



Research on the Application of SCL Teaching Mode in Ideological and Political Education in Colleges and Universities

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Abstract. With the rapid development of society and economy, students are more willing to accept novel teaching methods. In the course of ideological and political teaching, the traditional teaching methods can't fully arouse students' learning enthusiasm. Based on the above situation, this paper investigates the questionnaires issued by college students, and according to the students' learning situation, this paper puts forward that SCL teaching mode should be integrated into the ideological and political teaching of colleges and universities, with college students as the center, and fully mobilize their enthusiasm for receiving ideological and political courses from their perspective, so as to make them more aware, recognize and really learn relevant knowledge in the ideological and political teaching of courses.

Keywords: SCL teaching mode · Ideological and political teaching in colleges and universities · application research

1 Introduction

SCL teaching mode is a student-centered teaching concept, which was put forward by American psychologist Rogers. Since it came into being in the mid-20th century, it has developed rapidly in western education, and now it has become the mainstream education concept in western education. With the gradual deepening of China's educational reform, the teaching concept of SCL has gradually been recognized by experts in China's education sector. The core idea of SCL teaching mode can be embodied in four aspects: teaching subject, teaching content, teaching method and teaching evaluation, and students are the main body in the whole teaching process. Teachers are organizers and instructors of learning. Through the guidance of teachers, students' learning enthusiasm and initiative are fully exerted and mobilized, and the learning of knowledge is completed by designing learning environment, using various teaching resources and adopting cooperation, discussion and situation.

2 The Analysis of the Current Situation of Ideological and Political Education in Colleges and Universities

In order to understand the current situation of ideological and political education in colleges and universities, a questionnaire survey was conducted among 84 students of grade 2022 in a university in Heilongjiang Province, and 83 questionnaires were distributed, and 83 questionnaires were collected, showing that the effective rate of the questionnaires was 98.8%.

2.1 Questionnaire Design

This paper designs a questionnaire from six aspects: investigating students' basic information, understanding and attitude towards curriculum ideology and politics, learning initiative, classroom atmosphere, main teaching methods and effects, and favorite teaching methods. The specific design is shown in the following Table 1.

2.2 Reliability Test

Table 2 and Table 3 are the reliability tests of the collected questionnaire data by SPSS. Table 2 shows that there are 84 questionnaires and 83 valid ones. The reliability statistics in Table 3 show that the actual Cronbach coefficient is 0.781 greater than 0.7, which shows that the questionnaire has good reliability.

2.3 Validity Test

This study uses SPSS to test the validity of the questionnaire, as shown in Table 4. According to the measurement standard of KMO, the higher the KMO value, the better the validity. The test results show that the KMO value is 0.781, and the significance P value is $0.000 < 0.05$, which shows that the correlation between variables is too great, and the validity of the questionnaire is good.

2.4 Analysis of Teaching Status Quo

Analysis of Students' Learning Status.

First, the Attitude and Understanding of Curriculum Ideological and Political Education. Through the second question in the questionnaire, "the understanding of the teaching concept of curriculum ideological and political education", this paper reflects the current attitude and understanding of college students on curriculum ideological and political education. As can be seen from the data in Fig. 1, at present, college students' understanding of curriculum ideology and politics is not ideal, among which 53.01% students know the teaching concept of curriculum ideology and politics, 30.12% students know it very well, 13.25% students don't know it very well, and 3.61% students don't know it at all. Therefore, through the questionnaire analysis, it is concluded that the integration of the teaching concept of curriculum ideology and politics in college

Table 1. Questionnaire Design

Basic information	Which period of study are you a student?
Understanding and attitude towards curriculum ideology and politics	Understanding of the teaching concept of “Ideological and Political Education in Curriculum”
	Do you think it is important to “think about politics in curriculum”?
	What is your attitude towards the integration of ideological and political education into university courses?
	What is your understanding of “course ideological and political” in university courses?
	What do you think are the shortcomings in the current ideological and political teaching of university courses:
	What do you think is the role and function of students in curriculum ideological and political education:
Initiative of learning	Do you take the initiative to spend time learning about “course ideological and political education” after class?
Classroom atmosphere	What do you think of the learning atmosphere in your classroom?
Main teaching methods and effects	What is the main teaching method of your course teacher?
	What do you think of the teaching methods and teaching effects of teachers in your major at present?
	How does your teacher show you the situation of “course ideological and political education” in class?
Favorite teaching methods	What’s your favorite way to show “Course Ideological and Political Education”?
	Which teaching method do you think is most suitable for ideological and political teaching in university courses?

teaching needs to be strengthened at this stage, and teachers need to adjust their teaching activities.

