

# Exploration and Integration Design of Ideological and Political Elements in the Course Culinary Raw Materials

Heng PENG, Suge LIN, Weihui CHEN, Junsheng HUANG\*, Xiaorou YANG

College of Teochew Cuisine, Hanshan Normal University, Chaozhou 521041, China

**Abstract** With the continuous deepening of higher education reform, curriculum ideological and political education has become a key path to achieving the fundamental task of cultivating morality and talents. In this paper, through a detailed review and analysis on the content of the textbook *Teochew Cuisine Raw Materials Science*, the ideological and political elements of the curriculum in the field of culinary raw materials are revealed, and multidimensional ideological and political elements such as craftsmanship spirit, cultural confidence, and professional ethics are summarized. These elements aim to guide students to establish correct values and worldviews, providing valuable theoretical support for curriculum teaching.

**Key words** Curriculum ideological and political education, Ideological and political elements, Culinary raw materials

## 1 Introduction

At a press conference held by the Higher Education Department of the Chinese Ministry of Education, it was clearly pointed out that the effectiveness of curriculum ideological and political education construction in the curriculum has become an important component of the evaluation system for universities and majors, including the "Double First Class" construction evaluation, undergraduate teaching evaluation, discipline evaluation, and professional certification<sup>[1–3]</sup>. In recent years, there has been a gradual increase in research on the curriculum ideology and politics of culinary teaching in China. However, these studies mainly focus on the professional development and training of culinary students. With further research, specific case studies have emerged on the integration of curriculum ideological and political education and culinary raw materials<sup>[4–5]</sup>. Given that culinary raw materials is a core course in the culinary major, its teaching process should incorporate the teaching philosophy of curriculum ideological and political education into the curriculum and put it into practice. This paper analyzes the content of the course *Teochew Cuisine Raw Materials*, and extracts and organizes the ideological and political elements contained therein, aiming to play a leading role of the value of ideological and political education in teaching, enhance students' knowledge, emotions, willpower, and behavioral abilities,

and promote the sustainable development of culinary education.

## 2 Significance of implementing curriculum ideological and political education in the course *Culinary Raw Materials*

The implementation of ideological and political education in the course Culinary Raw Materials has extremely important strategic significance. By integrating ideological and political education into the teaching process of culinary raw materials, it can not only effectively inherit and promote the profoundness of Chinese culinary culture, but also further enhance students' confidence and national pride in their own culture. This educational approach enables students to not only learn about cooking ingredients, but also deeply understand and absorb the core socialist values, thereby cultivating excellent qualities such as integrity, friendliness, and fairness in their hearts. Through this approach, the goal is to cultivate culinary professionals who possess both noble moral character, profound cultural heritage, and a strong sense of social responsibility.

However, under the guidance of curriculum ideological and political concept, how to effectively integrate ideological and political elements with teaching activities to form a more natural and efficient teaching and education process is still a topic that requires in-depth exploration and research. It needs to conduct more detailed analysis and in-depth exploration in the deep excavation of ideological and political elements, in order to find the best combination point and implementation method. This process not only provides teachers with richer theoretical support in curriculum design, but also helps promote students' comprehensive development and achieve the educational goal of "cultivating morality and nurturing people". Through this approach, it can ensure that students

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Heng PENG, experimentalist master candidate, research fields: culinary ingredients and education.

\* Corresponding author. Junsheng HUANG, master candidate, research fields: culinary science education.

not only master professional skills, but also grow into responsible citizens who contribute to society.

3 Exploration and sorting of curriculum ideological and political education in the course *Culinary Raw Materials*

3.1 Exploration of ideological and political elements in the chapter introduction

Table 1 shows that the chapter introduc-

Table1 Ideological and political elements in the chapter introduction

Chapter	Content	Ideological and political element
Chapter 1 Introduction	1. Overview of culinary raw materials ( development history and edible grade of culinary raw materials )	Marxist epistemology, historical materialism, legal concept
	2. Culinary raw materials of Teochew cuisine ( Teochew people's cuisine and sauce-dish pairing)	Exploration and innovation, cultural confidence
	3. Types of culinary raw materials for Teochew cuisine ( classification index of culinary raw materials )	Professional ethics, rule of law perspective
	4. Initial processing of culinary raw materials for Teochew cuisine ( allusion and production of Teochew cuisine, principles of raw material processing)	Craftsmanship spirit, professional ethics
	5. Storage and preservation of culinary raw materials for Teochew cuisine ( raw material supply chain and preservation of restaurants)	Professional ethics, rule of law perspective
	6. Sensory inspection of culinary raw materials for Teochew cuisine ( sensory testing method)	Professional ethics, scientific literacy

