

# Research on Application of “Problem-Oriented” Teaching Method in “An Introduction to the Basic Principle of Marxism” Course

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**Abstract**—The “problem-oriented” teaching method means a kind of teaching method that the teacher teaches surrounding “problem” throughout classroom teaching so as to promote students’ problem consciousness and cultivate their abilities of discovering, analyzing and solving problem. To apply the “problem-oriented” teaching method in the teaching process, what is important is to play teacher’s leading role fully. The leading role of teacher mainly includes two aspects: first, teacher asks questions and leads student to analyze and solve them; second, teacher leads students to find problems by themselves. The “problem-oriented” teaching method plays an important role in improving teaching efficiency and teaching effect.

**Keywords**- “problem-oriented” teaching method; problem consciousness; An Introduction to the Basic Principle of Marxism

## I. INTRODUCTION

“An Introduction to the Basic Principle of Marxism” (hereafter termed *Introduction*) is one of the courses required by “05 plans”. The contents of *Introduction* consist of Marxist philosophy, Marxism political economics, scientific socialism, which is known as “pilot biscuit”. Therefore, the content of *Introduction* is not only profound and abstract, but also abundant, which raises a high standard for the teacher. The teacher not only has good professional quality, but also must have innovation of teaching method, because the method is an intermediate element to realize the goal. The good teaching method is a bridge to realize the teaching purpose of ideological and political theory course. Moreover, innovation of teaching method is also the implementation of “05 plans”, for “05 plans” request “improving ways and methods of education and teaching of ideological and political theory course in university”, “advocating heuristic, participatory and researching teaching”.<sup>[1]</sup> Therefore, this article explores the application of the “problem-oriented” teaching method in *Introduction*.

## II. WHAT IS “PROBLEM-ORIENTED” TEACHING METHOD?

“05 plans” advocate “heuristic” teaching philosophy. That teachers lead students to learn the basic principle of

Marxism surrounding “problem” is just the implementation of the new teaching philosophy advocated by “05 plans”.

What is the “problem-oriented” teaching method? The “problem-oriented” teaching method means a kind of teaching method that the teacher teaches surrounding “problem” throughout classroom teaching so as to promote students’ problem consciousness and cultivate their abilities of discovering, analyzing and solving problem. Problem is the difficulty and contradiction to be solved in the practice and cognition. Problem is the source of creation and the power of the development. Larry Laudan, a philosopher of science in America, thought that science is an “activity to solve problem”<sup>[2]</sup>, and problem is the focus of the science, which is sufficient to show that the problem is very important. Problem consciousness refers to understanding the world in critical thinking way, which is “a breakthrough of ‘inner reason’ of a thing, meaning a way of thinking and cultural idea formed in eyeing on subjective and objective world with questioning attitude.”<sup>[3]</sup> That cultivate problem consciousness of students is just to make students be good at discovering problems in the learning and living process, questioning where it seems that there is no question, but not learning passively and blindly. Thus, students’ creativity will be improved.

When students learn *Introduction*, their problem consciousness is not very strong. Many students have no problem consciousness. They just listen to the teacher passively, but not thinking positively in class. No problem, no creation. Owing to this, teacher needs to create new teaching method to cultivate students’ problem consciousness. If teacher uses “problem-oriented” teaching method, students’ problem consciousness can be improved gradually, for “problem-oriented” teaching method leads students to explore the truth actively with question, but not teach students knowledge directly and make them listen passively. So students can gradually form habits to think actively, become the subject of learning, and then problem consciousness can be cultivated little by little.

## III. APPLICATION OF “PROBLEM-ORIENTED” TEACHING METHOD IN *INTRODUCTION* COURSE

How to apply “problem-oriented” teaching method to teaching? Through teaching practice and research, we find that teacher’s guidance is very important. The leading role

of teacher mainly embodies in two aspects: first, teacher asks questions and leads students to analyze and solve them; second, teacher leads students to find problems by themselves.

### A. Teacher Asks Questions

The questions asked by teacher can be divided into two kinds: one is the central questions of each chapter; the other is the questions asked according to main knowledge points.

1) *Asking the central questions of each chapter:* The central questions of each chapter refer to the central questions of each chapter asked by teacher according to the textbook contents of each chapter. Consequently, teacher must have deep professional knowledge and comprehensively grasp the contents of textbook.

Take Chapter 4- Marxism political economics as an example. The main content of Marxism political economics is the theory of surplus value. There are three central questions to be solved in the chapter as follows: First, how does surplus value come about? Second, how is surplus value accomplished in the capitalist production? Third, how is surplus value distributed? If teacher leads students to learn *Introduction* with the above mentioned central questions, it can arouse curiosity and wonder of students, which can make students uncontrollably desire to solve the puzzle and consciously learn *Introduction*, becoming the main body of learning.

