

# The Application and Problems of Flipped Classroom in Ideological and Political Teaching in Colleges and Universities

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**Abstract:** Flipped classroom is an innovative teaching mode, which has made great achievements in the application of ideological and political courses in colleges and universities. As an effective way to use students' extra-curricular time, flipped classroom can not only strengthen the interaction between teachers and students in the classroom, but also provide more learning reference ways for college students. In order to enable them to get better ideological and political education, teachers need to explore the problems that need to be solved in the application of the flipped classroom teaching mode, analyze the teaching points that need to be paid attention to, and put forward effective measures for the application of the flipped classroom in the ideological and political teaching from various angles, in order to promote better ideological and political training for college students.

## 1. Introduction

Flipped classroom, also known as inverted classroom, which is a teaching mode through scientific way to adjust the classroom, after-school time, and re-combine with scientific use. Under the education of ideological and political courses in colleges and universities, students can consciously use their spare time to preview the professional knowledge of ideological and political courses, and teachers can save a lot of valuable classroom time without explaining the basic concepts. Teachers can spend their time in the discussion and research with students, so that the teaching of ideological and political lessons can be more in-depth, and students can get a better explanation of doubts. In addition, by flipped classroom, ideological and political teachers can guide students to study in advance according to their own habits in the spare time, and cultivate a learning rhythm suitable for students. According to the actual situation of college students, teachers promote the formation of students' individualization through teaching and writing, and improve the participation of students in the classroom. Therefore, ideological and political teachers need to strengthen the application of information technology, consolidate their comprehensive quality, and be able to use multimedia to conduct diversified teaching, and provide a good organizational role for the teaching environment of college ideological and political courses.

## 2. Application problems to be solved in flipped classroom in ideological and political courses in colleges and universities

(1) Teachers are too superstitious about the teaching function of flipped classroom

Ideological and political teachers in many colleges and universities have long experience in the application of flipped classroom teaching mode. Based on the follow-up investigation of students' academic performance, they have concluded that flipped classroom has remarkable teaching effects and published a large number of papers on the excellent application of flipped classroom. However, according to practical application, although flipped classroom can improve the teaching efficiency of ideological and political classroom, it cannot overturn the status of traditional teaching. Although the traditional teaching mode is relatively old, its effect is more solid.

Although flipped classroom has more advantages in cultivating students' independence and innovative thinking, students often neglect to research the foundation while releasing their thinking. By flipped classroom, many college students develop flexible analytical ability, but they usually

lack strong theoretical support in answering questions. Therefore, ideological and political teachers in colleges and universities should not be too superstitious about the teaching role of flipped classroom. They should always point out the focus of learning for students when guiding students to cultivate self-learning, so as to prevent students from neglecting the strengthening of basic abilities.

(2) There is no proper evaluation standard between flipped classroom and traditional teaching

The advantage of traditional teaching lies in urging students to memorize knowledge points and understand concepts, while flipped classroom focuses on improving students' analytical level and learning problem-solving skills. The two have their own merits and cannot be distinguished by an appropriate standard. The main reason why the two teaching modes are difficult to evaluate each other is that the ideological and political examination mode is relatively single, which still inherits the traditional form of score examination. The assessment of ideological and political course is relatively extensive, such as whether the belief in the party is firm, whether the determination to build a characteristic society is pious, the embodiment of people's values, and the application of scientific methods are all the purposes of ideological and political course to cultivate students<sup>[1]</sup>.

In the training results of traditional teaching, students are usually able to memorize recitation questions skillfully and get high marks on conceptual questions. Flipped classroom teaching results leads to students' ability to perform well in analysis and practical application questions. In terms of performance evaluation alone, both sides win. In order to strengthen the practical teaching application of the flipped classroom, ideological and political teachers should also choose more scientific and credible evaluation methods to highlight the teaching effect of the flipped classroom.

(3) Flipped classroom mode requires more teaching resources, teachers and students' energy

The fundamental reason why flipped classroom cannot replace traditional teaching in practical teaching application is that this teaching mode needs to consume a lot of teaching resources and teachers' energy<sup>[2]</sup>. According to the flipped classroom teaching mode, teachers' teaching time is usually increased by 50% to double. In addition to basic classroom teaching, teachers also need to search a large number of teaching resources, compile micro-course content, analyze the differences of students' qualifications, and cultivate students' enthusiasm for independent learning. Many teaching links are indispensable and need teachers' attention at all times. If the ideological and political teachers do not have strong enthusiasm for education and good patience, they can not persevere for a long time.

Apart from the teacher factor, it is difficult for students to maintain a selfless attitude to support teachers' work. Because flipped classroom needs to occupy students' spare time, most students are resistant to it. After experiencing the novelty of flipped classroom, many students' enthusiasm for learning has shrunk back to the previous level. In the eyes of students, ideological and political course is still a subject that only needs to be memorized to ensure success, and they think that the implementation of scientific and complex teaching mode in ideological and political courses may be too costly and useless. Therefore, although ideological and political teachers have invested a lot of educational resources and teaching energy through flipped classroom, they are often unable to obtain expected teaching results due to the lack of cooperation from students. Done in one vigorous effort, and then decline, three and exhaust. The burden of learning between teachers and students has been increased in vain, and the teaching efficiency of ideological and political courses can only be maintained at the same situation as before.

