaching methods, students' interest in learning and innovative thinking are stimulated, and the effect of classroom interaction and practical operation is enhanced. The evaluation mechanism is continually adjusted and perfected, so as to more accurately assess the students' learning effectiveness and enhancement of their IP quality, and to ensure the effective realization of the educational objectives. The evaluation mechanism is constantly adjusted and improved to more accurately assess students' learning effectiveness and enhance their IP literacy, and to ensure the effective realization of the educational goals.

4.1 Integration of Ideological and Political Elements with Course Content

In the reform of DLC, the deep integration of the IP elements with the course content is crucial. The goal of the IPE of the DLC has made it clear that it is necessary to realize moral education from the aspects of learning methods, behavioral habits, logical thinking ability, scientific research spirit and so on (Amoako & Otchere, 2024). Therefore, under the influence of "Ideological and Political Integration", it needs to use the syllabus of the DLC as the basis, and look for the combination of the course content and the IP elements around the core course content. For example, in the core teaching contents of digital circuit development history, coding rules, logic algebra foundation, combinational circuit analysis and design, the reform of DLC will dig deep into the political elements and find the best combination point. It will try to ensure that every lesson can realize the

synergistic nurturing goal of knowledge transfer and value guidance. The combination of the IP elements with the content of the course is first of all reflected in the background of the course. By linking the IP elements with the national development plan, the important role of scientific and technological innovation in national development is emphasized by analyzing the current state of development at home and abroad, for example, by analyzing the application of digital logic in the development of modern science and technology. This teaching strategy broadens students' international perspective and deepens their understanding of the connection between their individual career and the future development of the country, thus stimulating their sense of responsibility and mission. Otherwise, when learning the objective laws of digital logic and its application in solving practical problems, Marxist philosophical ideas, such as the objectivity of laws and material dialectics, are introduced (Gao et al., 2022). In this way, it deepens students' understanding of professional knowledge and guides them to recognize the progress of science and technology from the height of philosophy, stimulating students' enthusiasm for learning and innovation. The combination of IP elements with course content is of course not only with theoretical knowledge, and the classroom interactive session is also another important aspect of the integration of IP elements. Through interactive communication with students, teachers can not only understand the students' mastery of knowledge, but also guide students to think deeply about the course content and its application in society. For example, by discussing the application cases of digital logic technology in real engineering, students are guided to adopt dialectical thinking methods to analyze the social phenomena behind these applications. Through further reflection on the impact of technological development on society, students will develop a sense of social responsibility and critical thinking skills. In addition, the experimental component of the DLC lends itself to the integration of the IP elements. Experiments are mainly used to guide students to apply the theory knowledge to real problems. The integration of IP elements in the experiments requires teachers to guide students to look at the essence through the phenomena, and to discuss the experimental process and experimental results in depth with theories. In this process, students can be taught about the dialectical relationship between practice and cognition, so that they can realize the scientific nature of Marxism. Overall, the reform of DLC not only provides students with a rich knowledge system, but also shapes their values and worldview by combining the content of IPE with the content of the course. It also realizes the organic unity of the

educational goals of knowledge transfer, ability cultivation and value leadership. The innovation of this teaching mode not only enriches the course content, but also provides a successful case of IP integration for other professional courses.

4.2 Diversification of Teaching Methods in Digital Logic Courses

Since the knowledge system of DLCs is complex and has more knowledge content, it is necessary to combine diversified teaching methods to integrate the IP elements in its reform. At the same time, the integration of IP elements can broaden the depth and breadth of the teaching of DLCs and make the teaching of specialized knowledge more efficient. According to the background and teaching needs of the times, the teaching of "Ideological and Political Integration" DLC will combine online and offline teaching modes, and adopt "task-driven" and "problem-oriented" approaches to realize the dual goals of professional knowledge transfer and values cultivation (Baykut et al., 2022). In terms of online teaching, students are required to utilize their free time to collect diversified and cutting-edge learning materials, such as the latest research literature, news reports, etc., and are guided to independent learning through "task-driven" approaches. This approach not only expands students' knowledge horizons, but also encourages them to develop a sense of innovation and the pursuit of a strong science and technology nation. More importantly, in online learning, students can actively explore knowledge and develop the ability to acquire and apply knowledge independently. In terms of offline teaching, more attention will be paid to the close integration of technical knowledge learning and ideological education. In the teaching of specific courses such as electric power design, teachers are required to introduce practical problems, to be problem-oriented, to arouse students' enthusiasm in learning, to regulate students' behavioral habits, and to cultivate students' ability to understand, analyze and address issues. In offline teaching, diversified teaching methods including teacher lectures, group discussions and student presentations can be used to transform traditional teaching into a more interactive and diversified form of teaching (Chen, 2023). Fundamentally, both DLCs and ideological education are prone to be formalized in the past teaching process, making the classroom lack of vitality. Therefore, since the two are to be combined together, it is all the more necessary to innovate the teaching methods. Considering college students' preference for fresh things and modern technology, teachers should combine the learning of specialized knowledge and the cultivation of values with the development of contemporary society. Innovations in

