

Study on Complementary Mode of Practice Teaching with Theoretical Teaching in Ideological and Political Theory Course---based on the Network Learning Platform

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Abstract---Carrying out the virtual practice teaching with network learning platform is an important teaching link in colleges and universities ideological and political theory course. The development of virtual practice teaching could make up the deficiency of theoretical teaching and social practice teaching. This paper mainly discusses the construction of complementary mode of ideological and political theory course practice teaching with theoretical teaching under network learning platform effectively.

Keywords---Ideological and political theory course, Network learning platform, Virtual practice teaching

I. COMPLEMENTARY FUNCTION OF PRACTICE TEACHING'S AND THEORETICAL TEACHING'S IN IDEOLOGICAL AND POLITICAL THEORY COURSE

The practice teaching of ideological and political theory courses is both the extension of the theoretical teaching and an important way to promote the students' absorption of theory. It is also the necessary process to "turn knowledge into wisdom", that is, the process of college students to turn their knowledge of Marxist basic principles into their wisdom, to build up their ability. However, the traditional teaching of practice has its obvious disadvantages in the breadth, operation, evaluation system as well as the teaching methods and means, which make it ineffective to achieve the integration of theoretical and practical teaching and make them complementary with each other. Taking network learning platform as a carrier, this article is intended to explore the effect way as how to carry out simulated practice teaching in order to make up for the lack of social practice teaching in ideological and political theory course, and thus to realize the complementation of practice teaching with theoretical teaching.

A. Strengths and weaknesses in ideological and political theory course theoretical teaching

Practicing teaching in ideological and political theory course is generally teacher-centered; teachers impart students theoretical knowledge of ideological and political theory course completely with language, writing on blackboard and other different medias according to the logical system that is developed by course system and theory. The merits of this teaching mode is mainly to guaranty the teaching political direction and teaching materials' scientific nature of the

ideological and political theory course, then the teaching process is obviously well planned, adjustable and purposeful. But this traditional teaching mode also exists obvious malpractice, it's mainly for attaching importance to teachers' leading role, and overlooking students' dominant position; paying attention to students' entirety and ignoring their individuality, and also thinking highly of knowledge teaching and looking down upon the cultivation of ability.

B. Strengths and weaknesses of ideological and political theory course traditional social practice teaching

Ideological and political theory course practice teaching is looked as an important way to make up the deficiency of theoretical teaching. Based on social condition, practice teaching deepens students' comprehension of the important and hard parts in theoretical teaching. Practice teaching also can arouse students' enthusiasm of attention to social reality actively and sense of social responsibility, and it has a positive role in carrying out convincing ideological and theory education, then it improves the effectiveness of ideological and political theory course. However, the traditional social practice teaching is hard to carry out due to restrictions of teaching time, education funds, teaching base and organizational management and other factors, it is far from the need of this course to have only such few social practicing.

C. The advantages of developing virtual practice teaching based on ideological and political theory course learning platform

Based on network learning platform, carrying out virtual practice teaching to make up the deficiency of social practice teaching with its advantages better reflects the principles and requirements of theory into practice in ideological and political theory course. Virtual practice teaching has some distinctive features: Firstly, sample implementation. It's mainly using teaching resources in school and so it needs few funds to support and has little restriction of time and space. Secondly, strong pertinence. It is designed according teaching content and social reality, and also has clearly teaching purpose. Thirdly, it highlights students' dominant position, and changes the unilateral teaching to two-way interaction.

D. The complementary function between virtual practice teaching and theoretical teaching

Virtual practice teaching has same position with theoretical teaching of ideological and political theory course, they all have ideological and political theory course' teaching purposes and duties. Virtual practice teaching has inner unity with theoretical teaching in ideological and political theory course, they echo to each other and have mutual complementation, and then form educational resultant. Same as ideological and political theory course theoretical teaching, virtual practice teaching has systemic and standardization. Moreover, virtual practice teaching has functions that can solve problems during students' theory learning and deepen students' comprehension about the knowledge they learned. It can also verify the perspectives in theoretical teaching and promote students to change the learned theories to their self-consciousness.

II. EXISTING PROBLEMS IN VIRTUAL PRACTICE TEACHING OF IDEOLOGICAL AND POLITICAL THEORY COURSE BASED ON NETWORK LEARNING PLATFORM

Although virtual practice teaching mode has been adopted broadly, some colleges have randomness and deficiency planning when they operate it. They do not have enough systematic analysis and thinking in teaching target, content filtering, and form design as well as building suitable evaluation and organization system. Virtual practice teaching can not get the ideal teaching results.

A. More learning platforms have been constructed, but few are being used

Recent years, lots of colleges take a lot of manpower and resources to build learning platforms, however, due to lack of proper system of building and using, most of them are just being online. There is no effective management mechanism about integration of subject teaching and properly used way of these platforms; it only has systems for construction, and no rules for application.

