

**The Construction of the Curriculum with Political Study from the
Perspective of the Holistic Governance ^{1*}**

Bütüncül Yönetişim Perspektifinden Siyaset Çalışmaları Müfredatın İnşası

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Abstract

Curriculum with political study is the major institutional innovation of China's ideological and political education reform in the new era. As the transboundary affairs, the curriculum with political study faces the fragmentation problems in cognition subject, resources and participation. Based on the theory of holistic governance, the curriculum with political study should establish four mechanisms of trust, integration, coordination and participation in order to share the values and resources of the political education and to improve the ability of the political education among all the Chinese universities.

Keywords: Curriculum with political study; Fragmentation; Holistic governance

JEL Codes: A23, B25, I26

INTRODUCTION

In 2016 the Chinese president put forward that the classroom should be taken as the main platform to teaching the professional and political knowledge simultaneously. In 2019 the Chinese president emphasized again that explicit and recessive education should be integrated. The ideological and political education resources should be explored in all other courses so that ideological and political education can be conducted by all teachers among all the education fields. In 2020 the Chinese Ministry of the Education issued the guidelines on the curriculum with political study of the high education and required that all disciplines among all universities should conduct the ideological and political education in order to make the curriculum with political study as the consensus among all universities. The university not only undertakes the important role of teaching students about professional knowledge but also the important mission of teaching them about the ideological value. The university curriculum has been affected by the social institutions and rooted in the specific social culture. Therefore, the university curriculum is designed by the specific social leadership groups and works for them. Apparently, the university education has a special guidance for the ideology and is the process of recognition, transformation and reproduction of the specific social culture. In China the curriculum with political study has become the important way to implement the political education, maintain the socialist institution and spread the socialist ideology. At present the curriculum with political study has been the key direction of the Chinese ideological and political education reform among all the universities. They take it as the important way to finish the fundamental task of cultivating people and the basic requirement to promote the all-round development of students including virtue, intelligence, physique, beauty and labor. However, as a transboundary public affair, the curriculum with political study has already beyond the duty of the single university, the single department and the single teacher. In the process of the construction of the curriculum with political study, there will be fragmentation problems such as mutual repulsion and mutual distrust among executors, unclear responsibility, unsmooth communication, unshared resources and so on. As a systemic project, the construction of the curriculum with political study should establish a learning community through the common design in order to form the open, shared, interactive and cooperative system (Wu, 2020: 2). At present, the construction of the curriculum with political study needs to take the holistic governance theory as the guideline which emphasizes the trust, the integration and the coordination. The holistic governance theory can deal with the fragmentation problems in the construction of the curriculum with political study so that Chinese high education will finish the task of cultivating the personnel with both the professional ability and good virtues.

1.THE HOLISTIC GOVERNANCE THEORY: THE GUIDELINE OF THE CONSTRUCTION OF THE CURRICULUM WITH POLITICAL STUDY

The holistic governance is the remedy for the new public administration. As the weakness of the traditional public administration and the fragmented problem produced by the new public administration the holistic governance became popular around the world in 1980s (Ling, 2002: 4). The British government put endeavor to achieve the democratic value through the way of consultation, coordination and integration according to the theory of the holistic governance (Perry et al., 2002: 37). The holistic governance emphasizes the whole situation not the part

(Bogdanor, 2005 1). Dunleavy summarizes the new public administration into three parts including decentralization, competition and incentive. However, as the digital era is approaching, the new public administration begins with some new changes. Firstly, the information system has played a more important role in the governments. The government has increasing demand for the personnel of the information technology. Secondly, the information technology has made a major impact on the government structure. The hierarchy of the government has become flatter. Thirdly, the information technology changes the government's task. The priority of the government task is to search for the various information about the postindustrial society in order to make a decision efficiently. Fourthly, the information technology and the public policy have the same transformation. The computer companies work for the government, which buys most services from the computer companies. The information technology is the dominant force for the development of the holistic governance. The information technology requires that the governance should change from the fragmentation to the integration. Dunleavy thinks that new public administration has been outdated because it can't satisfy the demands of the information era. The holistic governance has made a huge impact on the government since its birth. For example, the British government put forward the idea of the cooperative government. The British government's reform lead to the fragmentation so that the departments of the government were very hard to work together. The decision system of the government became more and more complicated and weakened the ability of solving the problems. That's why the British government took advantage of the holistic governance to improve its governance ability. Especially the information technology is good at the integration of the public services, the cooperation of the public policy and the digitization of the government operation. The new public administration aims to break down the traditional bureaucracy, but the holistic governance relies on the traditional bureaucracy. It aims at improving the bureaucracy through the information technology. The information technology links the huge government departments and makes it possible to supply the public services for the people in a faster, better and cheaper way.

