

On the Path of Teaching Reform and Innovation in Ideological and Political Courses in Colleges and Universities

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Abstract—The ideological and political curriculum is the key link in the talent training system of colleges and universities. How to inject related ideas in the traditional ideological and political education theory and integrate them perfectly to form a new concept which is suitable for the development of China's national conditions and can promote the steady development of the ideological and political education system in China's colleges and universities? It has become a difficult problem to be solved in China. Based on the discussion on the current situation of ideological and political education in colleges and universities in China, the author analyzed problems in the ideological and political course teaching and explored innovative paths of ideological and political education reform in colleges and universities in the new era, hoping to provide a reference for the sustainable development of this field.

Keywords—New era; ideological and political courses in colleges and universities; teaching reform; innovation; path

I. INTRODUCTION

In the 5000-year history of China, ideological and political education has played an active historical role in every period. With the continuous development of China's socialist market economy and the continuous progress of the modernization process, traditional ideological and political education has not been able to keep pace with the development of the times and cannot satisfy people's spiritual pursuits. With the change of the subject of education in colleges and universities, new educational concepts are coming to the fore. Since the implementation of the "2005 Scheme", the overall teaching level of the China's ideological and political course (hereinafter referred to as the IPC) has been improved by leaps and bounds. In addition, the Party Central Committee has been attaching increasing importance to the ideological and political education of college students, and thus the IPCs accounts a growing proportion in the curriculum system of colleges and universities. However, there are still many problems in the IPCs in colleges and universities under the background of the Internet era, such as focusing on theory while neglecting practice, highlighting instillation while overlooking explanation, etc. These problems make the IPCs to be "much cry and little have done", not realizing the original expected effect.

II. ANALYSIS OF THE STATUS QUO OF IPC TEACHING IN CHINA'S COLLEGES AND UNIVERSITIES AND ITS DEVELOPMENT SIGNIFICANCE

The current IPC teaching in colleges and universities in China is mainly relies on the traditional classroom model. Influenced by traditional thoughts, the logical thinking of most IPC teachers is one-way or even closed; although this traditional mode of teaching can guide students face to face, it does not incorporate any new ideas and highlights the absolute authority of these teachers and [1]. The ideological and political curriculum contains philosophy, morality, politics, and other theoretical contents. Its own hollowness and abstraction makes it difficult for students to understand; to some extent, it is a sealed book, especially for students of science and engineering with poor liberal arts foundation.

Today, the social thought tends to be diversified, and college students' "three outlooks" (the outlook on life, values and world) are increasingly diversified with the development of society. In this era featured by free speech, the sharing of various kinds of negative and malicious information will distort the thinking of college students to some extent. The international status of China is increasing with the continuous improvement of its overall national strength. However, the infiltration of the Cold War Mentality and Ideology by some developed countries has never stopped. Some garbling, untrue and follow-suit speech will have great impacts on the values of college students. The IPCs have a guiding role. Therefore, it is significant to well construct the related teaching system in colleges and universities and play the role of the main channel of this curriculum, so as to tell the whole world the great Sinicization in Chinese.

The great poet Dante once said that morality can make up for the defects of wisdom but wisdom cannot fill the gap of morality, which shows that good thought leads to good behaviors. In today's society, some college students with better family conditions lack the ambition to work hard. They take advantage of the family property that their parents have accumulated, and they waste the precious time and squander their youth. This lack of self-control awareness will inevitably lead to their dissatisfaction with society and the environment. College IPCs should play their guiding role, pay close attention to the ideological trends of college students and confront the hotspots that they focus on; it is needed to integrate rigorous

theoretical system and logical structure with the focus of college students to organically and take the initiative in discourse, so as to correct some wrong ideas of them and meet their expectations for ideological and political education [2].

III. PROBLEMS IN THE TEACHING PROCESS OF IPCS

The social background and the characteristics of times today have undergone earth-shaking changes. Students born after 1995 have diversified ideas and strong sense of independence. They can quickly get the latest information and also have an open view. Therefore, IPC teachers also need to keep pace with the times and innovate in the teaching system.

