

Practical Teaching Strategies in Ideological and Political Theory Courses

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Abstract: In the context of the accelerated process of educational reform, the practical teaching activities of ideological and political theory courses need to be further adjusted and optimized, and the effectiveness of practical teaching needs to be further improved. Through the analysis of the practical teaching situation of some schools' ideological and political theory courses, it was found that there are many specific problems in the teaching of ideological and political theory courses. When the related problems persist for a long time and cannot be effectively solved, the overall teaching situation of ideological and political theory courses is unsatisfactory. This paper will analyze the problems existing in the practical teaching of ideological and political theory courses and put forward reasonable suggestions on how to better implement the corresponding practical teaching.

Keywords: Ideological politics, Theoretical class, Practical teaching

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1 Introduction

Overall, the quality of ideological and political theory courses has been improved to a certain extent. Practical teaching has not only gradually become a basic form of teaching, but also has become a basic choice in teaching innovation. Many teachers of ideological and political theory courses have carried out practical teaching attempts, but the actual results are not ideal. There are some specific problems in the practice of teaching activities of ideological and political theory courses.

Practical teaching itself is very different from classroom teaching and practice teaching activities are more affected and restricted by many factors. Collectively, it is necessary and important to find an effective strategy for the practical teaching of ideological and political theory courses.

2 Overview of practical teaching of ideological and political theory courses

The teaching of ideological and political theory contains multiple levels of teaching content, and the theory is to be associated with practice^[1]. In recent years, the environment for the teaching innovation of ideological and political theory courses is relatively good, and the sense of urgency in teaching innovation is constantly increasing. Practical teaching has also become a good choice for the innovation of teaching forms, which can better weaken the overall influence of the theoretical strength of the teaching. Practical teaching is not a simple form of teaching innovation. It is foreseeable that although the depth of educational reform is increasing, practical teaching will gradually become the basic form and composition of the ideological and political theory courses. The development of practical teaching activities will have a direct impact on the overall teaching condition of ideological and political theory courses. For teachers, it is necessary not only to actively implement practical teaching, but also to pay attention to the continuous improvement of the practical teaching quality. How to more efficiently implement practical teaching based on the background of teaching reform and innovation is also a realistic problem for teachers to ponder about.

3 Problems in the practical teaching of ideological and political theory courses

3.1 Practical teaching is less valued

Although the practical teaching of ideological and political theory courses is of great significance. However, the importance of practical teaching is relatively low, which has become a basic problem in the development of practical teaching activities. At this stage, the concept of ideological and political theory teaching is still relatively solid. When classroom teaching is the main form, the room for practical teaching becomes relatively small. Many ideological and political theory teachers lack a complete understanding of practical teaching, and they lack practical teaching experience. This also leads to the failure of the practical teaching activities and the intermittent teaching is also not conducive to the effectiveness of practical teaching. Due to the relative lack of attention in practical teaching, the environment for practicing teaching activities in ideological and political theory courses is relatively poor and is lack of effective support in various periods. When teaching resources are relatively limited, even if practical teaching is a relatively new and efficient form of teaching, it cannot be the basic choice for the teaching of ideological and political theory courses in the high school.

3.2 Practical teaching content solidification

The content of the practical teaching of the ideological and political theory course is relatively solid, which also has a significant constraint on the corresponding practical teaching activities development^[2]. Practical teaching itself is a dynamic process, whether the content of the practical teaching fits the content of the ideological and political theory course, and whether it can raise the attention of students' political equivalent. However, the less emphasis on the implementation of practical teaching activities might be due to the relatively solidified content of practical teaching, and the content of practical teaching is only related to the theoretical knowledge in the book, but the lesser attractiveness is also an indisputable fact. Under the circumstances that the content is relatively solid, practical teaching activities will also show a more solidified feature. The more serious issue is the more solidified content of practical teaching. The practical teaching in the ideological and political theory course can only become a form of innovation, but it cannot

provide effective help for the actual effectiveness of the overall teaching. This will also lead to varying degrees of wastage in the implementation of practical teaching activities.

3.3 Low rate and quality of the interaction in practical teaching

The practical teaching of ideological and political theory courses often lacks interaction, and the quality of interaction between teachers and students is obviously insufficient. This has become a basic problem in the development of corresponding practical teaching activities. Most students cannot completely understand the ideological and political theories. Even in practical teaching, it is difficult for students to percept and understands the relevant theories. Under this circumstance, teachers should effectively guide students in practical teaching through interaction. However, many teachers neglect the interaction between teachers and students in practical teaching which leads to the lower rate and quality of interaction in practical teaching. Over time, practical teaching can easily become a kind of unilateral teaching. It seems that the quality of practical teaching cannot be effectively improved despite the practical teaching activities is implemented in overall teaching. In addition, some students not only unable to better understand the ideological and political theory in practical teaching, but also have certain misunderstandings and difficulties in practicing. Under this circumstance, teachers cannot play a better guiding role in practical teaching.