After teacher asks the questions, he or she need lead students to analyze and solve the questions. Teacher can use cases method, multimedia method and so on to solve them. Besides the cases method and multimedia method, we still use logic diagram in teaching. That teacher uses logic diagram to lead students to analyze and solve the questions can not only cultivate logic thinking ability of students, but also make students understand the internal logic of Marxist theory. For example, to the first question: how does surplus value come about? We draw the following logic diagram to explain it (see fig. 1):

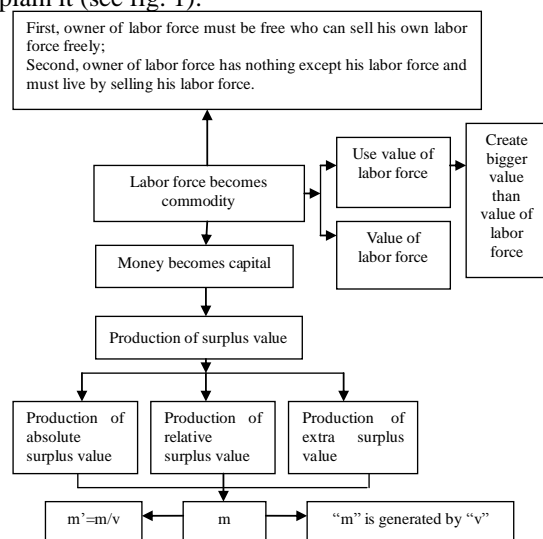


figure 1. logic diagram

The logic diagram shows that labor force becoming commodity is a prerequisite to the generation of surplus value, because use value of labor force can create bigger value than its own value in the production process that is occupied by the capitalists for free, which is the surplus value. There are two ways of producing surplus value as follows: the production of absolute surplus value and relative surplus value. The production of relative surplus value is accomplished by shortening time of necessary labor under the conditions of remaining workday unchanged. To shorten time of necessary labor, it is necessary to enhance labor productivity. The reason of enhancing labor productivity is the result of capitalists chasing extra surplus value.

Through the deduction of the above logic diagram, students can understand the question of “how does surplus value come about?”

2) *Asking Questions according to Main Knowledge Points:* Asking questions according to main knowledge points means that teacher can ask questions through creating question situation when teacher teaches main knowledge points of *Introduction*. Students solve the questions through analysis of the materials, then understanding the main knowledge points.

For example, when we taught the knowledge point-universal connexion, we chose the environmental problem that is the focus subject concerned by the people today. The case we chose was the problem of gerbil damaging the Alxa League grasslands in Inner Mongolia happened years ago. We first introduced the background and present situation of the grasslands destroyed by gerbil. After students knew it, we let them think the questions: why did the rodent pest happen in the grasslands? What philosophical principle did it reveal? Through thinking and analyzing the two interrelated questions, students grasped the principle of “universal connexion” easily. Moreover, they improved their abilities to use the principle of Marxism to analyze the practical problem.

The main knowledge points of *Introduction* are all more abstract and deep, so through setting question situation to raise questions and letting students be in practical problems, students can use actively principle of Marxism to analyze and solve problems under the guidance of teacher, and can feel the methodological significance of Marxist principle.

### B. Teacher leading Students to Find Problem by Themselves

Albert Einstein said “Asking a question is more important than solving a question.” Therefore, to let students find questions by themselves through the guidance of the teachers, it will greatly improve students’ creativity.

To make students find questions by themselves, teacher can guide them to read original Marxist works, or read some relevant materials or present era hot topics. Let students raise questions needed to solve through reading, and then let them use relevant principle of Marxism to analyze the questions.

Through letting students find questions by themselves,

there will be two good fruits brought forth as follows: on the one hand, students' innovation ability can be improved; on the other hand, students can learn to think rationally, and judge and analyze reasonably in the face of some social phenomena or problems, then improving their ability of doing things.

#### IV. CONCLUSION

Whether problem consciousness of students can be enhanced, learning interest of students for *Introduction* course is aroused, the basic theory, method and idea of Marxism are turned into cognitive structure of students, and innovation ability of students is enhanced, "problem-oriented" teaching method plays an important role. The role of the "problem-oriented" teaching method is embodied in two aspects as follows:

First, it can improve teaching efficiency. There are abundant contents, main knowledge points and difficulties in *Introduction*, so it is not easy to explain all the contents in limited time. But the problem can be solved if teacher leads students to learn *Introduction* with problem, because the problem has logic which can integrate each knowledge point organically. Thus, teacher can explain each knowledge point in limited time.

Second, it can improve teaching effect. First, it can arouse the learning interest of students. It can motivate students' curiosity with core of problem to teach, and then make students generate learning interest to explore problem. Interest is a precondition of studying a course well. When students are interested in learning *Introduction*, they can not regard *Introduction* as a boring course, but they can learn it actively. Second, it can make the atmosphere lively on the class. Teacher will interact with students closely if teacher

instructs students with the core of problem, so the atmosphere of class will be very active. Last, it can cultivate students' ability of learning and innovation. Problem is a precondition of creating, because problem can stimulate creative thought of students. When the purpose of learning is not to seek correct answer, but cultivate logic ability and ability of analyzing and solving problem of students, the purpose of learning can be truly realized.

In a word, the "problem-oriented" teaching method can greatly play teachers' leading role and students' main body role, make teaching and learning mutually reinforce, and realize the purpose of ideological and political theory course that improves moral quality and creative ability of students.

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