

The Basic Description, Practical Dilemma and Innovative Path of "Shift System" Teaching Mode of Ideological and Political Courses in Colleges Based on Inner Mongolia Normal University Questionnaire

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ABSTRACT

Ideological and political work is the practical activity of ideology in political work, and ideological and political theory class is the key course to implement the fundamental task of establishing moral education. In order to strengthen the ideological and political foundation of college students, the ideological and political theory courses in colleges and universities have been reformed and innovated in accordance with the development of the times, including the innovation of the teaching mode, i.e., gradually let the "shift system" into the daily teaching. Through questionnaires and interviews, I investigate the experience of students of Inner Mongolia Normal University and their expectation of the content and methods of teaching in the "shift system" teaching mode of Ideological and Political Courses, and explore the shortcomings and dilemmas faced by the teachers at present, in order to optimize the "shift system" teaching mode of Ideological and Political Courses in Colleges. The purpose of this study is to provide feasible and constructive suggestions for optimizing the teaching level and quality of "shift system", so as to enhance students' sense of access to Ideological and Political Courses, let them truly know the uniqueness of class, and feel the theoretical and intellectual charm of Ideological and Political Courses.

Keywords: "shift system" teaching mode; Ideological and Political Courses; teaching methods.

1. INTRODUCTION

In the 70th anniversary of the founding of New China, the construction of ideological and political theory courses in colleges and universities has been continuously improved and developed. The Party and the State have continuously improved the construction of ideological and political courses in colleges and universities, and the development of ideological and political education in colleges and universities has accumulated valuable experience. However, there are still some problems in the form and effect of teaching in the current construction of courses, which need to be improved. Based on this, this paper analyzes the existing problems in the teaching of "shift system" teaching mode through questionnaire survey method, and devotes to provide relevant suggestions for the teachers of Ideological and Political Courses in colleges and universities, so that students can improve their sense of

achievement in courses and better feel the unique charm of them.

2. BASIC OVERVIEW OF THE CURRENT DOMESTIC RESEARCH AND REALISTIC PRACTICE

2.1. Literature review

In 2021, General Secretary Xi Jinping pointed out that as a key course in implementing the fundamental task of educating people with moral values, teachers need to keep pace with the times and constantly innovate teaching methods to teach Ideological and Political Courses well, so that students can identify, internalize, and practice the concept of the courses. The reform of the "shift system" teaching mode of Ideological and Political Courses in colleges is a continuous process, and Pang Lixiang (2021) proposes that the reform of the teaching mode of courses should be "precise in questions, precise

in content, and careful in process"[1]. In this reform process, teachers of Ideological and Political Courses should pay attention to whether the students' sense of access to the curriculum is enhanced, change the teacher as the main body of the classroom in the past, not only as a classroom leader, but also improve their own ability to promote students' active learning, so that students can actively participate in classroom interaction and better feel, sense and perceive the knowledge of courses. This requires teachers to have both profound knowledge and good language skills; to have both firm ideals and beliefs and a high sense of responsibility and mission. Xiong et al. (2011) argue that in addition to having sufficient academic disciplinary competence and certain teaching ability, teachers of Ideological and Political Courses should maintain a fuller and more active disciplinary emotion in their teaching and research work[2]. On the issue of how teachers can innovate their original teaching system, Guo Fengzhi (2015) points out that teachers should innovate the concept of teaching methods, the system of teaching methods, teaching media, and classroom teaching methods[3].

As an important measure to evaluate the teaching level of courses, students' "acquisition" and "satisfaction" are important research directions of Ideological and Political Courses reform. According to Cao Yuezhu and Jiang Huiying (2021), the cultivation of students in college courses is multifaceted, and the "knowledge acquisition" through traditional learning behaviors, and the "emotional acquisition" and "behavioral acquisition" obtained through practices constitute the systemic effectiveness of courses. "[4] constitutes the systemic effectiveness of the Civics course. Teachers in higher education should always make their teaching goal to build a scientific ideological foundation for young students today, not only to cultivate students' interest in Ideological and Political Courses, but also to let them experience the correct guidance of life, so that they can apply the theoretical knowledge learned in courses to practice and benefit from it for life. Zhang Xiuying et al. (2021), on the other hand, in exploring the countermeasures to enhance the sense of acquisition of college students, pointed out that college teachers should strengthen the teaching of methodological competence for individual growth and career development, respect the differences of college students' groups, and implement differentiated teaching[5]