Second, Students’ Understanding of Curriculum Ideology and Politics. Through the tenth question in the questionnaire, “What is your understanding of curriculum ideological and political education in university courses?”, this question reflects students’

Table 2. Case Handling Summary

Case handling summary			
		Number of cases	%
Case	Effective	83	98.8
	Exclude a	1	1.2
	Amount to	84	100

a.In this program, deletion is based on the list of all variables.

Table 3. Reliability Statistics

Reliability statistics	
Cronbach's Alpha	Number of terms
0.781	12

Table 4. Inspection of KMO and Bartlett

Test of KMO and Bartlett		
Kaiser-Meyer-Olkin measurement of sampling adequacy.	0.781	
Bartlett's sphericity test	Approximate chi-square	692.563
	df	66
	Sig.	.000

understanding and understanding of curriculum ideological and political education. It can be seen from the data (as shown in Fig. 2.) that most of the students believe that ideological and political education in the curriculum means ideals and beliefs, moral sentiments or feelings of home and country, national spirit or cultural identity, and institutional self-confidence. 68.67%, 65.06% and 61.45% respectively. However, only 48.19% people think that curriculum ideological and political education is innovative thinking and exploring spirit. In this data, 54.22% people's understanding of curriculum ideology and politics includes the above four points, but 2.4% people don't understand the ideas conveyed by curriculum ideology and politics. Thus, students' ideological and political education has not been well constructed and guided. This requires teachers to play their guiding role and attach importance to students' ideological and political construction.

Third, Students' Initiative in Learning. Through the sixth question in the questionnaire, "Do you take the initiative to spend time learning the knowledge about ideological and political education after class?" It reflects the initiative and consciousness of students' after-school study. As shown in the following Fig. 3, 50.6% of the students said that

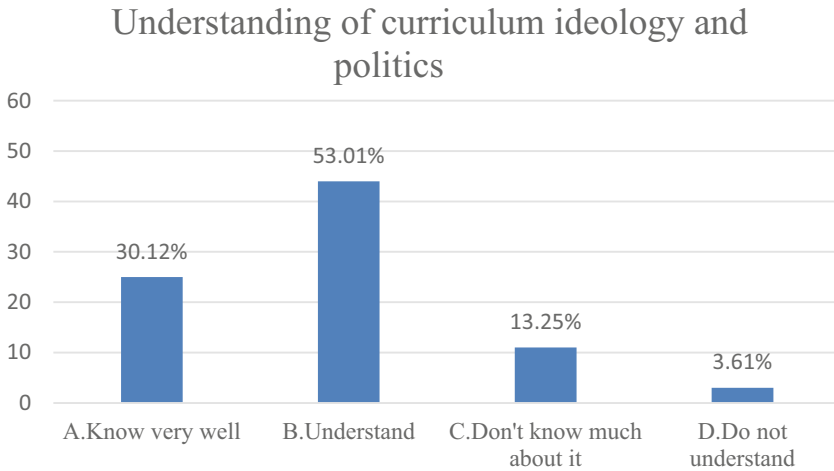


Fig. 1. Understanding of Course Ideological and Political Education

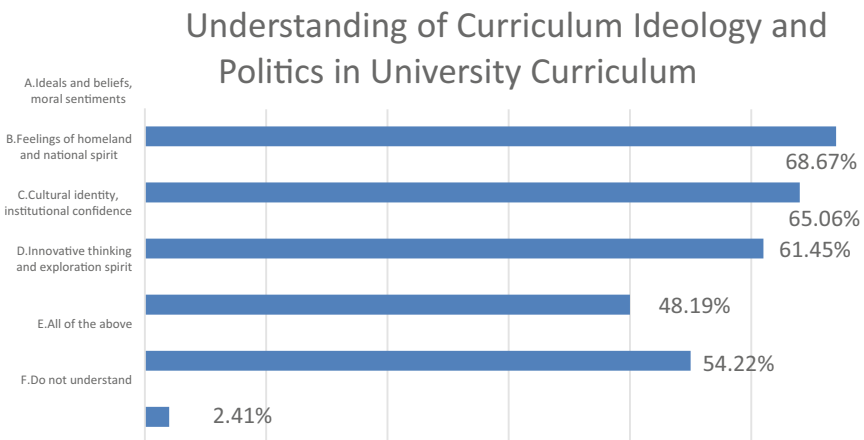


Fig. 2. Understanding of Curriculum Ideology and Politics in University Curriculum

