

Research on Practical Teaching of Ideological and Political Courses in Colleges and Universities and Collaborative Education in the Second Classroom

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Abstract: In today's society, the need for talent training is of utmost importance due to rapid development. To achieve high-quality talent training, we need to focus on building a collaborative education mechanism. Practical teaching and the second classroom, which serve as important carriers of educational talents, must align their educational goals and complement each other. This article explores the collaborative education mechanism of the second classroom and practical teaching for the ideological and political courses in colleges and universities. It proposes reasonable construction measures to provide some guidelines for teaching work.

Keywords: Colleges and universities; Ideological and political courses; Practical teaching; Second classroom; Collaborative education

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1. Introduction

An important way to verify the theory mastered by the students is practice. In the teaching process, more attention should be paid to the role of practice. Practical activities must also be carried out to cultivate students' abilities. Practice and theory can be effectively combined. To enrich teaching content, colleges and universities utilize diversified teaching carriers, etc., and use classes as important pilots to constantly summarize teaching experience, thereby improving the effect of classroom reform. After the second classroom of practical teaching of ideological and political courses is launched, the practical teaching operation mechanism can be continuously improved, and the industry's potential value is outstanding.

2. Practical teaching and second classroom concept analysis

2.1. Practical teaching definition

An important content of ideological and political theory courses includes practical teaching, which integrates theory into practical activities by creating a practical teaching environment, thereby improving the application

of teaching activities ^[1]. This teaching model does not come from an abstract idea. It reaches the highest practical state after the continuous sublimation of teaching theory. Teachers play a guiding role and carry out relevant activities with the help of practical forms. Compared with other practical teaching methods, it is significantly different. In terms of purpose, other teaching methods are aimed at transforming behaviors in the objective world and highlighting the value of the object, but practical teaching of ideological and political courses is to practice Marxist theory and transform thoughts on the subjective level after imparting knowledge, thereby improving students' ability and quality. It has been deeply improved. This kind of activity is realistic and cannot be separated from ideological teaching at the essential level. Therefore, this kind of teaching form is practical and applied.

The significance of teaching practice is divided into two levels: micro and macro. The former mainly relies on social practice activities, and the latter refers to related teaching practices other than teaching activities, which can be applied in classroom teaching and reflected beyond classroom teaching. The theory of the teaching practice model in colleges and universities is very closely related. During the teaching process, it is necessary to strengthen the quality of students' theoretical mastery, thereby improving their quality and ability. The teaching stage focuses on selecting diverse methods, combining theory and practice, to create a smoother learning channel and improve students' knowledge and abilities to participate in the initiative ^[2].

2.2. Second classroom definition

The second classroom mainly refers to the meaningful extracurricular activities organized and guided by students outside the plan, which are different from the teaching plan. As an extension and supplement of the first classroom, it mainly refers to the general term for all activities except teaching activities. For club activities or public welfare activities where students are the main body, colleges and universities usually use quality development activities to accurately record the content of second classroom activities ^[3]. Based on the form type, it tends to be vivid and rich. Students have a larger learning scope in this space, not limited to classrooms and playgrounds but can be carried out in society or at home ^[4]. The second classroom has a wide range of functions:

- (1) Supplementary content of teaching materials: Since the teaching materials for ideological and political courses in colleges and universities are relatively theoretical and have relatively few cases, the learning process is based on theoretical explanations. If students have a poor theoretical foundation and even difficulty understanding it, teachers will choose some extracurricular cases to explain during the teaching process, but the impression is shallow. It is necessary to use extracurricular learning methods to consolidate the knowledge learned.
- (2) Building a communication platform: Teachers and students often communicate in the classroom. The classroom has a more serious atmosphere, thus students will be timid about asking questions, and the teacher gradually becomes the main body of the classroom. The second classroom environment is relatively relaxed, so it is more conducive to communication between teachers and students.
- (3) Broadening of students' knowledge: In the second classroom teaching, extracurricular teaching practice is one of its important forms and an indispensable part of teaching activities. However, it will be restricted by many factors in the specific implementation, so we need to discover more flexible methods. The mode of operation is imperative.