3.2 Exploration of ideological and political elements in the chapter grain (Table 2)

In the chapter on the overview of grain raw materials, the history of agricultural cultivation is reviewed in a poetic way, and the importance of cherishing food is emphasized. When teaching students about the structure of food organization, teachers use images, operational demonstrations, and anatomical practices to cultivate their scientific inquiry spirit. When discussing nutritional value, in-depth analysis is conducted by combining practical applications in daily cooking. In the introduction of grain

Table 2 Ideological and political elements in the chapter grain

Chapter	Content	Ideological and political element
Chapter 2 Grain	1. Overview of grain raw materials ( agricultural planting history, anatomy of legume seeds )	Jinggangshan spirit, exploration and innovation
	2. Types of grain raw materials ( five grains in the <i>Rites of Zhou</i> , allusion of "rice cake" )	Craftsmanship spirit, cultural confidence

3.3 Exploration of ideological and political elements in the chapter vegetable (Table 3)

Systematic learning of vegetable ingredients can help to gain a deeper understanding of their characteristics. The vegetable cultivation in China has a long and rich history, and many documents such as the *Book of Songs* have detailed records. Teachers should use structured images, anatomical video materials, and examples from daily life to guide students to

Table 3 Ideological and political elements in the chapter vegetable

Chapter	Content	Ideological and political element
Chapter 3 Vegetable	1. Overview of vegetable ingredients ( "offering lamb and chives as a sacrifice", sensory testing method)	Cultural confidence, professional ethics
	2. Seed plant vegetables ( modern vegetable production, market research)	Win-win cooperation, career ideal
	3. Spore plant vegetables ( agricultural technology, market research)	Win-win cooperation, career ideal
	4. Vegetable products ( Chaoshan Gongcai, nitrite)	Exploration and innovation, professional ethics

tion systematically introduces the concept, history, types, initial processing, storage and preservation, and sensory testing of culinary raw materials, aiming to build a comprehensive and in-depth cognitive framework for students. It not only covers the basic knowledge of culinary raw materials, but also integrates practical operations and professional ethics cultivation, laying a solid foundation for students' future professional learning and career development.

types, it starts with the five grains in the *Rites of Zhou* and compares the differences between ancient and modern times to improve students' cultural literacy. By observing rice varieties, analyzing taste, and explaining chemical structures, students' logical thinking ability is further cultivated. In addition, it also introduces the wheat and its products, such as the production techniques of rice cakes, aiming to inherit Chaoshan culture and stimulate students' innovative spirit.

deeply understand the organizational structure of vegetables, thereby enhancing their scientific literacy. At the same time, attention should be paid to the storage and preservation techniques of vegetables, timely handling of spoiled leaves, in order to cultivate students' awareness of food safety and establish positive professional values, thereby improving their professional ethics.

**3.4 Exploration of ideological and political elements in the chapter fruit** During the teaching of the chapter fruit, teachers should introduce the supporting policies for the revitalization of China’s fruit industry to students, so that students can deeply understand the progressiveness of the government’s policies, and learn the experience of the successful development of the fruit industry, thereby cultivating their innovative research spirit. The teaching content of this chapter is relatively simple, and the key points that students need to master include the nutritional value of

fruits, quality testing, and cooking applications. Students should conduct in-depth analysis on the characteristics of common fruits based on their daily life experiences. For example, when explaining the topic of apples, teachers should combine the development trend of the catering industry, and expand the application of apples in cooking, including as ingredients of salad, making crisp sugar-coated apple, apple jam, freeze-dried apple snacks, *etc.* It should guide students to explore the various possibilities of ingredients, and stimulate students’ innovation awareness.

**Table 4 Ideological and political elements in the chapter fruit**

Chapter	Content	Ideological and political element
Chapter 4 Fruit	1. Overview of fruits (policies to support the revitalization of the fruit industry)	Cultural confidence
	2. Types of fruits (apple cultivation and processing)	Exploration and innovation, cooperative consciousness

**3.5 Exploration of ideological and political elements in the chapter livestock and poultry (Table 5)** The first section "Culinary Raw Materials" focuses on the exploration of livestock and poultry ingredients, from their historical evolution to modern applications, aiming to stimulate students’ interest in learning. By using the allusion of "Butcher Ding’s Dismembering Bulls", it aims to cultivate students’ craftsmanship spirit and strengthen their scientific literacy in the experimental process. This section also introduces relevant knowledge about livestock and poultry by-products, such as the structure of eggs and their hatching process, and emphasizes the importance of quality inspection and storage preser-

vation to prevent food safety issues.