Since the holistic governance theory has arisen, it has made a great guiding value in many public fields. As the representative scholar, Perri Six explains that the holistic governance theory has taken the public demand as the governance direction, the information technology as the governance base, the trust, integration and coordination as the governance mechanism, the structure, function, information and resource as the governance task in order to push forward the public affairs from decentralization to concentration, from section to entirety, from fragmentation to integration (Zhu, 2008: 10). The holistic governance theory has the following characteristics: Firstly, the holistic governance takes the cooperation as the fundamental idea. Especially today more and more public affairs are hard to deal with without the cooperation. In order to increase the public interest, we have to encourage multiple actors including the ordinary people to participate the public affairs governance. The holistic governance based on the cooperation mind-set aims at playing the collaborative advantage of the multiple actors including the governments, the social organizations and the people though equal communication, honest dialogue and shared resources in order to form the benign interaction between the government administration and the public participation (Shi & Zhou, 2014: 5). Secondly, the holistic governance takes the integration as the core mechanism. Perri Six explains that there are four

ways to solve the fragmentation problems including tolerance system, separation and adaptation, interexchange and interdependence, compromise and amalgamation (Six, 2004: 13). The conflicts of institution, interest, value and behaviour can be solved through the integration mechanism. Therefore, all related organizations will establish the trust and the cooperation in order to achieve the goal of the holistic governance. Thirdly, the holistic governance takes the seamless supply of the public service as the reform goal. The governments put the public demand as the governance priority and satisfy their demand through holistic governance (Zeng & Wei, 2010: 1). In brief the holistic governance aims to correct the departmentalism which focuses on the single department task in order to achieve the whole goal of the public demand rather not the department goal. As Perri Six states, if different departments act as their own will and lack of the communication, coordination and cooperation, the policy goal will not be achieved. Therefore, it will lead to the fragmented governments (Six et al., 2002: 33).

The holistic governance theory not only provides the scientific solution for the holistic supply of the public service but also gives the right direction for the holistic construction of the curriculum with political study. Because the construction of the curriculum with political study happens in the Chinese educational bureaucracy with intersected governmental levels, divided governmental functions and separate governmental departments. Under the circumstance of the multi governmental levels in the vertical direction and the multi governmental departments in the horizontal direction the construction of the curriculum with political study has to face many fragmentation problems. Perri Six explains that the opposite side of the holistic governance is the fragmentation such as problem transfer, mutual conflict, repeated construction, acting as one's own will, lack of communication and so on (Six, 2002: 48). As the political task under the modern bureaucracy, the construction of the curriculum with political study also faces the same problem of the fragmentation including the task transfer to the designated curriculum, the interest conflict among the actors, the repeated use of the curriculum resource, multi executors acting as their own will, lack of communication among related departments. These fragmentation problems block the way the construction of the curriculum with political study which is hard to achieve the holistic goal. However, all these fragmentation problems can be dealt with by the holistic governance theory. The holistic governance theory can mainly break through the bondage of the individualism paradigm and take the collectivism as the guideline to integrate the stakeholders together closely and push forward the holistic distribution of the scarce education resource. According to the guideline of the holistic governance theory the construction of the curriculum with political study will produce the maximum effect of political education so that Chinese universities students can have both the professional ability and good virtues. In a word the holistic governance theory based on the mechanism of the trust, the integration and the coordination could provide the important theoretical guideline and valuable inspiration for the construction of the curriculum with political study.

