

Teaching Reform of Ideological and Political Theory Courses in Colleges and Universities in the New Era

Lihe Wang^{1,*} Shuying Xu¹ Yan Sun¹

¹ *School of Marxism, Qilu University of Technology, Ji'nan, Shandong, China*

**Corresponding author. Email: 574277349@qq.com*

ABSTRACT

Student-centered teaching concept can be employed to improve the effectiveness of ideological and political course teaching in colleges and universities, which can prompt the reform and innovation of teaching methods, and promote teaching. Such practice highlights the importance of practical teaching, innovate practical teaching mode, which complements theoretical teaching. Questionnaire survey, data analysis, interview and discussion show that the teaching method of ideological and political courses in colleges and universities is in urgent need of reform, and the degree of value recognition needs to be improved. The case analysis also shows that "Internet plus PAD Class" improves the effectiveness of ideological and political courses. Only by changing the idea, innovating the teaching method and practical teaching, can students be better trained into talented person with ideal, ability and responsibility.

Keywords: Moral education, Ideological and political course, Teaching reform, Practical teaching.

1. INTRODUCTION

The fundamental goal of education in China is to cultivate people with morality. Colleges and universities bear the important mission of nurturing qualified successors of the socialist cause. As the main base of carrying out the goal of cultivating people with morality, the ideological and political teaching in colleges and universities should be reformed and innovated constantly to improve its effectiveness and give full play to the role of education and guidance to college students.

2. STUDENT-CENTERED TEACHING CONCEPT CAN BE EMPLOYED TO IMPROVE THE EFFECTIVENESS OF IDEOLOGICAL AND POLITICAL COURSE TEACHING

As for ideological and political course teaching in colleges and universities, teachers should

acknowledge students' crucial position, and further change from "teaching-centered" to "student-centered". Teaching activities should focus on students' learning content, learning methods and learning effects. Following the principle of "moral education" and the concept of "promoting students to learn actively, transferring knowledge and cultivating abilities", teachers should guide students' learning. Specifically, teachers should strengthen the study of theoretical knowledge and enhance the theoretical nature of the curriculum, improve and innovate teaching methods to enhance the effectiveness of the curriculum, combine the teaching methods with the teaching approaches of the new era to enhance the timeliness of the curriculum, promote their own ability and quality and aspire students with their own ideas and personality charm in a bid to cultivate students' initiative, and cement professional competence and employ achievements in scientific research to drive and promote teaching.

*Project: Qilu University of Technology theoretical research project of ideological and political work in 2020; Qilu University of Technology (Shandong Academy of Sciences) 2019 school-level teaching and research project 2019yb53; Qilu University of Technology Marxism Institute 2020 teaching and research project cultivation project.

3. IMPROVING THE IDEOLOGICAL AND POLITICAL TEACHING BY STRENGTHENING THE REFORM AND INNOVATION OF TEACHING METHODS

Theory teaching method, the most commonly used traditional and basic teaching method in ideological and political courses in colleges and universities, remains the main teaching method in the new era, which can be conducted by guiding, explaining, summarizing and other means. This teaching method has higher requirements for teachers: solid theoretical foundation, excellent professional ability, supreme teaching ability, and profound discipline quality. In addition, there are the following teaching methods:

3.1 Thematic Teaching Method

Thematic teaching method is a breakthrough in traditional teaching. Against this method, teachers no longer teach in the order of chapters and are not restricted by the logic of curriculum arrangement, which effectively avoids the phenomenon of comprehensive but not precise contents in previous teaching process. Teachers can rearrange the teaching contents according to the actual situation and the specific circumstance of students, and conduct the teaching under special topics. Teachers can give full play to their own characteristics and expertise, and teaching content is more concise and vivid. Moreover, different topics can be explained by different teachers rather than only one, which stimulates students' enthusiasm and allows them to learn the ideas and charms of different teachers in different topics.

3.2 Infiltrating Approach in Teaching

The infiltrating approach in teaching refers to infiltrating the information, ideas, energy, etc. of the ideological and political theory course into other disciplines, and using the newly generated teaching resources to transfer the ideological and political value after being integrated with each other. The theory of ideological and political theory course is obtained on the basis of drawing lessons from and absorbing the theories and knowledge of other disciplines and combining with one's own experience and practice. Therefore, the ideological and political theory courses are closely related to other subjects, which is also the reason for the approach. The method requires teachers to absorb and summarize the content related to the course, including

information and theories, into new teaching resources to share and learn with students in class, so as to expand the coverage of the course, and help students understand and remember the content of the course. This, to some extent, breaks the original structure and system of ideological politics, expands the teaching content and makes the classroom more dynamic, and assists the content of other disciplines to realize the understanding and grasp of the structure and content of ideological and political theory after conforming to students' major and needs.

3.3 Discussion Teaching Method

Discussion teaching method mainly develops students' understanding of a certain topic. Students search, choose and think about related topics and finally come to their own conclusions. During discussion, students are the subject of the entire teaching, and the teacher only plays the role of guidance and inspiration, summarizing the final results. The two-way interaction between teachers and students has been effectively promoted so that college students can deepen their understanding and grasp of knowledge. A good classroom atmosphere is created to improve the teaching effect.