The second section delves into the raw materials of livestock and poultry, and showcases in detail the cooking techniques of dishes with local characteristics such as Teochew beef hotpot and Sichuan Dengying Beef, based on different origins, varieties, and their applications in cooking.

The third section delves into livestock and poultry products, covering pickled products, cured products, and meat floss. At the same time, this chapter guides students to objectively evaluate the nutritional value of bird’s nest and cultivate their dialectical materialist thinking.

**Table 5 Ideological and political elements in the chapter livestock and poultry**

Chapter	Content	Ideological and political element
Chapter 5 Livestock and poultry	1. Overview of livestock and poultry raw materials (development process of cooked food, "Butcher Ding’s Dismembering Bulls")	Craftsmanship spirit, cultural confidence
	2. Types of livestock and poultry raw materials (Chaozhou beef hotpot, "Dengying Beef")	Craftsmanship spirit, exploration and Innovation
	3. Livestock and poultry products (production of sausage and braised goose, food market chaos)	Craftsmanship spirit, professional ethics, dialectical materialism

**3.6 Exploration of ideological and political elements in the chapter aquatic products (Table 6)** This chapter aims to provide students with basic market knowledge by introducing the current situation of production, circulation, and cooking applications of aquatic products in China. Teachers use video and image materials to demonstrate the organizational structure of fish, crustaceans, and shellfish, in order to help students intuitively grasp their distribution characteristics and biological functions. In the teaching section of quality inspection, teachers elaborate on the physio-

logical changes of fish after death and emphasize the importance of corruption mechanism. In addition, the course content also covers the preparation techniques and cultural connotations of classic dishes, such as the production of steamed grouper and Shantou fish balls, as well as the innovative concepts of Chaoshan marinated culture. Ultimately, the aim of practical activities such as market research and experimental dissection is to cultivate students’ scientific inquiry spirit and research ability.

**Table 6 Ideological and political elements in the chapter aquatic products**

Chapter	Content	Ideological and political element
Chapter 6 Aquatic products	1. Overview of aquatic products (development of aquatic product market)	Cultural confidence
	2. Fish and their products ("four famous domestic fishes", Shantou fish balls)	Respect for nature, craftsmanship spirit
	3. Shrimp, crabs and their products (anatomy of shrimp and crab, Chaoshou marinated culture)	Respect for nature, craftsmanship spirit
	4. Shellfish and their products (market research, anatomy of shellfish)	Exploration and innovation
	5. Other common aquatic products and their products (Stichopus japonicus)	Professional ethics, rule of law perspective

**3.7 Exploration of ideological and political elements in the chapter medicinal and edible raw materials ( Table 7 )** This chapter aims to delve into the connotation of medicinal and edible raw materials. Given the relatively limited knowledge reserves of students in this field, it is necessary to first clarify the definition of medicinal and edible raw materials: cooking materials that have both medicinal and edible functions, and it has essential differences from pure medicinal raw materials. This chapter will guide students to master the theoretical basis of diet and health preservation in traditional Chinese medicine, and provide a preliminary in-

troductio n to the development progress of medicinal and edible raw materials and the production techniques of related dishes , in order to enhance students' cultural confidence. The key content will focus on the practical application of medicinal and edible raw materials. Teachers will elaborate on common medicinal and edible raw materials in categories such as hot dishes , soups , beverages , *etc.* : Ginseng Radix Et Rhizoma , *Pholidota chinensis* Lindl. , tea. By combining theoretical knowledge with daily dietary health practice, students can apply what they have learned, and it can provide scientific health guidance for subsequent cooking practices.

**Table 7 Ideological and political elements in the chapter medicinal and edible raw materials**

Chapter	Content	Ideological and political element
Chapter 7 Medicinal and edible raw materials	1. Overview of medicinal and edible raw materials (principles of traditional Chinese medicine diet)	Cultural confidence
	2. Types of medicinal and edible raw materials (dietary health points)	Exploration and innovation , craftsmanship spirit

**3.8 Exploration of ideological and political elements in the chapter adjusting auxiliary materials ( Table 8 )** Adjusting auxiliary materials have a significant impact on the color , aroma , and taste of dishes , and a deep understanding of their characteristics can help cook more distinctive dishes. There are various types of adjusting auxiliary materials , and teachers should systematically explain them from the perspective of dish flavor , in order to cultivate students' systematic cognitive ability in culinary science. Given that students generally lack understanding of the production

process of adjusting auxiliary materials , teachers can use flowcharts to assist teaching. Combined with professional knowledge explanations , students can intuitively and vividly grasp the production process , and understand the exploratory spirit of merchants in the innovation process. For the long-standing controversial issue of food additives , teachers should guide students to objectively evaluate their functions , analyze problems from the perspective of dialectical materialism , and ensure that it does not harm human health while improving the quality of dishes.