2. FRAGMENTATION: THE PROBLEM OF THE CONSTRUCTION OF THE CURRICULUM WITH POLITICAL STUDY

Because of the deep effectiveness of the education institution environment, the high education bureaucracy and the teaching management tradition, the main subjects of the construction of the curriculum with political study are facing the conflicts of value, behaviour, interest and goal so that the construction of the curriculum with political study is in the state of very low efficiency,

low quality, waste of resources, weak creative capacity and unbalance of the supply and the demand. At present shareholders seldom communicate, coordinate and cooperate with each other so that the holistic goal of the Construction of the Curriculum with Political Study can't be achieved. In detail to say there are four problems of the fragmentation including cognition fragmentation, subjective cognition, resource cognition and participation cognition.

(1) Value Conflict and the Cognition Fragmentation

The curriculum with political study is a new concept of the ideological and political education, which means that the political study should be integrated into the curriculum. This new education model emphasizes the knowledge teaching in the process of the spread of the right value and value leading in the process of the knowledge teaching (Qiu, 2017: 7). The curriculum with political study mainly take the curriculum as a way to dig out the ideological and political factors and impart ideological and political value. There is a great variety of perspectives to define competence which may lead to the risk of confusion among experts, responsible for the design of educational programs based on training and competence development (Andronache, 2015: 180). However, in Chinese traditional education the curriculum and the political ideology are separate and have their own teaching system and method. The former mainly takes up the duty of the professional knowledge and the latter mainly takes up the duty of the political value. The university teachers take the knowledge teaching and capability training as the single goal and neglect the function of the ideological and political education in the curriculum. In the short term the university teachers feel very hard to accept the concept of the curriculum with political study and realize the importance of the same direction of the professional knowledge and the political value. Few university teachers do not change their old concept yet and still think that the ideological and political education belongs to the duty of the political teachers, student assistants and university managers. They don't have motion and creativity to enforce the policy of the curriculum with political study. Especially under the deep impact of the modern utilitarianism, high education should impart the practical knowledge which can be used directly in work and train the personnel who can make profits for the company. As American famous educationist Dewey said, "the education mainly goal to get a meaningful life is being abandoned by people (Nussbaum, 2010: 2)." The curriculum with political study is the breaking up reform of the ideological and political education and is the remedy way to change the utilitarian education mindset. Moreover, as the discipline has more and more branches, the ideological and political education has become the scientific knowledge with the characteristics of the profession, the theory and the philosophy so that the other teachers except for the ideological and political teachers has a great challenge to put the political knowledge into their curriculums. Especially the university teachers have never accepted the professional and systemic training on the ideological and political education so that most university teachers don't understand the meaning of the ideological and political knowledge. Without the deep and right cognition of the curriculum with political study, many university teachers move the ideological and political knowledge to the class directly in order to finish the assessment task. In that case the construction of the curriculum with political study faces the following problems as the separation of the ideological and political knowledge with the curriculum, unclear goal of the curriculum with political study, unreasonable way of the curriculum with political study and the repeated content of the curriculum with political study so that the attraction of the curriculum with political study is reduced strongly. The low quality of the curriculum with political study not only weaken the

education effect on the university students but also dampen the enthusiasm of the university teachers so that they slack off in the construction of the curriculum with political study. Therefore, the priority of the construction of the curriculum with political study is to remedy the cognitive bias and form the consensus of the curriculum with political study in order to have a strong value foundation.

