



Exploration on the Precision Mode of Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities

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Abstract. Practical teaching is an important carrier for reform and innovation, quality and efficiency improvement of ideological and political theory courses in colleges and universities. At present, there are problems of abstract setting, rigid transformation and single way of practical teaching in ideological and political courses. The innovative development of practical teaching aims at students' individual needs and the construction of precision mode. Through strengthening the concept of cultivating people, optimizing the teaching content, enriching the teaching form, and improving the teaching guarantee, the precision mode aims to enhance the relevance and affinity of practical teaching of ideological and political courses, improve students' sense of access and effectively promote the innovative development of practical teaching of ideological and political courses in universities.

Keywords: Ideological and political theory course · Practical teaching · Precision mode

1 Introduction

In the new era, strengthening the construction of ideological and political theory courses in colleges and universities is a key link to firmly establish the sense of responsibility and mission of contemporary college students as socialist builders and successors, and also an important channel to sow ideals, consolidate beliefs and shape souls for contemporary college students.

One of the basic teaching principles in colleges and universities is the combination of theory and practice. Compared with the middle school stage, its teaching process focuses

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more on the transformation from theory to practice. Considering the distinct practice orientation and social orientation, college teaching activities should be connected with reality as much as possible, and the practical teaching should be strengthened at the same time [1]. At present, as a new form of teaching [2], the practical teaching of ideological and political theory courses in colleges and universities has become an important carrier for the transformation from “small ideological and political classroom” to “great ideological and political” social life, and the improvement and implement of unity of theory and practice of ideological and political theory courses [3]. In the process of organizing the practical teaching of ideological and political theory courses, different colleges and universities have experienced a journey of exploration from nothing, from being single to diversified, from being extensive to fine. On the basis of existing experience and problems, the refinement and optimization of practical teaching mode has become an important foothold and breakthrough to promote the quality, efficiency and innovative development of ideological and political theory courses in colleges and universities.

2 Problems in Practical Teaching of Ideological and Political Courses in Colleges and Universities

Social practice is one of the teaching forms in colleges and universities. Its purpose is to help students connect theoretical knowledge with actual production and life practice, and reserve the cognitive and practical foundation for entering the society in the future [4]. From the perspective of realizing and maintaining the effectiveness and longevity of the practical teaching of ideological and political theory courses in colleges and universities [5], there are many multi-dimensional problems from beginning to end and from inside to outside in the practical teaching of ideological and political theory courses, such as ideas and systems, content design and technology presentation, which need to be studied and solved urgently.

2.1 Outdated Teaching Concept, Insufficient Innovation and Weak Effectiveness

The practical teaching concept of ideological and political theory courses follows the integrity of teaching links and ignores the innovation and effectiveness of the teaching process. All colleges and universities have clearly set up the practice teaching arrangement, which is incorporated into the unified teaching process of ideological and political theory courses. Due to the large demand for practice posts, large differences among students and limited teachers, it is difficult to organize and manage the practice teaching in a unified way. Therefore, colleges and universities usually implement and appropriately simplify the requirements of the documents of the Ministry of Education as a matter of expediency, and adopt the methods of decentralized practice and submission of relevant practice results. Teachers are unable to provide specific and timely management and guidance, being unable to form effective teaching interaction and feedback improvement and resulting in the inability to guarantee the effect of practical teaching. At the level of teaching assessment, practical teaching is one of the assessment contents of ideological and political theory courses, and the assessment objectives and assessment standards are not clear. Therefore, it is unable to play the role of leading the teaching process with

the assessment objectives. Finally, the practice teaching adheres to the integrity of the teaching link in form and ignores the teaching effect.