"Internet plus Pad class (PAD)" is an innovative model suitable for ideological and political teaching in the new era. With the core of solving specific problems, PAD comprehensively draws lessons from the advantages of the traditional teaching class, discussion class, and the combination of physical classrooms and online classrooms. In the teaching process, the teacher imparts the basic knowledge framework, the key points and difficulties to students. When internalizing the absorption process, students adopt appropriate learning methods after class based on their actual situation to digest and absorb knowledge and complete learning tasks. In the discussion session, after internalizing and absorbing knowledge, students come back to the class to communicate and interact with their classmates and explore in groups, so as to deepen their understanding and grasp of knowledge. The concept of "PAD" is in line with the transformation of Chinese education from quality to high quality, and is suitable for the teaching requirements of ideological and political courses in the new era. It encourages students to actively participate in all aspects and tasks of the class, and gives full play to their dominant position, so as to fundamentally change the way that teachers indoctrinate students with theories and students can only passively accept knowledge in traditional ideological and political courses. The dynamic and

autonomous teaching class is created, which gives full play to the leading role of teachers and the principal role of students, thus effectively improving the teaching effect.

4. STRENGTHENING PRACTICAL TEACHING, IMPROVING THE IDEOLOGICAL AND POLITICAL TEACHING THROUGH THE COMPLEMENTARITY OF PRACTICAL TEACHING AND THEORETICAL TEACHING

In addition to classroom teaching, practical teaching also contributes much to ideological and political teaching in colleges and universities. Practice teaching and theory teaching should promote each other to enhance teaching effect.

4.1 The Function of Practical Teaching in Ideological and Political Teaching

Practice teaching improves the teaching effect of ideological and political course. First, students deepen their knowledge and understanding of theory taught in class. As a second classroom, practice teaching complements the first classroom, theoretical teaching. For example, in the debate about cheating, students further understand that cheating is immoral, have a deeper understanding of the content of the textbook, and also understand that love can't "weigh past over future". Second, it improves students' practical ability, improves their ability to analyze and solve problems, and lays a foundation for future research. In the legal literacy survey, students encounter someone consulting legal issues. They consult the information, ask questions, discuss, give suggestions, and write investigation reports, which improve the students' comprehensive ability. The third is to improve students' innovative thinking and ability. In research on entrepreneurship, for example, middle school students put forward the idea of "private customized family farm" to lease rural land to urban residents for leisure and entertainment, which not only satisfies the needs of urban residents for rural labor, but also solves the problem of idle rural land. In the debate competition "which is happier, love or not", after the debate and exchange, the new idea "all holidays are not for gifts and red envelopes, but to remind everyone love and be loved" was generated. The fourth is to improve the moral and cultural literacy of college students, and to enhance their theoretical cognition of morality, which motivates them to form good moral wishes and moral

emotions. This helps to cultivate college students' correct moral judgment and moral responsibilities and improve their moral practice ability, especially the ability to practice consciously, form correct values, and become a qualified builder and reliable successor of the socialist cause.

4.2 The Method of Constructing Practical Teaching Operation Mode

First of all, the goal of teaching can be clarified to express the problems to be solved in practical teaching and the results to be achieved. The goal of ideological and political practice teaching is not only the final destination of ideological and political practice teaching, but also its starting point.

The second is to make a detailed teaching plan for practice teaching. With a detailed teaching plan, the implementation of teaching links can be followed by rules, the scientificity and standardization of teaching can be ensured, and teachers can also have greater control and guidance in practice teaching. In addition, only after the practical teaching plan is made can the teaching contents and methods be arranged and implemented, so that the teaching can achieve better results.

The third is to standardize the organization and management of ideological and politics practice teaching. Only by standardizing the practical teaching of ideological and political theory can the teaching process be carried out smoothly. A good job in organization and leadership is the first principle. The organization and leadership work is to ensure the smooth implementation of ideological and political practice teaching by coordinating the arrangement of teaching, including the establishment of organizational management institutions, construction of practice bases, funding in the process of practical teaching and teacher arrangements. Next comes system construction. The system construction is to establish a certain teaching system to standardize practical teaching, which is mainly for the special links and requirements that appear in the process of practical teaching. Teaching process and teaching effect supervision system is also included. The construction of teaching process and teaching effect supervision system refers to the full play of students' subjective initiative in practice teaching, and fostering students' practice ability. The teaching should also proceed in the established direction against the guidance of the teacher.

Finally, the ideological and political course practice teaching should be summed up in time.

Teachers should summarize the teaching objectives, teaching plans, teaching content, teaching implementation process, teaching methods, etc., to lay a solid foundation for the practice teaching of ideological and political course in the future. In addition, students also have to make a study summary. It is necessary to do a good job in the evaluation and examination of students' practice learning and combine it with theoretical learning.

4.3 Practical Teaching Model Needs Innovation

In addition to helping college students deepen their theoretical knowledge learning, practice teaching can also help them understand the society, adapt to the society and ultimately serve the society. The practice teaching of ideological and political courses should be innovated according to the social development and the requirements of the times, so as to avoid the single and irregular teaching organization and unscientific evaluation system. Therefore, the innovation of practice teaching is urgent, and the innovation of teaching mode is the top priority. For example, practice teaching can be combined with campus culture, with community activities, and with the daily life of college students.

5. CONCLUSION

In the new era, only by changing the concept from top to bottom, strengthening the reform of teaching methods, and attaching importance to practice teaching, can the ideological and political courses be more theoretical, practical and contemporary, and the most fundamental goal of education be achieved. Such practice helps students to be knowledgeable, capable, ethical and responsible.

AUTHORS' CONTRIBUTIONS

Lihe Wang grasped the whole direction and wrote part concerning the reform and innovation of teaching methods, Shuying Xu participated in the writing of practical teaching, while Yan Sun participated in the writing of updating teaching concepts.

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