(2) Behaviour Conflict and the Subject Fragmentation

The subject fragmentation means that the key related actors separate and compete with each other because of the lack of the cooperative consciousness. There are four participants in the construction of the curriculum with political study including the education administration, the universities, the schools and the teachers. There is a complicated relationship among them. In the process of the implementation of the policy from its design to its assessment the participants actually form the unequal relationship. The teachers are the lowest people who accept the order from the school. The latter accepts the order from the university. Under the control state these subjects are not willing to cooperate with each other so that the subject fragmentation arises. According to the causes there are three types of the subject fragmentation. The first one is independent model. Under the circumstances of the independent operation of the university, as the main subject of the ideological and political education, all universities draw up and implement the construction program of the curriculum with political study on their own resources. At present the universities have developed the self-construction model which operates independently so that the construction quality of the curriculum with political study is not balanced around the country. The second one is the assigning model. According to the up-down direction of the policy operation the construction of the curriculum with political study faces the transfer of the task to the lower level until the designated person who takes on all the tasks on one's own in the end. Although the assigning model can motivate the designated teacher, it reduces the passion of all other teachers. Without the pressure of the related task other teachers have no motivation to implement the curriculum with political study so that the original goal that all teachers participate the construction of the curriculum with political study is hard to achieve. The third one is competitive model. In the Chinese modern bureaucracy with five levels the lower organization have to get trust and compliment of the upper leadership through the competition. The ideological and political education is the important assessment index of the university department to make a competitive relationship among all universities. So the universities tend to choose the competition rather than the cooperation in the process of constructing the curriculum with political study and strengthen the seriousness of the fragmentation problem of the curriculum with political study. In a word, the subjects or participants take the curriculum with political study as the administrative task assigned from the Ministry of Education. All universities try to deal with the assessment of the education administration instead of carrying out the political education according to the request of the curriculum with political study. Therefore, all universities have to finish the task by relying on their own resources and are not willing to share good experience with other universities. There are few cooperation activities among and inner universities so that the holistic effectiveness of the construction of the curriculum with political study is in a lower state.

(3) Interest Conflict and the Resource Fragmentation

The construction of the curriculum with political study is the integration between the professional knowledge and the political knowledge. The university teachers should master both the theoretical knowledge and the ideological and political knowledge, which has a high request for the ideological and political resources. In China many professional knowledge usually comes from the western countries. They have few Chinese ideologies so that many university teachers have to spend great effort to develop the ideological resources in their teaching classes. The ideological and political resources with high quality not only comes from the good textbooks. Moreover, they are the intelligent products through the professional design and can be integrated into the professional knowledge skilfully. Therefore, the ideological and political resources with high quality can play an important role in linking the knowledge, capability and value. Because the organizations often compete with each other, the ideological and political resources with high quality are hard to be shared and usually scattered in the different governments, universities and non-profit organizations. Firstly, they are shared in a low level among the universities. Comparing with the ordinary universities, the top universities in the ideological and political education have always kept the leading advantage in the moral education and developed many special and useful ideological and political resources creatively. But these resources are not open to the other universities and hard to play the leading role as the top universities. That is why it can't help enhance the holistic level of the construction of the curriculum with political study. Secondly, they are shared in a low level between the university and the local organization. Many local organization collects stories on the traditional culture, heart moving heroes and outstanding modern examples. These excellent ideological and political resources can be used by the university to establish a moral education brand and make moral education impressive for the university students. For example, the Huaiyin Institute of Technology takes advantage of the local history resources and designs the new curriculum in name of excellent Huaian. It organizes the following schools of humanities, foreign languages, architecture, computer sciences and transportation to show the spirit of the premier Enlai Zhou, the famous cuisine of Huai and Yang, the history culture of water transport and the literature of the journey to the west so that the university students have a better understanding of the local historic and cultural heritage and especially learn from the spirit for the people. Finally, they are shared in a low level inside the university. As the main platform of the ideological and political education, the school of Marxism only cares about their own teaching task and do not set up cooperative relationship with other schools. Meanwhile the school of the social science and the school of the natural science lack of the interaction on exploring the ideological and political resources so that it's hard to form the comprehensive curriculum which combine the humanity spirit and technology development. In short, the development and share of the resources of the curriculum with political study can reduce the cost of the curriculum design only by the single teacher and enhance the supply quality of the curriculum resources.