they seldom take the time to actively learn the knowledge about course ideological and political education after class, while 43.37% of the students said that they would take the time to actively learn the knowledge about course ideological and political education after class. In addition, 6.02% of the students said that they would not spend time learning about ideological and political education after class. To sum up, the learning initiative of college students is not high enough, and it is necessary to strengthen the initiative of cultivating students to learn new knowledge after class.

Analysis of Teachers’ Teaching Status

First, the Learning Atmosphere in the Classroom. Active classroom learning atmosphere is conducive to teachers to better display the teaching process, and can reflect

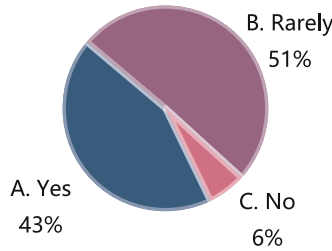


Fig. 3. Students’ Initiative in Learning Ideological and Political Knowledge about Courses after Class

students’ high learning enthusiasm and willingness to accept classroom teaching. By collecting the seventh question in the questionnaire, “What do you think of the learning atmosphere in your classroom?” According to the data analysis, as shown in Fig. 4, 57.83% of the students said that most of the students loved learning, 32.53% thought that all of them loved learning very much, and 9.64% thought that only a few of them loved learning. Generally speaking, most students in colleges and universities love learning, but there are also a few students who don’t love learning. Therefore, the current classroom atmosphere is not active enough, which is not conducive to better teaching. Improving the classroom learning atmosphere is worthy of attention in this study.

Second, the Influence of Teaching Methods on Teaching Effect. Teaching methods suitable for students’ development requirements and students’ favorite are very important in college teaching. The choice of teaching methods is a problem that teachers should attach great importance to. Different teaching methods bring different teaching effects. According to the eighth question in the questionnaire survey, “What do you think of the teaching methods and teaching effects of teachers in your current major?” According to the data analysis, as shown in Fig. 5, 49.4% of the students think that the current teaching

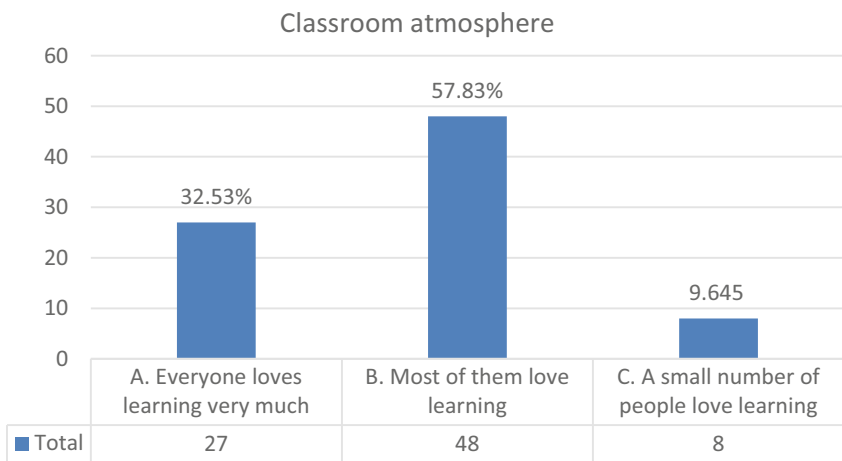


Fig. 4. Classroom Atmosphere

Teachers' teaching methods and teaching effects

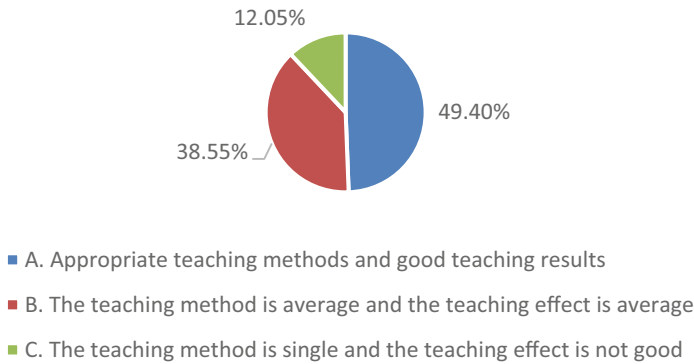


Fig. 5. Teachers' Teaching Methods and Teaching Effects

methods used by teachers are appropriate and the teaching effect is good, but 38.55% of them think that the teaching methods are average and the teaching effect is also average, and 12.05% of the students think that the teaching methods are single and the teaching effect is not good. In addition, in the ninth question of this questionnaire, "What is the main teaching method of your course teacher?" In secondary school, the main teaching method chosen by students is traditional teaching. To sum up, the teaching methods of teachers in colleges and universities need to be innovated.