2.2 The Teaching Contents Are Arbitrary and Not Supportive Enough

On the one hand, the practical teaching materials, syllabus, design and other teaching documents are incomplete, and the selection of teaching content is relatively random. On the other hand, the practice teaching and the theory teaching are independent in the content design, which can neither guarantee the standardized implementation of the practice teaching task, nor form a joint force and mutual promotion with the theory teaching. The teaching forms of practice class are mostly social investigation and voluntary service. It is difficult for students to connect the theoretical content learned in class with the above practice form, and the combination of practice process and theoretical knowledge is not close enough. Students' rational knowledge is obtained directly, which is difficult to be verified and promoted at the perceptual level. The practical teaching design is limited to the department of ideological and political major or even completed purely in the teaching and research room. It is difficult to realize the integration of ideological and political theory courses and professional courses, small ideological and political classes and social classes, and the values of the times and history for students, so as to achieve the integrated cultivation of students' general quality and professional quality.

2.3 Unified Teaching Methods and Lack of Personalization

In order to improve the teaching effect, practical teaching has developed case-based, inquiry-based, and project-based presentation methods. However, the teaching method is of uniformity, with insufficient personality. In other words, it is still unable to comprehensively and timely respond to students' social, socialized, information-based and experiential learning needs. The orientation of teacher-student relationship is not clear, and the role of students in the process of practical teaching is weakened. Students can feel the dominant position of teachers, but it is difficult to experience the standard consciousness as the main body of students. Due to the backwardness of teaching methods and teaching ideas, students only position the practice link as a tool to obtain credits.

3 The Basic Implications and Underlying Logic of the Precision Model of Practical Teaching of Ideological and Political Theory Courses

Precise thinking is a new interpretation of philosophical methodologies such as "seeking truth from facts", "proceeding from reality in all" and "specific analysis of specific problems". Entering the new era, General Secretary Xi Jinping has repeatedly stressed the need to cultivate precise thinking and carry out work with precision, and not to respond to the specific with principles. In order to achieve innovative development in the ideological and political education in the new era, it is necessary to implement precision policies, and constantly enhance the ideological content, theoretical content, affinity and pertinence of ideological and political education [3].

3.1 Basic Implications of Precision Mode of Practical Teaching of Ideological and Political Theory Courses

Precise ideological and political education refers to the process of ideological and political education that follows the law of students' growth and the law of ideological and political education, takes dialectical logic as the guide, takes scientificity and pertinence as the focus, enhances the affinity and appeal of ideological and political theory courses through accurate and effective practical teaching contents and forms, and comprehensively optimizes the ideological and political education process in the new era with the fundamental goal of strengthening moral education and cultivating people.

3.2 The Underlying Logic of Precision Mode of Practical Teaching of Ideological and Political Theory Courses

The underlying logic of the precision mode is performed in three combinations.

First, it is required to accurately identify the changes in the educational environment and the needs of the educated subjects, and achieve the precise docking between teachers as the leading and students as the main subjects.

Ideological and political education is mainly committed to the cultivation of students' ideological awareness, moral norms, values and other aspects. The process of realizing the internalization of spirit and the externalization of behavior is inseparable from the practice link, let alone the stimulation of students' subject consciousness. First of all, it is necessary to accurately understand the ideological environment of college students. As social changes continue to intensify and social values become increasingly diversified, students face more challenges in education. The amount of information from peer communication, movies and online media has increased sharply, and the contents have become diversified, fragmented and entertaining. As a result, the moral education environment in school occupies a smaller position in the social environment, the weakening of college students' identification with Marxism, nation, country and political party has deepened, and the risk of abnormal values has increased. Ideological and political education in colleges and universities should respond to the new changes in students' ideological environment in time, enhance the attraction of moral education courses, deal with the relationship between indoctrination and selection, closely combine social development with students' concerns, and carry out targeted, interactive, speculative and other practical activities that are more likely to arouse students' interest. Teachers can effectively play a guiding role in dominating the overall situation through teaching design, organization and arrangement. Students are not only the objects of teaching, but also the subjects of learning and development, and the participants and ultimate beneficiaries of practical activities. Only by accurately achieving the precise docking between teachers as the leading and students as main subjects can the activities of teaching and learning supplement each other.

Second, it is suggested to accurately design the teaching content to realize the unity of professional education and value education.