(4) Goal Conflict and the Participation Fragmentation

The students' participation is the fundamental measurement of the quality of the curriculum with political study. At the heart of our curriculum is the student experience, which is often ignored in favour of the views of institutional management (Chadha, 2022: 38). If the teachers can't make the political values into the students' mindset, it's hard to achieve the final goals of curriculum reform with political study. However, under the pressure of the assessment most universities take the good example of the curriculum as the primary task of the construction of the curriculum

with political study and neglect the importance of the class as the main channel of the curriculum with political study. The final effect of the construction of the curriculum with political study depends on the interaction and the participation between teachers and students. It has two mechanisms including the up-down leading mechanism and the down-up absorbing mechanism. These two mechanisms should go the same way so that the curriculum with political study can get a better effect. From the view of the up-down leading mechanism the university teachers should not only deepen the understanding of the ideological and political value but also master the accurate information of the students' mental health. Only according to the students' mental health can the university teachers make a clear and right goal in teaching the curriculum with political study. However, some teachers don't make a good teaching goal consistent with the demand of the students' mental health. They just teach the ideological and political knowledge parallel with the professional knowledge. From the view of the down-up absorbing mechanism, the university students should play a more active role in making a dialogue and communication with their teachers in order to study the mainstream values and deepen the understanding of the ideological and political knowledge. Only the university students get a deep inspiration from the ideological and political values can they enforce them in the actual life. At present the students still lack of the interaction with their teachers and participation in the curriculum with political study so that they have no interest in the ideological and political knowledge. Under the absence of the leading and absorbing mechanisms the construction of the curriculum with political study has to face the formalistic challenge.

3. THE HOLISTIC SOLUTIONS OF THE CONSTRUCTION OF THE CURRICULUM WITH POLITICAL STUDY

Curriculum design is a systematic process that organizes planned learning experiences by defining and connecting the important components that can affect students' learning achievements (Wu, 2021: 19). The theory of holistic governance is the foundation of the reform of the curriculum with political study in new era and provides the solutions for the fragmentation of the construction of the curriculum with political study. The holistic governance focuses on the systematic design and the holistic operation of the reform of the curriculum with political study. It should transfer from the decentralization to the concentration, from the part to the whole, from the fragmentation to the integration. Based on the guidance of the theory of the holistic governance this paper puts the mechanisms of trust, cooperation and integration into the holistic solutions of the curriculum with political study. Based on the interaction of the curriculum with political study this paper puts one more mechanism into it. Therefore, there are four mechanisms in the new holistic solutions which can shape the systematic and cooperative construction in order to share the ideological and political values among the teachers and the students, allocate the ideological and political resources among the university, the governments and the social organizations and enhance the teachers' ability of the curriculum with political study. In that case the students will have a better mental health and a patriotic spirit.

(1) The Construction of the Trust Mechanism to Highlight the Ideological and Political Value

The construction of the curriculum with political study is a creative and challenging reform of the Chinese ideological and political education. On the one hand, the traditional discipline has to change its own system and absorb the political value in order to mix the professional knowledge

and the ideological knowledge together. On the other hand, the curriculum with political study is not the simple mixture between the curriculum and the politics but the deep combination and complement of these two kinds of knowledge. The trust mechanism among multiple actors is the important value guarantee to create the interaction among the shareholders of the construction of the curriculum with political study. Chinese universities should encourage the teachers to participate in the curriculum with political study actively and establish the concept of the integration of the knowledge, the capability and the virtue in order to show the shaping function of the curriculum with political study. Firstly, the university should set up the trust mechanism based on the consensus. The common vision can enhance the trust among the organization members. It's the fundamental task of the Chinese education to educate students with the patriotic spirit and the good virtue, which are the education concepts all Chinese teachers must adhere to. Chinese teachers should realize that the contemporary students are facing the risk of the loss of the political faith, the lack of the dream, the weakness of the moral consciousness, the distortion of the value and the short of the social responsibility. At present Chinese university teachers should take on the responsibility of ethical and political education and implement the ideological and political education actively in order to promote the development of the students in virtue, intelligence, physical education, beauty and labour. Secondly the university should set up the trust mechanism based on the mutual benefit. As an extra reform the construction of the curriculum with political study has to add an extra burden on the teachers including the time, the energy and the creativity cost. In this case the university should provide the good conditions for the teachers such as the special training, the typical program and the reward policy in order to reduce the cost of their work and enhance their enthusiasm for participation. With the support from the university the teachers will be happy to learn the ideological and political knowledge, diligent to explore the ideological and political knowledge and good at teaching the ideological and political knowledge. Thirdly, the university should set up the trust mechanism based on the responsibility. According to the request of the Ministry of Education, the construction of the curriculum with political study will be taken as the important measure indicator of the discipline and the development of the university. In this regard the university should take it as a way to measure the teachers' performance and give the teachers' rewards in order to motivate them to implement the policy of the curriculum with political study.

