Research on the Teaching Efficiency of Ideological and Political Classrooms Based on Blended Teaching

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Abstract: This paper focuses on the research on the teaching efficiency of ideological and political classrooms under the background of blended teaching. It analyzes the connotation and characteristics of blended teaching, explores the impact of blended teaching on the teaching efficiency of ideological and political classrooms from multiple aspects, and conducts empirical research through case analysis and data collection. The results show that blended teaching can effectively improve the teaching efficiency of ideological and political classrooms, enhance students' learning enthusiasm and participation, and promote the improvement of students' ideological and political qualities. Finally, corresponding suggestions and countermeasures are put forward to provide a reference for the improvement of the teaching quality of ideological and political courses.

Keywords: Blended teaching; Ideological and political classroom; Teaching efficiency; Empirical research

1. Introduction

In the context of the rapid development of information technology, education is also undergoing profound changes. Blended teaching, which combines traditional face-to-face teaching with online teaching, has become an important teaching mode. Ideological and political education, as an essential part of cultivating students' correct values and worldviews, also needs to adapt to this new teaching trend. Improving the teaching efficiency of ideological and political classrooms is of great significance for enhancing the effectiveness of ideological and political education and cultivating socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics, and labor.

    (1) Theoretical significance: It enriches the research on the teaching mode of ideological and political courses, and provides a new perspective and theoretical basis for the in-depth study of the relationship between teaching mode and teaching efficiency.

    (2) Practical significance: It helps teachers to better apply blended teaching in ideological and political

classrooms, improve teaching methods, and enhance students' learning effects. At the same time, it can also provide a reference for the educational administrative departments to formulate relevant educational policies.

2. Literature review

2.1. Research on blended teaching

Many scholars have conducted in-depth research on blended teaching. Graham [1] defined blended teaching as a combination of traditional face-to-face teaching and online learning, aiming to leverage the advantages of both. Watson *et al.* [2] pointed out that blended teaching can improve students' learning satisfaction and outcomes. In China, scholars such as He [3] also carried out a lot of research on blended teaching models and implementation strategies, emphasizing the importance of integrating information technology into teaching.

2.2. Research on the teaching efficiency of ideological and political classrooms

Regarding the teaching efficiency of ideological and political classrooms, scholars mainly focus on teaching methods, curriculum design, and teacher-student interaction. For example, Zhang [4] believed that innovative teaching methods can effectively improve the teaching efficiency of ideological and political classrooms, and Li [5] emphasized the role of reasonable curriculum design in promoting students' learning. However, the research on the impact of blended teaching on the teaching efficiency of ideological and political classrooms is still relatively insufficient.

3. Connotation and characteristics of blended teaching

3.1. Connotation of blended teaching

Blended teaching is a teaching concept and method that organically combines traditional classroom teaching and online teaching. It not only retains the advantages of traditional face-to-face teaching, such as real-time interaction between teachers and students and an intuitive teaching atmosphere, but also makes full use of the advantages of online teaching, such as rich teaching resources, flexible learning time and space, and personalized learning paths. In blended teaching, teachers can use online platforms to provide students with pre-class learning materials for preliminary learning before class, such as video lectures, e-books, and pre-class test questions. In class, teachers can focus on in-depth discussion and guidance on key and difficult points, and use various teaching methods such as group discussions and case analyses to promote students' in-depth understanding of knowledge. After class, students can use the online platform to review, complete assignments, and communicate with teachers and classmates.

3.2. Characteristics of blended teaching

Flexibility: Students can arrange their learning time and place according to their own schedules and learning habits. They can learn at home, in the library, or on the go, breaking the limitations of time and space in traditional teaching.

Personalization: Through online learning platforms, teachers can collect students' learning data, such as learning time, test scores, and participation in discussions, and analyze students' learning situations. According to the analysis results, teachers can provide personalized learning guidance and resource recommendations for students, meeting the different learning needs of students.

Rich resources: The Internet provides a large number of teaching resources, including excellent courses from famous universities at home and abroad, documentaries, and research reports. Teachers can select appropriate resources according to the teaching content and integrate them into the teaching process, enriching the teaching content and

broadening students' horizons.

Interactive: In addition to the interaction in the traditional classroom, blended teaching also provides more interactive channels, such as online discussion forums, group chat tools, and video conferencing. Students can communicate with teachers and classmates at any time, ask questions, and exchange ideas, which helps to improve students' learning enthusiasm and participation.

4. Impact of blended teaching on the teaching efficiency of ideological and political classrooms

4.1. Improving students' learning interest

The rich forms and diverse resources of blended teaching can effectively stimulate students' learning interest in ideological and political courses. For example, through online video resources, students can watch real-life cases, historical documentaries, and interviews related to ideological and political content, which makes abstract ideological and political knowledge more vivid and concrete. In a traditional classroom, the teaching content is mainly presented through textbooks and teachers' lectures, which is relatively monotonous. In contrast, blended teaching can use multimedia resources to create a more vivid teaching atmosphere. For instance, when teaching the content of socialist core values, teachers can play short videos of ordinary people practicing socialist core values in their daily lives, so that students can more intuitively understand the connotation and practical significance of socialist core values, thus stimulating their interest in learning.