Ideological and political education is the main classroom to implement the goal of strengthening moral education and cultivating people, which is also the fundamental principle of teaching activities in various disciplines. Ideological and political education

should be penetrated into the whole process of education and teaching in various disciplines, so as to ensure the effectiveness and orderliness of multidisciplinary integrated practical courses. Breaking through the barriers between disciplines and realizing the exchange and integration between disciplines is an effective way to cultivate innovative and applied talents. The precision mode of practical teaching of ideological and political theory courses should follow the dialectical and unified relationship between ideological and political theory courses and professional courses. Practical teaching of ideological and political theory courses is the key field of the integration of the two and an important position for the construction of curriculum ideology and politics. Therefore, it is suggested to fully tap the ideological and political elements in professional theoretical courses and professional elements in practical teaching of ideological and political theory courses, infiltrate the requirements of socialist core values, professional ethics and ideal beliefs, and the cultivation requirements of being a man and doing things in the process of practical teaching of professional courses and professional practice and training, realize the deep integration of professional courses and ideological and political theory courses, and optimize the relationship between ideological and political theory courses and curriculum ideology and politics, build ideals, beliefs and values in the dimension of professional thinking, develop professional skills in the dimension of ideological and political concepts, form a three-dimensional and open learning mode, and realize the unity of professional ability and general literacy. In addition, it is necessary to consider the conditions of the times and social background, and solidly promote the integration of content innovation of ideological and political education and information technology. And then, the quality and efficiency of practical teaching of ideological and political theory courses will be improved.

Thirdly, it is required to accurately use teaching methods, innovate practical teaching carriers, and realize the organic unity of methods and purposes, carriers and contents.

Besides, it is suggested to choose flexible and appropriate methods of “teaching” and “learning” according to the teaching objects, teaching contents, teachers’ own characteristics and teaching conditions. The traditional case-based method, project-based method, task-driven method and other practical teaching methods are concretized, the existing practical teaching carriers and resources of the school are used well, and the interactive media teaching method is adopted to create situations, so as to realize the innovation of experimental method, experience method, field method and other teaching methods. At the same time, it is suggested to integrate various teaching methods with the training goal of strengthening moral education and cultivating people, make full use of practical resources inside and outside the school, realize the linkage inside and outside the school, accurately locate teaching guidance, accurately supply teaching content, and accurately select teaching methods.

4 Construction and Implementation of the Precision Model of Practical Teaching of Ideological and Political Theory Courses

Considering the experience and deficiency of practical teaching of ideological and political theory courses, it is feasible to explore the integration of resources, clarify and reshape the practical teaching content of ideological and political theory courses, and

build a precise teaching mode. In addition, teachers should always focus on the core goal of practical teaching serving the teaching of theoretical courses, make changes according to events, make advancement according to the times, and make innovations according to the situation [6]. Through the “precise” and “effective” practical teaching reform, students with different needs would be interested in the practical teaching of ideological and political theory courses.

4.1 Clarifying the Concept: Strengthening the Top-Level Design, Improving the Scientificity, and Unifying the Virtual and Real Practice Teaching