Third, the teaching methods that students like. What is your favorite way to show the ideological and political education in the course of "Question 11" in the questionnaire survey? "Data analysis shows that, as shown in Fig. 6, among them, the case stories are the most chosen by students, and the way of teaching by telling the truth accounts for 75.9%. Secondly, they like theoretical interpretation, directly point out the theme of ideological and political education and participate in practice, and the number of students who have personal experience is almost the same, accounting for 54.22% and 55.42% respectively. Students who like topic discussion and inspire students' feelings are the least, accounting for 48.19%. It can be seen that students are willing to learn the relevant contents of ideological and political courses, but they should use some new teaching methods that are generally accepted by some students.

3 The Shortcomings of Ideological and Political Teaching in Colleges and Universities

3.1 College Students' Awareness and Understanding of Curriculum Ideology and Politics Need to Be Strengthened

There are some college students who don't understand the curriculum ideology and politics, and they don't understand the concept that the curriculum ideology and politics should convey. They simply think that the curriculum ideology and politics is a kind

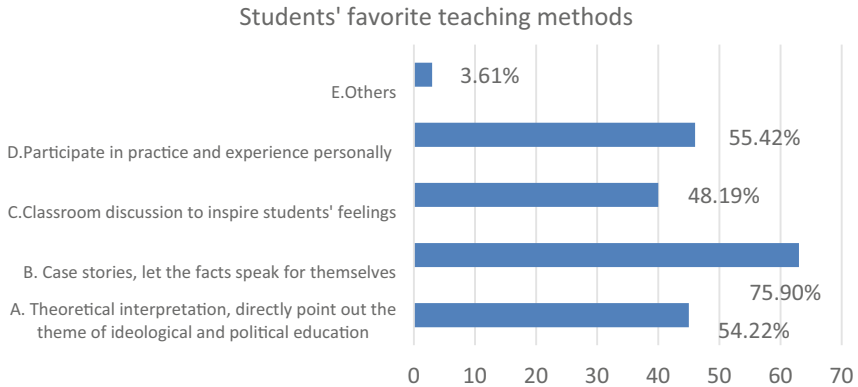


Fig. 6. Students' Favorite Teaching Methods

of conveying ideals and beliefs, moral sentiments or feelings of home and country, and national spirit, but they don't think that the curriculum ideology and politics is based on "cultivating people by virtue". Secondly, students have a high interest in learning the course of ideological and political education, and they also feel that the course of ideological and political education is important, but their learning initiative is not high enough, and they lack the internal driving force of autonomous learning. College students generally think that curriculum ideological and political education is more important, but rarely take the initiative to learn the content of curriculum ideological and political education after class, which also requires teachers to stimulate students' internal drive, thus prompting them to take the initiative to learn after class. Therefore, when constructing the SCL teaching model, we should integrate the ideological and political content of the curriculum, and convey the ideological and political elements of the university curriculum, such as values education, rather than just one concept, and then subtly influence the students' learning attitude and learning behavior, thus stimulating the students' learning drive and improving their learning initiative.

3.2 Teaching Methods Need to Be Changed Urgently

The survey results show that college students welcome the integration of ideological and political courses into university courses, but teachers' teaching is mainly traditional teaching, and other teaching methods are rare. In addition, the survey also shows that most students say that the ideological and political teaching in colleges and universities is dominated by teachers' one-way indoctrination and lacks students' interactive participation; Partial theoretical preaching, the implantation of ideological and political elements is direct and blunt; The presentation mode is relatively simple and not lively enough. Most students are dissatisfied with the ideological and political teaching of university courses, which leads to the unsatisfactory teaching effect, some students do not love learning and students lack enthusiasm. Therefore, college students hope that the teachers can change the course teaching methods, and students think that the teaching methods based on scenario simulation and subtle influence are most suitable for ideological and political teaching in college courses. We should change the teaching methods of university

courses, collect more interesting and practical teaching cases with the help of network resources, use multimedia classrooms more skillfully and flexibly, and integrate curriculum ideological and political education into the current SCL teaching to enhance the cultivation of ideological and political literacy and comprehensively cultivate students' comprehensive professional ability, thus improving the teaching effect.