**Table 8 Ideological and political elements in the chapter adjusting auxiliary materials**

Chapter	Content	Ideological and political element
Chapter 8 Adjusting auxiliary materials	1. Overview of auxiliary raw materials ( cuisine flavor , production process )	Cultural confidence
	2. Types of auxiliary raw materials ( food additives )	Exploration and innovation , dialectical materialism view , professional ethics

**4 Suggestions on integrating ideological and political concepts into the classroom teaching of Culinary Raw Materials**

**4.1 Strengthening teachers' ideological and political awareness, and enhancing their ability to lead thinking** Teachers play a crucial role in integrating ideological and political education into the classroom teaching of culinary raw materials. Firstly, it should compare standards and enhance beliefs. In 2014, General Secretary Xi Jinping put forward the " Four Possessings " good teacher standards of " possessing ideals and beliefs , moral sentiments , solid knowledge , and a compassionate heart " <sup>[7]</sup> . Teachers should compare standards and become active disseminators of the common ideal of socialism with Chinese characteristics and the great rejuvenation of the Chinese nation , helping students build , pursue , and realize their dreams. Secondly, it should make good use of the curriculum to support ideological and political education. It should vigorously promote the construction of the teaching staff for ideological and political courses , guide teachers to make good use of classroom lectures and campus positions , advocate socialist core values with their own actions , ignite students' aspira-

tions for truth , goodness , and beauty with knowledge , silently infiltrate students' hearts , enhance their ability to judge , choose , and shape values , and lead them to healthy growth.

**4.2 Improving the mechanism for curriculum ideological and political education, and promoting institutionalized development** In order to more efficiently explore ideological and political elements related to professional knowledge and better complete the reform of curriculum ideological and political education , professional guidance and communication are particularly important. Colleges and universities should establish a sound mechanism for daily exchange of curriculum ideological and political education , and engage relevant experts in guiding teachers' ideological and political education reform work through regular lectures , seminars , and other means , and exchanging valuable experience with each other. At the same time , it should establish relevant systems for evaluating the reform of ideological and political education in the curriculum , clarify the objectives of ideological and political education in the curriculum , and use excellent curriculum ideological and political education as a case study to provide teachers with reference and inspiration for the reform of ideological and political ed-

ucation in the curriculum. It can encourage teachers to actively participate in ideological and political education work in universities, and create a good atmosphere where everyone in universities values and actively participates in ideological and political education work by establishing a sound system for curriculum ideological and political education.

**4.3 Inspiring students’ enthusiasm for participation, and enhancing the interactive experience of curriculum ideological and political education** The participation of students in classroom teaching determines the effectiveness of classroom teaching. Therefore, to establish the student-centered position in the teaching of curriculum ideological and political education, it is necessary to understand the students’ wishes firstly. There may be differences in the acceptance and feedback of curriculum ideological and political education among different students. Some students may be more concerned about the learning of professional knowledge and hold a reserved attitude towards the integration of ideological and political content. The other students may show a strong interest in ideological and political content. This requires teachers to pay attention to individual differences among students in the teaching process, and adopt flexible and diverse teaching strategies, to meet the learning needs of different students.

5 Conclusions

In the context of the new era, a core task of talent cultivation in higher education is the reform of curriculum ideological and political education. The reform aims to achieve a deep integration of professional courses and ideological and political education, which is a long-term and constantly innovative exploration process. It is a challenge to effectively combine curriculum ideological and political education with professional teaching, which requires teachers to have a high degree of patience and dedication. Through in-depth analysis and research on the course Culinary Raw Materials, this

study aims to explore its potential ideological and political education elements. At the same time, by deeply integrating ideological and political education with the course Culinary Raw Materials, it is committed to integrating socialist core values into professional curriculum teaching, enabling students to deeply understand the importance of core values such as integrity in the culinary industry, thereby enhancing students’ moral cultivation, promoting their comprehensive growth, and achieving the dual goals of education and value guidance.

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