the teaching methods of DLCs are made from informatization means, multimedia technology, interactive teaching and so on. First of all, the application of informatization means has greatly enriched teaching resources and teaching methods, making the integration of IP elements more vivid and efficient. With the help of computer-assisted teaching tools and the Internet of Things platform, the traditional text and theoretical knowledge have been made more intuitive, bringing a brand-new experience to students. This innovation not only enhances students' interest in professional knowledge, but also deepens their understanding and recognition of the content of ideological politics. Secondly, specific case problems are introduced through multimedia technology with video and image materials to deepen students' understanding of the problems and to stimulate their enthusiasm for critical thinking and discussion. Finally, interactive teaching tools, such as online questionnaires, are applied to enhance student engagement and motivation. These tools allow students to express their opinions on issues raised in the course or hot social events and instantly see the overall distribution of views in the class, thus promoting in-depth discussions and interactions within the class and deepening their understanding of the content of the ideological education and DLCs. Through these diversified teaching methods, the DLC has realized innovation in teaching content and form, effectively integrating professional knowledge with IPE. It not only enhances students' professional skills, but also promotes the establishment of correct values and comprehensive development of students, demonstrating the positive impact of "Ideological and Political Integration" in the reform of DLC.

4.3 The Constant Adjustment and Improvement of Evaluation Mechanisms

The reform of the DLC cannot be accomplished overnight, and there are bound to be deviations in its reform process. Therefore, in the reform of DLC, to prove the performance of the integration of DLC and IP elements more comprehensively, it is necessary to constantly adjust and improve the evaluation mechanism. Since there are both quantifiable and evaluable indexes and non-quantifiable and non-evaluable indexes for the integration of DLCs and IP elements, it is necessary to include the following three aspects when setting up the evaluation mechanism. The first is students' self-evaluation, which refers to the process of assessing and reflecting on their own abilities, behaviors and performance. Implementing a self-evaluation mechanism for students and encouraging students to actively reflect on and assess the impact of the curriculum on

their worldview, values and outlook on life in terms of their own changes can enhance their self-knowledge and self-management abilities. By comparing the changes before and after the curriculum reform, students can more deeply realize the importance of ideological education and the path of personal growth, and then participate more actively in curriculum learning and ideological activities. Second is the evaluation of teachers in the same specialty. Unlike the self-evaluation of students, the evaluation of teachers in the same specialty is a professional feedback on the teaching process, which can promote academic exchanges among teachers and the innovation of teaching methods. By evaluating the degree of integration of the IP elements in the course content, the effect of teaching implementation and the comprehensive impact on students, it not only provides teachers with suggestions for improvement, but also promotes the improvement of the quality of the course's IPE. The last is supervisory evaluation, which needs to be handled by a professional supervisory team, who comprehensively evaluates the implementation effect of IPE in the DLC according to the preset evaluation indexes and standards. The objectivity and authority of supervisory evaluation help guide teachers to optimize teaching methods, adjust teaching content, and ensure the effective realization of the goals of ideological education. In terms of evaluation methods, in addition to the traditional quantitative evaluation, qualitative evaluation, such as learning attitudes and experimental habits, should also be introduced and taken as an important part of the assessment. This evaluation method focuses on the development of students' behavioral norms and the cultivation of thinking styles. It aims to raise the overall growth of students, not only emphasizing the mastery of knowledge and skills, but also concentrating on the growth of students' IP qualities and the shaping of their personal character. Through the multi-dimensional evaluation mechanism, the DLC can effectively enhance the implementation effect of IPE while realizing the teaching of professional knowledge, and provide strong support for the overall development and value formation of students.

5. CONCLUSION

Against the background of the new era, the cultivation of high-quality talents with all-round development has significant value for the country, disciplines and schools. High-quality talents with comprehensive development not only need to have profound professional knowledge, but

also need to have correct moral values and social responsibility. Therefore, to raise the comprehensive growth of human beings, the integration of the concept of "Ideological and Political Integration" into the reform of professional courses is an inexorable trend in line with the development and laws of the times. This study explores the influence of the "Ideological and Political Integration" on the reform of DLCs by taking the IP elements of DLCs and the goal of IP cultivation as the clues. These effects are mainly reflected in the design of course content, innovation of teaching method and optimization of evaluation mechanism. Under the influence of the "Ideological and Political Integration", the reform of digital logic course is no longer only concerned with how to improve students' professional knowledge and skills, but also regards students' overall development as the goal of teaching. Only by continuously exploring and innovating the education model can outstanding talents with solid professional knowledge as well as good moral qualities and sense of social responsibility be cultivated, so as to make greater contributions to the development of the society and the progress of the country. In the future, it is expected that this educational concept of " Ideological and Political Integration" can be applied and promoted in more professional courses, opening up new paths for the development of China's higher education.

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