4 The Feasibility Analysis of Integrating Ideological and Political Teaching into SCL Teaching Mode in Colleges and Universities

4.1 Feasibility Analysis of Integrating Ideological and Political Education into SCL Teaching in Colleges and Universities

Integrating SCL teaching mode into ideological and political teaching requires students to actively express their ideas and explain the solutions to problems, and also requires students' teamwork ability such as communication and learning with others. The active thinking of college students is just conducive to the integration of SCL teaching in ideological and political teaching. At present, most college students have poor self-consciousness and initiative in learning. Therefore, continuing to use the traditional teacher-centered teaching model is no longer suitable for the current educational needs. In the questionnaire, most students expressed that they welcome the integration of ideological and political education into university courses. In addition, the teaching objects generally have electronic learning tools such as mobile phones and have the basic ability to use the Internet to find learning materials. To sum up, it is feasible for college students to integrate ideological and political education into SCL teaching.

4.2 Feasibility Analysis of Integrating Ideological and Political Education into SCL Teaching in the Implementation of Teaching Content in Colleges and Universities

The object of this study is college students, and its teaching content should reflect the professionalism, profoundness, practicality and advancement of teaching content. However, in the questionnaire, it is found that the teaching methods of ideological and political education in colleges and universities are mainly traditional lectures, and the teaching content presented is boring, which makes it difficult for students to arouse their interest in the teaching content and does not accurately reflect the advanced and practical nature of the teaching content. In addition, the survey also found that college students like some novel ways to teach the teaching content. In the course teaching of colleges and universities, the task of course teaching is not as heavy as that of students in the advanced stage. There are many courses that can be combined with practice and SCL teaching in the course ideological and political teaching. Therefore, teachers can choose the appropriate SCL teaching method to integrate the curriculum ideology and politics according to the teaching needs in the actual teaching work and design the SCL teaching method to integrate the curriculum ideology and politics.

4.3 Feasibility Analysis of Integrating Ideological and Political Education into SCL Teaching in the Implementation of Teaching Evaluation in Colleges and Universities

Teaching evaluation, as a key step in teaching implementation, is often ignored or simply summarized. Under the traditional teaching method, the teaching evaluation link generally takes the achievement as the evaluation standard. Assuming that students are evaluated only by grades for a long time, it is extremely easy to have bad phenomena such as high scores and low energy, lack of emotional values and so on. The diversification of teaching evaluation is a major feature of integrating curriculum ideology and politics into SCL teaching. With the integration of curriculum ideology and politics into SCL teaching, the subject of evaluation is no longer limited to one teacher, and students' self-evaluation, students' mutual evaluation, teachers' evaluation and enterprise evaluation can be combined, which makes teaching evaluation more scientific and rational. It can not only reflect the learning effect of students more objectively and truly, but also provide students with more clear learning goals and directions. However, university courses are compiled with reference to real work or real events, which requires both teachers and learners to adhere to the principle of combining theory with practice in teaching and learning. Therefore, teachers should change the concept of teaching evaluation, integrate the evaluation indicators of ideological and political literacy into the evaluation table, and introduce diversified teaching evaluation indicators into the SCL evaluation table.

5 The Application of SCL Teaching Mode in Ideological and Political Education in Colleges and Universities

5.1 To Develop a Clear Curriculum Ideological and Political Teaching Objectives

The formulation of classroom teaching objectives requires a full analysis of learners' situation, which is also an important factor for the success of the course. The following five requirements should be met in formulating learning objectives (Fig. 7):

Take English class in college as an example. In the first unit of Basic Chapter 1 of New Generation College English in English class, the class goal is set as "90% of the students