4.2. Enhancing students' autonomous learning ability

Blended teaching emphasizes students' autonomous learning. Before class, students need to independently complete pre-class learning tasks through online platforms, such as watching video lectures and reading relevant materials. This process requires students to actively plan their learning time, arrange learning tasks, and solve problems encountered in learning. In the process of autonomous learning, students gradually develop the ability to think independently, search for information, and solve problems. For example, in the pre-class learning of a certain ideological and political topic, students may encounter some difficult concepts. They need to search for relevant information on the Internet, consult reference books, or communicate with classmates in the online discussion area to understand these concepts. This not only deepens students' understanding of knowledge but also improves their autonomous learning ability.

4.3. Promoting teacher-student interaction and class participation

In blended teaching, in-class teaching is more focused on interaction and discussion. Teachers can use students' pre-class learning data to understand students' learning difficulties and confusion, and then conduct targeted guidance and discussion in class. At the same time, the use of group discussion, role-playing, and other teaching methods in class can also promote students' active participation. For example, in a group discussion on a current social hot-issue related to ideological and political theory, students can express their own views and arguments, and through communication and collision with their classmates, they can gain a deeper understanding of the problem. Teachers can also participate in the discussion as a guide, timely correct students' wrong views, and guide students to think from a more comprehensive and in-depth perspective.

4.4. Optimizing teaching evaluation

Blended teaching can realize a more comprehensive and scientific teaching evaluation. In addition to the traditional

paper-and-pencil tests, online learning platforms can record students' learning process data, such as the number of logins, learning time, participation in online discussions, and completion of online assignments. These data can comprehensively reflect students' learning attitudes, learning efforts, and learning progress. Teachers can use these data to conduct formative evaluations, provide timely feedback on students' learning situations, and adjust teaching strategies. For example, if a teacher finds that a student has a long learning time but low test scores, the teacher can analyze whether the student has problems with learning methods through further understanding of the student's learning process data, and then provide personalized learning suggestions for the student.

5. Empirical research on the teaching efficiency of ideological and political classrooms based on blended teaching

5.1. Research design

Research subjects: Two parallel classes of the same grade in a certain school were selected as the research subjects, one class as the experimental class (adopting blended teaching) and the other as the control class (adopting traditional teaching).

Research tools: Questionnaires, tests, and classroom observation were used to collect data. The questionnaire is mainly used to investigate students' learning attitudes, learning interests, and satisfaction with teaching methods; the test is used to evaluate students' knowledge mastery; classroom observation is used to record students' participation in class and teacher-student interaction.

Research process: In the experimental class, blended teaching was carried out for one semester. Before class, learning resources such as teaching videos and pre-class reading materials were uploaded on the online learning platform; in class, face-to-face teaching was combined with group discussions, case analyses, etc.; after class, students were to complete online assignments and participate in online discussions. The control class carried out traditional teaching throughout the semester, mainly through teachers' lectures, blackboard writing, and after-class homework. At the end of the semester, a questionnaire survey, a final test, and classroom observation were conducted in both classes.

5.2. Data collection and analysis

Questionnaire results: A total of 100 questionnaires were distributed in each class, 95 valid questionnaires were recovered in the experimental class, and 92 valid questionnaires were recovered in the control class. The results show that 85% of the students in the experimental class are interested in the blended teaching method, while only 60% of the students in the control class are interested in the traditional teaching method. In terms of satisfaction with teaching methods, 80% of the students in the experimental class are satisfied, while only 55% of the students in the control class are satisfied.

Test results: The final test scores of the two classes were statistically analyzed. The average score of the experimental class is 82 points, and the average score of the control class is 75 points. The t-test shows that there is a significant difference in the test scores of the two classes ($P < 0.05$), indicating that the students in the experimental class have a better mastery of knowledge.

Classroom observation results: Through classroom observation, it is found that the participation rate of students in the experimental class is 80%, and the number of times of teacher-student interaction is 30 times per class on average. In the control class, the participation rate of students is 50%, and the number of times of teacher-student interaction is 15 times per class on average.

5.3. Research conclusions

The empirical research results show that blended teaching can significantly improve the teaching efficiency of ideological and political classrooms. Students in the experimental class have higher learning interests, stronger autonomous learning abilities, more active classroom participation, and better learning achievements. Blended teaching can better meet the learning needs of students in the information age and promote the improvement of the teaching quality of ideological and political courses.

6. Conclusion

This paper comprehensively analyzed the impact of blended teaching on the teaching efficiency of ideological and political classrooms. Through theoretical analysis and empirical research, it is found that blended teaching has unique advantages in improving students' learning interests, enhancing autonomous learning ability, promoting teacher-student interaction, and optimizing teaching evaluation. However, in the implementation process of blended teaching, some problems need to be solved, such as strengthening teacher training, optimizing teaching resources, and establishing a scientific teaching management system. In the future, with the continuous development of information technology and the deepening of educational reform, blended teaching will play an increasingly important role in the teaching of ideological and political courses, and will continuously promote the improvement of the teaching quality and teaching efficiency of ideological and political courses.

Disclosure statement

The author declares no conflict of interest.

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