2.1. The practical experience of Inner Mongolia Normal University

Ideological and Political Courses at Inner Mongolia Normal University in Hohhot, Inner Mongolia Autonomous Region adopts the "shift system" teaching mode, that is, in each semester, each class is assigned a class teacher in charge of course, and each teacher has his or her own specific teaching content, and all teachers are

combined to teach in different classes to complete an entire Ideological and Political Course. To a certain extent, the "shift system" teaching mode makes the teacher allocation more optimal, as teachers of different teaching levels are assigned to classes of different majors, and male and female teachers take turns to teach in different classes, so that students can experience the intellectual collision of different ways of thinking. The "shift system" teaching mode makes teachers' teaching content richer, and teachers discuss teaching methods together before class, and explore interactive teaching links that are useful for improving students' life, which helps students improve their sense of experience and acquisition in the classroom; the "shift system" teaching mode also enables teachers to communicate deeply with each other and complement each other's strengths and weaknesses, so that teachers can adjust their teaching methods and knowledge in a timely manner during teaching research.

However, the problems of incomplete teaching design, incompatible chapters and inconsistent assessment standards need to be solved. In the "shift system" teaching mode, teachers have fewer opportunities to discuss before class, and the time for arranging shift system is tight; each teacher has his or her own teaching chapter, and different teachers will come into the classroom with their own knowledge in the first week of class, so students who start from the last chapter will be confused; the assessment standards are not uniform— It is very common in the practice of "shift system" teaching that teachers' grading standards and the content of extra and points are different, which makes students doubt the fairness of the assessment of the class. As a result, the "shift system" teaching is not closely related to the chapters taught by the teachers, and the different grading standards and extra and subtractive content of the teachers tend to reduce the students' sense of access to the class.

3. DESIGN AND ANALYSIS OF THE QUESTIONNAIRE

3.1. Questionnaire content and sample situation

The survey was conducted from four aspects, including the basic situation of the respondents, their knowledge of the Ideological and Political Courses, their experience of the Courses and their expectation of the teaching, with 18 questions. In order to ensure the real and effective statistics, the questionnaire survey used a combination of online and offline survey mode, a total of 400 questionnaires were distributed, 359 questionnaires were collected, 308 valid questionnaires, the effective recovery rate of 85.8%; 158 male students and 150 female students.

3.2. Statistical results of the questionnaire

In the survey of college students' perception of Ideological and Political Courses, 48.7% of them think Ideological and Political Course is a course to improve their ideological and political quality and enhance their ability to distinguish right from wrong, 54.22% of them think it is a course to understand the political situation in China and grasp the history and policies of the country, 66.88% of them think it can help them establish their outlook on life, values and worldview for the foundation for future work and employment.

For the survey of classroom experience, 65.91% of the students felt that the classroom learning atmosphere was strong, 77.6% felt happy and relaxed, 65.58% inspired their own dreams to devote themselves to socialist construction and development, and 5.19% thought the class was boring and uninteresting.

In the survey, 55.84% of students want to use multimedia and software tools (such as study pass, video, cell phone, etc.) in the classroom, 45.78% of students want the class to go out of the classroom and carry out practice, and 42.53% of students want interactive teaching in the class to encourage students to speak independently.

Generally speaking, most students are full of expectation for the college Ideological and Political Courses, and they can understand class correctly, and take the class as an important class to help them establish spiritual beliefs, establish correct values and enrich their spiritual world. At the same time, most students think that there are some problems with the current "shift system" teaching mode of Ideological and Political Courses, and there is still room for improvement and advancement.