A. *Traditional mode is difficult to change and teachers lack understanding of the characteristics of times*

Although some progress has been made in the IPC teaching of colleges and universities in recent years, the lack of understanding of the status and role of IPCs has led to the theory still being the main carrier in the teaching system. Some IPC teachers cannot adhere to quality-oriented education and heuristic teaching, but instill in students some boring knowledge points to finish their teaching tasks. They stubbornly believe that teaching is successful as long as students can memorize theories. They neglect the importance of ideological and political education, and also ignore the cultivation of students' comprehensive quality and ability of life practice. It is very common that a teacher speak sweetly but unrealistically on the platform, while the students stare blankly. How much can students learn if teachers give lesson by sticking to the textbook and read item by item from the text? [3] The new educational philosophy and the continuous development of the educational environment highlight the student's subject position in learning. However, the participation of students is very low in classroom and they often abandon their due discourse right in a hidden way, due to the influence of traditional education. This kind of fractured interaction mode still firmly locks the status of teachers as the discourse subject and continues the monologue one-way infusion teaching mode.

B. *Much attention is given to theory teaching while little is paid to practice*

Many colleges and universities do not regard practical teaching as an important part of the ideological and political education. Although the Ministry of Education of China has always required colleges and universities to set a certain proportion of credits for both the IPC theory and practice, some still find a way to cope with the government policies. Regarding these requirements as formalism, they only attach importance to theoretical teaching and neglect practical teaching, which largely weakens the teaching effectiveness of ideological and political education. Theory is important, so is practice. The two complement each other and are indispensable; only when the teacher teach students the related theories and students apply them into practice can the true meaning of ideological and political education realize [4].

C. *Too much importance is attached to specialized courses while little to public courses*

When colleges and universities formulate their development plan or summarize their daily work, they often take the Marxist ideological and political theory as a highly emphasized part. But in fact, it is really just a verbal emphasis on the importance of this curriculum. In colleges and universities, the proportion of IPCs is extremely small compared with other mainstream professional courses, and courses related to the Marxist ideological and political theory have become the banner. There is only a form of IPCs in some school due to the reduced resource investment, from the strength of teachers, teaching resources to the employment ideas that students and parents are concerned about.

D. *Massive information sharing impacts mainstream ideological education*

The foundation of ideological and political curriculum in China's colleges and universities is Marxist theory and core socialist values. However, the development of the Internet and misunderstanding of free speech bring strong impacts and severe test to the mainstream ideological education. In the current society in China, utilitarianism is pervasive and values are distorted. The heroic deeds we have been familiar with have been stigmatized by some unscrupulous people who want to earn their profits and to attract other's attention -- they confuse truth and falsehood and swear black as white to earn traffic; what's more, some people arbitrarily falsify our national anthem for entertainment, which is not only a loss of morality and the distortion of values, but has already violated the law [5]. The negative information and negative energy that college students are exposed to on the Internet can easily make them form incorrect values and outlook on life. At the same time, it also runs counter to the mainstream ideological education which adheres to Marxist theory and promotes the core socialist values. It has become an important task in the reform of IPCs in colleges and universities to guide college students to establish correct outlook on life values, and world, to distinguish what is right and wrong in social atmosphere, and then to make themselves become the leading force guiding the healthy development of the whole society.

IV. NEW PATHS FOR THE REFORM OF IPCS

A. *Improve the status of IPCs and change the mode of teaching*

First of all, colleges and universities must truly recognize the importance of ideological and political education for students, not just taking it as a discipline. The ideological and political education for students is a long-term systematic project, and therefore universities should set up various corresponding management mechanisms to assist it. For example, in 2010, Nanchang Hangkong University established two leading bodies: one is a steering group for strengthening and improving the IPCs, and the other is a committee for the application and management of college students' political and ideological education. This setting closely combines school leadership, student departments and curriculum teaching,

achieving the perfect combination of moral education and ideological education.