B. Placing particular stress on teaching content, ignoring the teaching design of learning platform

Students are needed to join actively and choose automatically during study. It is far from enough that learning platforms only have varieties of teaching content. Our teaching purposes could be reached, which is the key part, when making students learning actively and continuously. In the current situation, most lessons are focusing on teaching content, there is little application in teaching design and teaching strategy.

C. Because the insufficient grasp of students learning open conditions, learning platforms has poor teaching efficiency

Suitable supervision is needed in learning platforms. Teachers can give necessary supervision on students' study through recording landing times, numbers of checking answers, homework, questions, discussions and other perspectives. Most courses were ignored the planning that

students cannot take the next learning stage without finishing necessary study mission.

III. THE CONSTRUCTION OF THE MODE OF IDEOLOGICAL AND POLITICAL THEORY COURSE PRACTICE TEACHING WITH THEORETICAL TEACHING

A. The common purpose of ideological and political theory course virtual practice teaching and theoretical teaching

As a kind of corresponding teaching form to theoretical teaching, although practice teaching has its specialty based on network learning platform, it should be same as theoretical teaching on basic teaching link and requirement.

The synchronism purpose mainly means: firstly, practice teaching has same purpose with theoretical teaching. The course of "Basic Principles of Marxism" has same practice teaching purpose and theoretical teaching purpose, they all help students handle the basic principles of Marxism, and have a correct view on the basic rules of human society development, and learn to use the thought of dialectical materialism and historical materialism to recognize and handle problems through teaching college students the Marxist world view and methodology. Secondly, practice teaching has the same content as theoretical teaching. Practice teaching should have systematical and specification content likes theoretical teaching, and the content of practice teaching should be corresponding to theoretical teaching unit content. Thirdly, practice teaching should have same schedule as theoretical teaching. Because the functions of practice teaching are solving problems, deepen knowledge, verification and transformation for theoretical teaching, and then its schedule should be appropriate to theoretical teaching. Lastly, practical teaching has same examination standard as theoretical teaching. Both practice teaching and theoretical teaching should be bringing into the course exam, and the scores also should be a part of the course score.

B. Innovation of practical teaching mode of ideological and political theory course based on network learning platform

Ideological and political theory course learning platform based on network can make up the lack of theoretical teaching mode; it has its own special virtual practice teaching modes. Firstly, compound teaching mode, it means that constructing virtual practice teaching class and integrates it with traditional teaching class mode through the combination of virtual reality technology and computer Internet technology. The connotation is blending all kinds of teaching ways and content, students support service system and learning environment. Colleges and universities ideological and political theory course operate this blended practice teaching mode through virtual reality technology and computer Internet technology including two types. The first one is virtual practice teaching learning blend with traditional class teaching and traditional practice teaching. Virtual practice teaching is working on the virtual environment, which is constructed by virtual reality technology and computer internet technology, at the same

time, it can offer much more learning choices for students if it forms an compound teaching mode after combined with traditional teaching and complements their strengths. The second one refers to blended structuring teaching like “course learning” and unstructured teaching such as “group discussion” “BBS forums” and so on. Structuring teaching integrated with unstructured teaching though virtual teaching and traditional teaching.

The second type is a collaborative teaching mode, refereeing to a mode using collaborative forms of organization to promote students' understanding and mastering of knowledge. The collaboration between the members of the collaborative learning can take ways of “competition, debate, cooperation, role-playing”. The role of the teachers in this teaching mode is a "designer", "Wizard", "consultation" and "monitoring", the task teachers should be help the students finish the teaching content design and organization design. The students also can released the most timely learning outcome which gained in the ideological and political theory courses classroom, when the group are faced a problem task issue, it's a better way to stay in the group, because students can find the best solution and immediately posted in the group, and contribute to the team in the discussion and exchange the ideas. This mode makes the students mutual promotion and fostering collaboration awareness.

The third type is the situational teaching mode, which follows the principles of the theory of reflection, making full use of the image, creating vivid scenes, sparking students with emotional learning, then guiding them to understand and apply the knowledge on the whole. There are two ways to implement the situational teaching model: “real object demonstration situational teaching” and “role-play experience situational teaching”. Virtual reality technology in teaching invents a realistic scenario, to enable students to truly become participants in the virtual environment and the role-player in the virtual events, and fully mobilize the students' enthusiasm and sense of innovation. The virtual practice teaching through the creation of situational, students

can get rid of geographical and spacial constraints, and find an effective solution to the current ideological and political theory course's constraints of practical base, can still have the real life experience. Although “practice base” is virtual, the “experience” is real, so can also achieve the same impact as the true visitor.

The forth one comes into the surreal environment teaching mode, which is a mode though a virtual reality technology to understand and be aware of things and phenomenon which is unable to appear reproduce or achieve in the real world. Though the teaching of ideological and political theory courses in the colleges and universities, we can rebuild the events which cannot be observed in the reaching material, to provide students with vivid perceptual learning materials to help them with understanding and grasping the essence of social events. At the same time, it also can manifest the abstract concepts and theories in a vivid way, make them visualized to create a real learning situation, help students to understand the boring and obscure theoretical knowledge and grasp the essence of concepts and theories.

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