4. PROBLEMS OF THE CURRENT "SHIFT SYSTEM" TEACHING MODE - BASED ON QUESTIONNAIRE ANALYSIS AND REAL-LIFE RESEARCH

4.1. Leads to poor articulation of knowledge

In the "shift system" teaching mode, each teacher has his or her own topic and is responsible for teaching the topic within his or her own responsibility, which is likely to cause the teachers of the class to focus only on the content of their own lecture preparation and ignore the overall knowledge of the class, making it impossible for students to grasp the content taught by the teachers systematically. From the results of the study, we know that students of different grades have reflected the problem of poor knowledge connection in the "shift system" teaching mode. Although there is a class teacher in charge of each class, yet the class teacher is only responsible for a part of the content, and other teachers will rotate through the class every week. Even though the

students can finish their studies according to the teaching arrangement, the order of the chapters is disrupted. For example, in practice, the teacher in charge of each class introduces the syllabus of the course in the first class of the new semester, so that students can have a preliminary understanding of the content of the course. Each week, a new teacher will explain the course, but some teachers will adopt a direct teaching method, which has little relevance and poor connection with the content previously explained by other teachers, which to a certain extent affects students' knowledge acquisition and comprehension; some teachers worry that students will forget what they have learned previously, so they will use most of the time to repeat the knowledge explained by other teachers in the past. Some teachers worry that students will forget what they have learned before, so they will use most of the time to repeat the knowledge that other teachers have explained in the past. In this cycle, teachers inevitably have the problem of poor logic and poor articulation in the course of lectures, so that students cannot properly sort out what they have learned throughout the semester, and students can only be forced to accept the teachers' teaching arrangements. The repetitive content of the lectures affects students' learning progress to some extent.

4.2. Uniform assessment standards for teachers

Compared with the traditional teaching mode of Ideological and Political Courses, the "shift system" class has increased the difficulty of teaching assessment. Different teachers have different teaching styles, and teachers will adopt different approaches when they are confronted with adding or subtracting points from classroom performance. For example, some teachers are accustomed to random roll calls using the Learning Pass software, some directly call on students to answer, and some let students raise their hands on their own. Sometimes students who are called in the first two ways are given a certain number of points for classroom performance, regardless of the content of the questions, and the number of points varies according to the individual teacher's criteria. This same variation in assessment criteria from teacher to teacher also occurs in classroom point reduction. Sometimes teachers do not record scores in a timely manner and limit them to verbal commitments in the course of classroom walking, which seriously discourages students from attending classes. In addition to the classroom teacher, each teacher only stays in a class for a week, so the teacher does not have time to explain his or her grading criteria, so the students in the "shift system" class are not clear about each teacher's grading criteria.

5. PROSPECTIVE SUGGESTIONS FOR CLASSROOM TEACHING”

The "shift system" teaching mode requires schools to set up a special teaching and research department to scientifically and reasonably allocate the overall teaching content, so that the content of the lecture is properly detailed, focused and distinct. In the class, the design of teaching topics should focus on the internal logic of the topics and the systematicity and relative stability of the classroom. Teachers should pay attention to collective lesson preparation, communicate and improve each topic, focus on knowledge explanation from shallow to deep, from easy to difficult, backward and forward, and avoid repeating certain knowledge points, so as to improve teaching quality and efficiency, and at the same time improve students' interest in courses and gain their sense of access to the courses.

Furthermore, before teaching, teachers of "shift system" classes should develop unified assessment standards for questions and absenteeism, so as to narrow the differences in teachers' scoring in the classroom; teachers should also make the scoring standards open and transparent, so that students understand the content and standards of scoring, so that students pay attention to classroom performance, strictly comply with classroom discipline, and actively participate in classroom interaction.

6. CONCLUSION

The role of the **Ideological and Political Courses** is irreplaceable as it is a key course to implement the fundamental task of cultivating people's moral character. Through a survey on students' perceptions of "shift system" in a university in Hohhot, Inner Mongolia Autonomous Region, it is found that there are practical problems in "shift system", such as 1. poor articulation of knowledge presentation 2. unsystematic teacher assessment standards However, the study is still inadequate in terms of sampling and rational analysis. It is hoped that future research will enable the development of "shift system" to be better implemented, so that students can more fully experience the charm of Ideological and Political Courses in the new era

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