In the process of teaching, teachers are expected to actively guide students' subjective initiative, promote their subject position, and strive to transform the one-way knowledge-feeding teaching mode to a multi-dimensional and diversified interactive one. Various ways like speech, debate and performance can be used to mobilize the enthusiasm of students. Through a variety of multimedia technologies, teachers can make full use of the flourishing modern technology to change the traditional teaching mode in the aspects of hearing and vision, thereby optimizing the teaching environment. In addition, special attention should be given to the practical teaching and active construction of the second classroom, so that students can come out of the traditional classroom and actively participate in social practice life. Through practical activities, college students can make full use of the environment and conditions provided by the state and society for their study and growth, and strive to realize their dreams, at the same time improving their responsibility for society and family [6].

The mobile phone used to be a hidden danger in classroom teaching, and it was a taboo in the teaching process. Nowadays, mobile phones can also aboveboard enter the ideological and political classrooms with the reform of teaching mode and the application of multimedia technology. As long as the IPC teachers correctly guide in the classroom, the mobile phone can not only help to call in roll, look up materials and upload courseware, but can also be used for classroom questions, homework assessment, etc., which can greatly improve the real-time interaction and active participation of students.

B. Improve the cultivation of students' employability and enhance their overall quality

The employment problem has always been a concern of the state, universities, families, and individuals. Teachers engaged in ideological and political education in colleges should fundamentally change their vague old thinking mode, and actively introduce knowledge and examples related to the employment of college students. While telling about interesting topics, it is necessary to actively encourage students to participate in discussions and to express their own viewpoints on these cases or on relevant knowledge. In the process that students present their own opinions, teachers should pay attention to them at any time to discover the problems in their thoughts and guide them through effective means, so as to help them establish a correct employment concept and improve their professional ethics. The high development of the modern network has made college students' concept of employment more and more diversified. However, no matter how the society develops and how the concept of employment improves, basic personal cultivation and self-quality are the most basic quality; it is needed to make students recognize the importance of these basic qualities and promote them to make efforts for the cultivation of these qualities [7].

C. Cultivate Internet thinking and make "three outlooks" correct

It is emphasized in the Council on Further Strengthening and Improving the Ideological and Political Education of College Students that: "we must comprehensively strengthen the construction of the campus network, actively carry out lively online ideological and political education activities, and firmly grasp the initiative of network ideological and political education." In the Internet age, the focus of strengthening ideological and political education in colleges and universities is to cultivate college students' Internet thinking. College teachers should study the words and speeches of some successful people who have contributed to society, find out their connection with ideological and political theory, and then introduce them into the model of IPC teaching. Through discussion and debate, college students can truly recognize the true meaning of Internet thinking, and firmly establish a correct outlook on life, values and world. The advanced Internet thinking allows students to use their own "three outlooks" to look at negative information on the Internet and make a clear distinction between right and wrong, avoiding being affected easily. Moreover, they can actively use Marxist dialectical thinking to analyze hotspot on network in real time, paving the way for the sound development of the network.

D. Improve innovation ability of students and establish their self-awareness

It is an effective means for college students to improve their innovative ability and establish their own sense of self-determination by their school establishing an efficient and effective IPC teaching system and striving to cultivate students' ability to learn and innovate independently. Innovative ability is very important in learning, life and work. Therefore, to cultivate students' innovative ability, it is needed to enrich the teaching contents, arouse the enthusiasm of both teachers and students and make the classroom alive, so as to build a good atmosphere and encourage students to take the initiative to innovate.

V. CONCLUSION

All in all, the reform of ideological and political education in colleges and universities has a long way to go and requires multi-faceted cooperation. The continuous advancement of the Internet age and the continuous development of China's modernization also make more and more challenges for the ideological and political education in colleges and universities. College IPC teachers should face challenges and change teaching concepts in a timely manner. They should start from the actual development of China's national conditions and the actual needs of students, adhere to the combination of ideological and political theory and practice, combine school education social needs and help students to combine teachers' guidance with their self-learning. This will be helpful to improve students' basic moral quality and ideological and political education, enhance their ability of innovation and employment and promote the sustainable development of ideological and political education, which will lay the foundation for the development of China's socialist core values and implementation of the basic principles of Marxism.

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