(2) The Construction of the Coordination Mechanism to Implement the Curriculum with Political Study Collectively

Chinese education system has a unique characteristic of bureaucracy, which has different divisions in the horizontal direction and levels in the vertical direction. The national education policy usually involves so many different departments and needs their cooperation. But without the leadership of the Ministry of Education these different departments are hard to work together. We need urgently the coordination mechanism to establish the trans boundary act network to ensure the efficient communication among them. The effective coordination mechanism is the key part of the holistic governance and the important way to maintain the friendly relationship among the government, the university and the teachers. Clearly stated goals and tasks, a supportive atmosphere and feelings of cohesion stimulated the collaboration process (Jonker, 2019: 61). There are three parts in the coordination mechanism of the construction of the curriculum with political study. Firstly, the university should coordinate with other universities across the country. In the case of the independent administration of the university the Ministry

of Education or the provincial department of education should encourage the universities to interact with each other. They should establish the guidance center of the construction of the curriculum with political study, hold high level forum for the construction of the curriculum with political study, create one to one cooperative program in the construction of the curriculum with political study and promote the typical experience of the construction of the curriculum with political study in order to provide the maximum support. Secondly, the university should encourage the coordination between the different departments. The fragmentation has a close relationship with the independent bureaucracy of the university. The traditional bureaucracy has been seen as the ideal organization in the modern industrial society, but it focuses on the division of the work and neglect the holistic part of the organization. In order to solve the problem of the fragmentation of the bureaucracy such as task bargaining, unclear responsibility and many managers the university should make a systematic arrangement on the construction of the curriculum with political study. The university should establish the work framework with the communist party as the leading centre, the departments as the clear division, the school as the responsible subject and the teacher as the active participant. Thirdly, the university should strengthen the coordination among the teachers. The teachers' tacit and explicit knowledge was mutually transformed during collaborative curriculum design (Xiaofang & Jocelyn, 2023: 118). Because of the lack of the experience many universities explore the effect rules of the construction of the curriculum with political study through the typical program. However, the typical program only transfers more teaching resources to the single designated teacher and reduces the enthusiasm of the other teachers. In this case the construction of the curriculum with political study should transfer from the program model to platform model and from individual model to team model in order to put the profession platform as the basic unit. Under the condition of the platform model the teaching team can dig out the ideological and political resources in the majors and search for the same direction of the ideological and political education. Therefore, the teachers will integrate the ideological and political factors into the teaching process creatively in order to produce the comprehensive personnel with professional and practical capabilities.

(3) The Integration Mechanism to Share the Curriculum Resources with Political Study

The resources of the curriculum with political study are the fundamental project of the construction of the ideological and political education, which determine the quality of the ideological and political education. From the whole country of the ideological and political education for the university students the construction of the curriculum with political study should break through the single curriculum, the single university and the single region in order to establish the curriculum resources shared by all the universities and give a strong support for the national ideological and political education. The integration mechanism is aims to achieve the holistic allocation of the scattered curriculum resources. As the middle level implementing the policy from the central government to the local teachers, the universities should play an integrative role inner and outer campus. In the holistic solutions the integration mechanism comprises two stages of resource development and resource allocation. At the stage of resource development all related universities will transfer from competition to cooperation. They will invite the typical university to introduce the reform experience and learn from their good teaching methods. Meanwhile all relevant universities also will emphasize the cooperation with the local social organizations in order to dig out the local excellent ideological and political resources and create a special brand of the curriculum with political study. Moreover, all relevant

universities will take the construction of the curriculum with political study as the main task of all related departments including teaching, personnel, student affairs, propaganda and so on. They will push forward the cooperation between the social disciplines and the natural disciplines in order to develop the curriculum resources with the traditional culture, modern humanity and scientific spirit together. In the stage of resource allocation all relevant universities will implement the whole membership model which takes the school as the base, the discipline as the carrier, the teacher as the main force in order to replace the designation model which focuses on the single teacher, the single curriculum and the single lesson. All schools inside the university will work together to provide the comprehensive, systematic and multiple curriculum resources for the students so that the curriculum with political study can have a clear goal and a cooperative effect in case of the repeated construction of the ideological and political resources. In a word through the construction of the integration mechanism the university can enhance the attractiveness, quality and scientific level of the curriculum with political study.