3. Analysis of the disadvantages of practical teaching of ideological and political courses in colleges and universities

(1) Low cognitive level

Some colleges and universities do not understand the practical teaching of ideological and political courses. Therefore, the hardware and software conditions for practical teaching are poor, and practical teaching cannot be carried out smoothly. Due to insufficient understanding, some colleges and universities have difficulty mobilizing resources, and the operation quality of the teaching coordination mechanism is poor ^[5].

(2) Insufficient practical teaching experience

Teachers need to combine theoretical explanations and practical teaching effectively in the teaching process. Teachers themselves need to have firm beliefs, deep theoretical foundations, and rich practical guidance experience to gain students' trust and love. However, in actual teaching work, some teachers have insufficient teaching experience, are not professional enough in setting practical content, and have difficulty focusing on hot social issues. The setting of practical teaching models is not innovative enough, and it is difficult to improve students' learning enthusiasm, so the teaching effect is relatively poor ^[6].

(3) Inadequate motivation in students

The practical teaching content of some ideological and political courses is relatively simple, and the form is relatively casual. Compared with previous teaching models, it has the advantage of being lively and belongs to experiential teaching. It can be conducted through debates or sitcoms, but it is basically in-class practice and is therefore not conducive to students' enthusiasm and initiative to participate ^[7].

4. Measures to build a collaborative education mechanism for practical teaching of ideological and political courses in colleges and universities and the second classroom

4.1. Creating a scientific operating mechanism

The first approach is the conversion mechanism of credits. Under the guidance of the second classroom grade system, most colleges and universities will establish the practical courses in the second classroom as compulsory courses and set corresponding credits. Students can only complete the corresponding credit hours of practical activities to gain academic credit. This mechanism is also used to convert ideological and political course credits. There are two conversion methods. The first is direct conversion. For example, the social situation survey requires 7 days. After completion, 20 credit hours in the second classroom can be obtained, which can be converted into 1 credit in practical teaching. The second type is indirect conversion; for example, the teacher assigns practical activities and requires 90 points or more to obtain credits ^[8]. Determining the credit transfer method between the first and second classrooms is more conducive to the practical teaching of ideological and political courses in the second classroom.

The second approach is to build and improve the curriculum system. The construction of the second classroom does not mean breaking away from classroom teaching but extending theoretical teaching based on the same teaching goal. During the process, teachers must determine the practical topic, guide students, participate in the whole process, and evaluate it. This can guide students to understand theoretical knowledge more intuitively. In addition, the curriculum system needs to be continuously enriched. The advantage of the second classroom is the richness of form and content. It follows the principle of advancing with the times and achieves innovation in practical form and enrichment in content ^[9].

The last approach is to establish a perfect evaluation mechanism. Students participating in the course will be individually assessed, with assessment standards set and the actual completion quality of each link examined. Targeted scoring will be carried out by grasping the students' completion quality. This can improve students' enthusiasm for participation. Likewise, teachers must participate in the entire process and provide guidance, an important prerequisite for personalized evaluation. Teachers who participate in the evaluation determine the assessment standards in advance and can use diversified methods to encourage teachers to participate in practical guidance, such as policy incentives, etc., thereby effectively improving the quality of practical teaching ^[10].

4.2. Resource integration

Enriching extracurricular teaching resources is an important prerequisite for creating a second classroom. Compared with key professional courses, the advantages of second-classroom teaching resources in most colleges and universities are not obvious. Still, it does not pose a problem if only used to teach the second classroom. Some teachers will question the importance attached to the school, but this problem is not an isolated case and solving the problem is the key. Only through the efforts of teachers and students can we discover the potential value in the second classroom, achieve effective integration of existing resources, and improve the quality of the second classroom teaching quality. There are many extracurricular practical teaching resources, such as street communities, practical training bases, etc. To build long-term cooperative relationships with them, we can reach out and invite them in. In addition, after-school activities can also come in handy to contact clubs, student unions, and other resources to gain connections and highlight the purpose of teaching practice during the activities. Students can also be baptized by ideological and political education while participating in the activities ^[11].