3.4 The practical teaching evaluation system is imperfect

In the teaching of ideological and political theory courses, the problem of imperfect teaching evaluation system is relatively significant, which also seriously weakens the practical effectiveness of practical teaching. Being influenced and restricted by many factors, some specific problems and deficiencies will be inevitably appeared in the teaching of ideological and political theory courses. Especially when teachers lacking practical teaching experience, the probability of related problems and deficiencies in practical teaching will increase significantly. Under the circumstance that the practical teaching evaluation system is imperfect, it is difficult for teachers to timely evaluate the deficiency in the practical teaching of ideological and political theory courses. The long-term existence of relevant deficiency will also greatly restrict the

smooth development of practical teaching activities. In addition, many ideological and political theory teachers will use innovative teaching strategies in practical teaching. When the effective evaluation is impossible, the scientific, feasibility and practical effectiveness of the relevant strategies could not be better accessed which leads to some blind features in practice teaching activities. When the series of teaching problems and deficiencies exist for a long time, the practical teaching activities cannot be better implemented.

4 Specific strategies for the teaching of ideological and political theory courses in the new era

4.1 Catering to the trend of education, changing the teaching concept

In this new era, teachers should actively implement the transformation of practical teaching concepts in the practical teaching of ideological and political theory courses and cater to the basic trend of educational reform and the practical requirements to change the practical teaching concept which is more important^[3]. Specifically, teachers of ideological and political theory courses need to improve their understanding and emphasis on practical teaching. After the level of understanding and attention of ideology is improved, the environment for practicing teaching activities will become better. In addition, teachers of ideological and political theory should scientifically implement the teaching of ideological and political theory courses and the analysis of the corresponding practical teaching conditions as well as establish the basic practical teaching objectives on practical teaching as the basic teaching form. Under the guidance of specific practical teaching objectives, practical teaching activities can be more directional and meaningful in development. Even if the practical teaching resources are limited, and the pressure of practical teaching is relatively large, the practical teaching activities in ideological and political theory can be implemented in an orderly manner.

4.2 Enrich teaching content with the help of contemporary political topics

In addition to ensuring that practical teaching activities can be better implemented, teachers of ideological and political theory courses must also enrich their practical teaching content with the help of contemporary political topics. Enriching the content of practical

teaching is also of great significance for driving the enhancement and innovation in the teaching of ideological and political theory courses. For example, in the socialist core values of patriotism and dedication, teachers can combine the advanced deeds learning of the eight “Republican Medal” winners to implement corresponding special practical teaching activities. Teachers can also visit some patriotic education bases with students and combine some political contemporary cases and knowledge to interpret the knowledge of ideological and political theory during the visit. The practice of enriching teaching content with the help of contemporary political cases can greatly enhance the connection between ideological and political theory knowledge and real life, which can help students to recognize the role and value of ideological and political theory knowledge in real life. In this process, interspersed with some patriotic education, values, education and others can greatly enhance the practical effectiveness of practical teaching.

4.3 Building a multi-dimensional interactive practical teaching model

In the practical teaching of ideological and political theory courses, “teaching” and “learning” should be more closely linked. Teachers should actively and efficiently interact with students in practical teaching. For example, in the teaching of knowledge related to the theory of socialism with Chinese characteristics, teachers can arrange the practical teaching tasks of the socialism related with Chinese characteristics in the reports of the 17th, 18th and 19th National Congress, and let students acquire and preview relevant knowledge through the internet and other alternatives. During the teaching, teachers can combine the relevant content of the National People’s Congress report to explain the theoretical knowledge of one of the Chinese characteristics. In order to effectively execute interactive event, the practical effectiveness of interactive teaching in practical teaching is of great significance. Teachers can combine President Hu’s secretary and President Xi’s theoretical views on socialism with Chinese characteristics. The theoretical connection between students is to explore and communicate, and to guide towards better learning of systematic theoretical knowledge during the discussion of communication, so that the teaching interaction process can become a process of continuous improvement of students’ knowledge and cognition.

4.4 Improve the practical teaching evaluation system

The development of practical teaching activities in ideological and political theory courses needs to be well evaluated. Therefore, it is necessary to construct a teaching evaluation system that is related to practical teaching^[4]. Teachers of ideological and political theory courses should become the main subject of teaching evaluation. Combining practical teaching goals to evaluate the development of practical teaching activities, enhancement of teaching content and innovative stages, practical effectiveness of teaching methods in order to accumulate more practical teaching experience via continuous effort of teaching evaluation. Moreover, after the evaluation of practical teaching, teachers should also implement follow-up adjustment and optimization in combination with the teaching insufficiency reflected in the evaluation report to better promote the continuous improvement of the practical teaching quality. As the practical teaching will inevitably encounter some problems, teachers should use the corresponding teaching evaluation system as a guarantee system for practical teaching. Over the time, especially the practical teaching activity is continuously developed, teachers should also constantly improve the inherent practical teaching evaluation system to avoid the corresponding teaching evaluation system become a mere formality.

5 Conclusion

Teachers of ideological and political theory should pay enough attention to practical teaching at the level of ideology, and at the same time actively execute practical teaching activities. It is worth noting that the teaching

situation, environment and needs of ideological and political theory are not the same, and the practical teaching itself will be affected and restricted by many factors. Under this circumstance, problems of one kind or another will inevitably occur in the practical of teaching activities. Therefore, teachers need to constantly appraise, review and analyze the practical teaching. Adjustment and optimization in weakening the influence of relevant restrictive factors to achieve high quality of practical teaching can help to improve the effectiveness of the overall teaching of ideological and political theory courses.

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