Contemporary college students are the mainstay of national rejuvenation. The practical teaching of ideological and political theory courses should undertake the historical mission of helping college students establish correct world outlook, outlook on life and values. College students are in the stage of “jointing and booting” in their lives, and need careful cultivation and guidance [3]. With the help of ideological and political theory courses, college students could button up the first button of life, strengthen their ideals and beliefs in Marxism and Communism, establish the goal of reform and opening up and building a powerful socialist modern country, cultivate patriotism, and firmly establish the “four self-confidence”. Through the standpoint, viewpoint and method of Marxism, the correct value orientation is combined with the reality of China’s development and students’ life, which is unified in the practical teaching of ideological and political theory courses. Finally, it would realize the integration and growth of the four elements of knowledge, emotion, will and action, achieve the shaping of values and the improvement of literacy, complete the ultimate teaching goal of ideological and political theory courses, and promote the all-round development of students. To implement this concept into the design of practical teaching, it is necessary to formulate a demassification-based and menu-based teaching plan. The teaching objectives should be clear on the practical direction, political direction and professional direction. The goal of strengthening moral education and cultivating people is refined and implemented in the practical teaching process of ideological and political theory courses. For the systematic arrangement and whole-process management of the teaching process, teachers should formulate the scheme of practical teaching in detail according to the requirements of teaching objectives, especially the teaching steps and implementation methods, and carefully make the organization to avoid the subjective randomness of practical teaching and the indistinct requirements. The practical teaching of ideological and political theory courses should embed the requirements of the party and the state on the ideological and political quality of college students into all links of practical teaching syllabus and the implementation of the program, and finally achieve the ultimate teaching purpose through the internalization and influence of practice, which is reflected in the students’ morality and belief. From the perspective of the overall curriculum system, teachers can carry out teaching design, solve theoretical and collaborative problems, and improve the systematization of knowledge transfer.

4.2 Optimizing the Contents: Building a Multi-level and Optional Practical Teaching Content System, Highlighting the Teaching Characteristics, and Making the Practical Teaching Interesting

When arranging practical teaching content, it is necessary to fully consider the theoretical contents and knowledge of ideological and political theory courses, and grasp the intersection and integration of student experience, professional categories, era conditions and other elements. The practice content can be systematically planned and designed from two levels: the basic level and the deepening level. First of all, the basic level is rooted in the integration of the basic principles of ideological and political theory courses for college students, aiming at all students in different colleges and departments. All majors at the basic level share resources, mainly including social situation investigation, poverty alleviation and education support, volunteer services, community activities, red education base visit and study, so as to give full play to the educational function of social and cultural resources and enable students to have an in-depth understanding of the party, national conditions, social conditions and people's conditions. To realize the ingenious combination of theory and practice, on the one hand, it is suggested to deepen students' understanding of theoretical knowledge; on the other hand, it is necessary to make students have a practical understanding of the great achievements made in the construction of socialism with Chinese characteristics, enhance students' sense of pride, mission and responsibility, and improve students' recognition and confidence in the cause of socialism with Chinese characteristics. Secondly, at the deepening layer, it sets optional menu-based practical content for different disciplines. At the deepening level, there is a decentralized characteristic arrangement, which is based on the innovation of teaching content, highlights the characteristics of the school and the specialty, closely combines the political, economic, social and cultural characteristics of the region, and deeply taps the teaching resources of ideological and political theory courses inside and outside the school considering the characteristics of the school's own disciplines. In addition, it is required to carry out ideological and political work in an open way, and highlight the characteristics of the times, subjectivity, sociality and school-based characteristics in the practical contents. Also, it is necessary to expand the scope of practice, collect, summarize and classify students' ideological puzzles and make responses effectively, and guide students to master independent thinking methods to solve puzzles, so as to achieve high-quality, deep and useful teaching content. The professional ethics, value ethics and legal concepts required by students in their future professional roles are rooted in the design of practical teaching. The practical teaching of ideological and political theory courses is integrated with students' social practice, voluntary service and labor education, and the practical teaching of ideological and political theory courses is integrated with professional practical courses, so as to form a joint force between various courses and ideological and political theory courses, and build a comprehensive education pattern for all staff.

4.3 Enriching Forms: Promoting the Diversification of Teaching Forms and Carriers, Strengthening Students' Subject Consciousness, Improving Affinity, and Making Practical Teaching Meaningful

Constructivist teaching mode provides good guidance. Teaching activities are student-centered, emphasizing the interaction and situational nature of teaching. Teachers are responsible for designing, organizing, guiding and helping students. Through the setting of situations, students and teachers can achieve cooperation and conversation and realize meaning construction. And then, it can give full play to students' initiative, enthusiasm and creativity [7]. In the practical teaching of ideological and political theory courses, it is necessary to consider students' knowledge base, professional direction, personality and hobbies, and design the practical process of ideological and political theory courses.