(4) The Construction of the Participation Mechanism to Establish the Interactive Network

As past research has shown, students benefit when curricula are relevant to their many cultural connections (Coenraad, 2022: 31). As the important institution the construction of the curriculum with political study should create the win-win outcome for the teachers and the students so that it becomes the policy emphasized by the university steadily and plays an important role in value guidance consistently. At the same time the win-win outcome can strengthen the teachers' capability of the ideological and political education and motivate the students to learn the political knowledge so that the new reform will achieve two goals in the teachers' teaching quality and the students' mental health. The construction of the curriculum with political study depends on the interaction between the teachers and the students. The Ministry of Education states that the teachers are the key force in the construction of the curriculum with political study in all respects. Firstly, the university teachers should make a clear cognition of the difference between the ideological and political curriculum and the curriculum with political study. Compare with the former the curriculum with political study has its own indirect, micro and narrative characteristics. The curriculum with political study doesn't illustrate the macro, systemic and abstract ideological and political knowledge, but it imparts the right political ideology for the university students in the way of philosophy, inspiration and attraction. Firstly, the university teachers should try to integrate the political ideology into the curriculum according to the ideological and political values. Secondly, they should try to enhance their teaching ability in curriculum with political study. From the perspective of the teaching content the university teachers should consider the relationship among the professional knowledge, scientific theory and national development in order to enlarge the ideology and the comprehension of the professional knowledge. From the perspective of the teaching method the university teachers should take use of the multiple ways through the circumstance, the discussion and the rolling-over in order to enhance the sense of the interest of the teaching process. From the perspective of the teaching vibe the university teachers should set up the cognitive, social and psychological emotion environment in order to strengthen the infectivity of the teaching effect. Finally, the university teachers should change the one-way teaching model and develop the new teaching mindset which takes the students as the priority in order to enhance the attractiveness of the teaching practice and satisfy the students' demand for the healthy development. Meanwhile they also should establish the participation channels for the students to express their views so that the

students can have right evaluations for their cognition of the political and social values. In addition, the university teachers should keep close communication with students through questionnaires, dialogues and network in order to master their mental status and guide them to work for the country and the society.

CONCLUSION

The theory of the holistic governance is a rising governmental theory in western countries, which aims to solve the problem of the fragmentation in governmental governance. The holistic governance emphasizes the cooperative governance among multiple stakeholders and is used in many public fields (Gao et al., 2013: 2). The high education in China also has the same problem of the fragmentation as the western countries. Because of the lack of the coordination and the cooperation the ideological and political education among the universities can't achieve its goals. In China the ideological and political education plays the priority role in high education and ensures the right direction of the education so that the university students will have the sense of patriotism and social responsibility. As the part of the ideological and political education the curriculum with political study also need the theory of the holistic governance as the guideline to establish the mechanisms of the integration, coordination, trust and participation. Through the mechanism of the trust the university teachers will share the common value of political education and absorb the political value into their teaching. Through the mechanism of the integration the outstanding resources of the ideological and political education can be used by all different universities and enhance the curriculum quality with political study. Through the mechanism of the coordination the related shareholders will work together and share the information and experience about the ideological and political education so that all the universities can make progress in students' virtue education. Through the mechanism of the participation the university teachers and students will interact with each other and strengthen the understanding of the political knowledge. Holistic governance adheres to the systematic mind-set and tries to achieve the optimization of the system through these four mechanisms (Six et al., 2002: 145). Based on the guideline of the holistic governance the construction of the curriculum with political study will improve Chinese ideological and political education for the university students. However, it will take long time because any reform of the organization culture needs patience (March & Olsen, 1983: 2).

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