### **3. Application points of flipped classroom in ideological and political courses in colleges and universities**

(1) Strengthening the multimedia operation ability of ideological and political teachers

In the flipped classroom teaching mode, students focus on self-regulated learning after class, so students usually need good learning ways to guide them to improve the efficiency of ideological and political lessons<sup>[3]</sup>. Multimedia is the key point for ideological and political teachers to improve the efficiency of flipped classroom teaching. Through the application of multimedia, ideological and political teachers can make more effective use of classroom time and strengthen communication and discussion with students through audio-visual teaching. It can also use

multimedia to search more learning resources of ideological and political courses from the Internet, so as to provide students with more independent learning choices. If teachers have skilled multimedia operation ability, they can make excellent courseware, so that students can understand the context when learning ideological and political concepts, and the vividness of courseware can also stimulate students' interest in learning.

#### (2) Teaching students in accordance of their aptitude

The advantage of flipped classroom teaching mode lies in the cultivation of students' analytical ability, so it is impossible to adopt the traditional teaching popularized education mode<sup>[4]</sup>. According to the differences in personality and comprehension, as well as the strength of memory, college students need appropriate training plans when studying ideological and political courses. The ideological and political teachers need to use the time of the classroom reasonably to strengthen the interaction with the students, and analyze the misunderstandings of the students' understanding in the ideological and political learning from the discussion. And teachers can communicate with students in the course logistics to understand the puzzles that students encounter during their studies. The education of the ideological and political course can not only impart knowledge to the students, but also deeply perfect the students' thoughts. Therefore, many ideological and political courses require good classroom interaction and the guidance of scientific thinking. The teacher's words and deeds in the professional teaching and after-school communication are indispensable teaching elements.

#### (3) Treatment chosen according to the variability of individual

In addition to teaching students in accordance with their aptitude, the teaching of flipped classrooms should be tailored to the individual. Some ideological and political teachers are too old to be able to handle the novel teaching mode. They can maintain their teaching more effectively in the traditional teaching mode<sup>[5]</sup>. Similar to the older age of teachers, it is a more ideal teaching policy to maintain the status quo. A change in the requirement for older teachers to seek a teaching mode may not be worth the candle. In addition, for the lower grades of college students, the mode of flipped classrooms is not suitable for the application of ideological and political teaching. As the junior students have just been exposed to the ideological and political studies, they have not yet established a good knowledge base. If teachers use the free form of learning in the flipped classroom, lower grade students will have a confused learning experience. If the foundation of the students is consolidated through the form of traditional education, and then the students' thinking is inspired by the teaching of flipped classroom, the ideological and political course will achieve better educational results.

### **4. Effective measures of applying flipped classroom to ideological and political courses in colleges and universities**

#### (1) Rational use of think tank thinking to solve the problem of ideological and political learning for students

Think tanks are considered to be think institutions and research organizations that solve problems and make suggestions for people's learning and work in the United State<sup>[6]</sup>. When the think tank was introduced to China, it was widely used in various professional fields, and it also made many contributions in the education sector. The main function of think tank thinking is to propose learning ideas, provide reasonable education for the public, and bring together talents in the field. This mode of thinking is applied to ideological and political courses, which can play a good role in the cultivation of students. For example, when students study the introduction of Marx's basic principles, they are unable to learn materialism. Ideological and political teachers can summarize the learning experience of materialism for students through think tank thinking, and point out the focus of materialism and the order of learning. Through reasonable guidance by teachers, college students will focus on learning "the origin of consciousness", "the change of material world", "the function of material to consciousness" and other important knowledge points when they come into contact with materialism. In the independent study of flipped classroom, students can follow a scientific route to learn ideological and political courses. In addition, think

tank thinking encourages the gathering of talents. Teachers can promote students to form discussion groups by turning over classroom teaching. When learning ideological and political content, such as Marxism-Leninism, students can solve all kinds of doubts and difficulties through discussion.

(2) Well-designed micro-class video provides students with high-quality learning materials

One of the difficulties in the implementation of flipped classroom is that students are not motivated enough to study independently after class, which is usually because the learning materials are too dull for students to arouse their interest in learning<sup>[7]</sup>. In order to make up for the lack of interest in learning materials, ideological and political teachers can provide students with high-quality learning content through well-designed micro-class video of multimedia. Micro-class is a flexible teaching resource, which be used in classroom-assisted teachers to teach, or it can be used in students' after-school time to download, so that students can enter the learning state anytime and anywhere. According to the characteristics of the micro-class, the teacher can highlight the key points of the classroom content in a short video, and help students master the essence of knowledge in time. Teachers can also divide the learning scope according to their own understanding of the content of the classroom, such as the teaching of Marx's basic principles. Teachers can divide the contents of Marxist philosophy, scientific socialism and Marxist political economy in the principles into micro-classes, and summarize them in each short video of micro-classes<sup>[8]</sup>. When students in Colleges and universities learn Marx's theoretical system systematically, they can start from different categories. Teachers use micro-class resources to clearly list the knowledge points of Marxism. Students can effectively avoid confusion of concepts when learning. Taking this as an example, under the teaching concept of flipped classroom, students' independent preview after class can improve their learning efficiency with the help of professional micro-class resources, and the teaching of ideological and political courses will be carried out smoothly.

## 5. Conclusion

Flipped classroom's teaching mode of ideological and political courses in colleges and universities effectively makes up for the deficiencies in traditional classroom teaching, but teachers should not blindly believe in the teaching advantages of flipped classroom. According to the current teaching effect, flipped classroom cannot replace the traditional teaching, and it needs some time to integrate the information inquiry, lesson preparation, assistant teacher training and students' learning organization team. Therefore, many teaching details need to be discussed when implementing flipped classroom for ideological and political courses. Under the flipped classroom teaching mode, teachers need to pay more energy and painstaking efforts to promote the teaching reform of ideological and political courses with good patience and profound teaching quality. Students should also pay a great deal of enthusiasm for learning, and make good complementarity between after-school time and classroom time. Therefore, flipped classroom can achieve predetermined teaching effects and become an effective weapon for college students to learn ideological and political courses.

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