At the same time, it is required to build a multi-dimensional practical activity system of classroom practice, campus practice, base practice, social practice and network practice. Classroom practice can be carried out in the forms of keynote speeches, group discussions, debate competitions, scenario simulations, experimental games, role plays, etc. Campus practice can be carried out in the form of work study, quality development, extracurricular research, community activities, campus culture construction, academic research and so on. Besides, it is suggested to make full use of ideological and political platforms and carriers in campus such as school radio, campus blackboard newspaper, psychological counseling, micro video competition, photography exhibition, sitcom, model pacesetter selection, etc. Social practice can be achieved through practical activities such as social investigation, voluntary service, public welfare projects, visits and seminars, post internships, innovation and entrepreneurship. To strengthen the construction of social practice bases, the school should cooperate with local governments, social organizations, street communities, cooperative enterprises, red education bases, social service institutions, etc. to jointly build a stable off-campus practice base. In addition, it is necessary to carry out a variety of social practice activities, such as social research, party building, public relations, post experience, cultural communication, etc. Network practice mainly adopts methods, such as using network environment to build special websites, opening Wechat official account and Weibo, creating chat group, bilibili.com and Tiktok, to carry out the publicity and education of ideological and political theory. Also, it is suggested to pay attention to the innovation of practical forms and enhance the development of practical teaching. Besides, it is required to use the network environment, pay attention to virtual practice teaching, recognize the particularity of virtual practice, and create a multi-dimensional space-time practice platform to serve students. What's important, it is necessary to pay attention to the diversity and integration of practice forms, carry out grading and classification practice activities for college students at different learning stages, and form a new pattern of innovative education full of enthusiasm and harmonious development.

4.4 Implementing Guarantee: Strengthening the Supporting System, Building an Accurate Evaluation System, Returning to Standardization and Systematization, and Making Practical Teaching Interdependent

To strengthen the support system, educational administration, student work, Youth League Committee, logistics and other departments should do a good job in supporting services. First of all, the allocation of theoretical and practical hours is reasonable and fully utilized. Importantly, it is suggested to make cooperation from the perspectives of institutional arrangements, institutional implementation and resource allocation, strengthen the construction of the practice base, and ensure the good operation of the practice base. To cultivate students' comprehensive practical ability in practice, corresponding and reasonable amount of practice bases are needed as a guarantee. The co-construction and sharing of practice base of ideological and political theory courses and professional course practice base requires the full cooperation of all professional colleges and departments and administrative departments to provide necessary support for the smooth implementation of practice teaching of Ideological and political course. The guarantee of teaching process should be detailed and practical.

Practical teaching evaluation should build a double-object evaluation system for teachers and students. On the one hand, without teachers' in-depth guidance, practical teaching will have few connotations and low effectiveness. Paying attention to the assessment and evaluation of practical teaching activities is the key to mobilize teachers' enthusiasm. The evaluation of teachers is mainly carried out from the perspectives of practical teaching organization ability, practical teaching scheme, work responsibility and so on, focusing on the implementation of practical teaching plan, the number of hours and quality of practical teaching. The workload of teachers' practical teaching should be included in the performance salary accounting. It is necessary to promote the practical teaching effect of ideological and political theory courses with the improvement of teachers' work enthusiasm. On the other hand, students' practical teaching evaluation is included in the final grade, and social experience and practical results are included in the students' practical teaching performance assessment, so as to rationalize and institutionalize the social practice evaluation, make the teaching scoring standard specific and operable, avoid the examination out of form and ensure the scientific and accurate evaluation of students' practical achievements.

5 Conclusion

The precision mode of practical teaching of ideological and political theory courses should realize the leap from "flooding" to "drip irrigation" and from "abstraction" to "accuracy" in terms of teaching design, teaching content and methods, teaching evaluation and guarantee, and realize re-optimization and re-innovation in the reform of systematic teaching mode, so as to ensure the continuous follow-up of the quality and quantity of practical teaching, and lay a solid ideological and political foundation for the cultivation of people in the new era.

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