When choosing the form of teaching activities, it cannot be limited to one type and must pay attention to diversity. For example, one method often used by colleges and universities is to write social surveys and reports. Due to funding and safety reasons, not all classes and students can participate in the activities, and the results are unsatisfactory. Therefore, other methods can be used, such as organizing students to participate in community charity activities or inviting famous alumni to return to school to give lectures.

4.3. Improving the quality of collaborative education design

In the social context of the new era, the construction of the collaborative education mechanism of the second classroom of ideological and political courses needs to ensure scientific design, grasp the needs of collaborative education, constantly improve the organizational mechanism, be based on the needs of ideological and political pattern construction, master the construction ideas, and combine with the actual work according to the situation; we should build a complete collaborative education organization, on which the ideological and political education work in colleges and universities can rely on ^[12]. During construction, practical teaching and the expansion of the second classroom collaborative education organization need to be taken as the main body. The leading organizations include university leaders and teachers, etc., to carry out mechanism design at the macro level to effectively promote the goal of classroom collaborative education.

4.4. Organizing team building

Under the new situation, building a team of high-quality teachers who play an important guiding role in the practical teaching of ideological and political courses and the construction of collaborative education in the second classroom is necessary. Colleges and universities should constantly improve the construction of the teaching team based on the needs of collaborative education ^[13]. In this process, teachers are committed

to improving and optimizing their theoretical level, emphasizing improving their overall quality level, and assuming educational responsibilities. In the team building stage, teachers should play a supporting role, strengthen cooperation, and pay attention to the team's theoretical quality inspection during the second class to ensure the effectiveness of activities and highlight the value of collaborative education.

4.5. Maximizing the complementary role of education

The practical teaching of ideological and political courses can be integrated with the second classroom, which can play more roles, such as strengthening students' moral and intellectual education enlightenment and, at the same time, cultivating students' beauty and other education. The second classroom activities are mainly carried out with the main body of ideological and political teaching as the core. The educational resources are relatively rich, highlighting the openness and practicality. Students can better participate in it, and at the same time, the practical content is constantly enriched, such as community activities, corporate practice, etc. These can be used in various forms, such as activity planning or theme papers can be used to display the results of theoretical learning and highlight students' subjective initiative. The theoretical knowledge students learn in ideological and political courses can be applied in practical activities in the second classroom. This method can transfer the knowledge they have mastered to hands-on practice. To achieve resocialization, students can truly feel the value of the basic principles of Marxism and integrate knowledge and practice ^[14].

4.6. Building the second classroom brand

It is imperative to create teaching materials and curriculum standards, realize the normalization of the second classroom, and improve the quality of construction. Based on this, it is imperative to create accurately positioned and consistent brand activities, and the visibility of the activities can also be greatly improved. When selecting activity content, it is necessary to pay attention to the consistency with the actual situation. The selection of topics cannot be separated from the actual life of students. The content should be continuously enriched and updated. Through continuous attempts and innovations, the setting of the second classroom should be promoted to be of higher quality and more efficient. In the process of carrying out activities, the form of design activities needs to be more refined so that the organization and management effects can be improved, the depth and actual coverage of students' participation can be guaranteed, students' subjective awareness will be more obvious, and self-education can also be involved. Moreover, we can form a feedback effect in the first classroom and the teaching results are applied in the second classroom, and the effect is more obvious, creating a second classroom with warmth and depth ^[15]. For example, a campus ideological and political style competition can be held, and excellent works can be selected to participate. By integrating multiple educational elements, the educational impact can be greatly improved. Students can gain knowledge and sublimate their ideological quality through the design of this type of activity.

5. Summary

Based on the background of the new situation, the teaching of ideological and political courses in colleges and universities is in a new environment, and the tasks faced will be more severe. Combined with the new environmental conditions, we need to grasp new requirements, improve the quality of college education, master educational resources, actively integrate and form the collaborative education mechanism of practical teaching; the second classroom opens up new education channels, continuously improves the collaborative education mechanism, and ensures the effective connection between the first classroom and the second classroom, thereby creating a new situation in ideological and political education. In the process of ideological and political

practice teaching, integrating second classroom elements can highlight the interactivity and efficiency of teaching. Therefore, it is necessary to conduct in-depth research to obtain more teaching value.

Disclosure statement

The authors declare no conflict of interest.

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