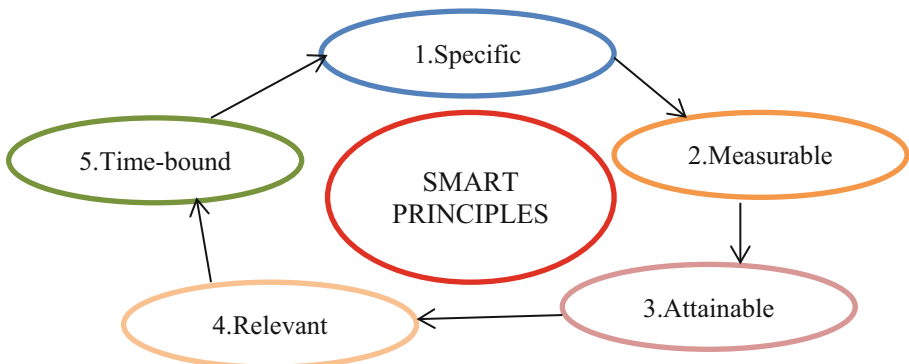


Fig. 7. SMART Principle

can master the knowledge goal, ability goal and price target of each part by the time the teacher finishes the content of this unit.” In this learning goal, “listening, speaking, reading and writing” replaces the vague words such as “mastering” First, the attitude and understanding of curriculum ideological and political education. and “understanding” in the past. In the past, the words such as “mastering and understanding” used in the goal were too general, and it was difficult to quantify the assessment. For example, how to know whether he mastered it and to what extent it was understood was difficult to define. At the same time, the setting of learning objectives can make students clear the direction of this class, so as to be targeted.

5.2 The Specific Implementation Methods of Ideological and Political Education Based on SCL Teaching Method

5.2.1 Using Scenario Simulation Method

In the course of ideological and political teaching, the scene is simulated according to the specific course content, and an environment similar to the real environment at that time is arranged or prepared as much as possible. To implement scenario simulation in ideological and political course, firstly, the teacher should organize the activities and design the theme for the course, and then determine the specific time and place and inform the students about the related theme, so that students can express the theme according to their own imagination, operation and creation ability, so that students can play their roles well by using the scenario, so that students can completely immerse themselves in the scene at that time, so that students can harvest the theme of ideological and political teaching through their own experience. In addition, during the simulation, the teacher does not restrict students’ speeches, so that students can actively carry out activities and make contents that are of interest to them and conform to the theme of the course, so that students can subtly absorb the theme of the course from the scene, so as to achieve the purpose of ideological and political teaching.

5.2.2 Using Case Study Method

When studying the course of ideological and political education, we should link the representative events or figures from various countries, the events or figures in China’s history and the events or figures worth learning in reality to the teaching of ideological and political education, deepen the intuition of the course, highlight the course methods, ways of use and skills, and pave the way for students to fully understand and master the course.

5.2.3 With the Help of Modern Technology

In addition to the above teaching methods, modern technology should be used to teach ideological and political courses. With the advent of the self-media era, many educational things are spread through some self-media platforms to achieve the purpose of education. In addition, some VR technologies are worth using, which can help students feel the process of an event more truly, and make students have more immersive experience, thus leaving a deep impression on students and affecting their behavior and morality.

5.2.4 Evaluation of the Learning Effect of Ideological and Political Teaching Based on SCL Teaching Method

There are two kinds of evaluation of SCL teaching method, one is formative evaluation and the other is summative evaluation. In the evaluation of curriculum ideological and political teaching based on SCL teaching method, more attention should be paid to formative evaluation, and it should be implemented with curriculum ideological and political teaching, so that students' learning status, interest and content can be grasped in time, which is beneficial for teachers to make adjustments or take measures in time. In addition, the evaluation of the learning effect of the course ideological and political teaching based on SCL teaching method can be embodied in the following aspects: students ask each other questions, students summarize what they have learned orally, or submit it after summarizing it in the form of a note, or paste the results of group discussion on the classroom wall for a long time to promote students' unconscious memory. For example, in foreign countries, many teachers have their own subject classrooms, which implement student mobility and fixed teachers, so that teachers can leave the knowledge points of each class on the classroom wall and sticker, and when students enter the classroom, they can quickly review the old knowledge points.

6 Conclusions

SCL teaching method is a kind of teaching method which takes students as the center and considers how to fully mobilize the enthusiasm of students from the students' point of view. The course ideological and political teaching based on SCL teaching method can change some students' attitude and awareness of course ideological and political education, enhance students' understanding of course ideological and political education, and improve students' learning initiative according to the teaching methods that students like and accept easily, so as to change the bad classroom learning atmosphere in some classes and achieve the purpose of course ideological and political education.

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