

# Research on the Application of the Relationship of Oppositional Unity in the Teaching of Ideological and Political Courses

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**Abstract:** In ideological education for students, using the perspective of the unity of opposites and appropriately applying the relationship between teaching elements and the unity of opposites can effectively enhance the effectiveness of ideological education. Combining teaching commonalities with student individualities, teaching forms with content themes, integrating positive examples with negative ones, and combining teacher-student language and behavioral expressions based on specific textbook content for the analysis of the unity of opposites will be more helpful in improving students' ideological quality.

**Keywords:** Ideological and political courses; Teaching; Unity of opposites

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## 1. Introduction

The effectiveness of classroom teaching has always been the focus of ideological and political courses. To improve teaching effectiveness, teachers must deal with the teaching elements and their relationship, such as teachers, students, textbooks, teaching and learning, theory and practice, comprehensive teaching and individualized teaching. In the course of ideological education, playing the role of various elements, coordinating the relationship between various elements, and investigating the basic relationship to be handled in teaching with the perspective of the unity of opposites, will help improve the teaching effect of moral education and improve the ideological quality of students<sup>[1]</sup>.

## 2. Persist in combining the commonality of teaching with the individuality of students, and pay attention to the development of students' individuality

Commonness is a common feature of a class of things, while individuality refers to the unique attributes of individuals. They seem to be opposite, but they are interdependent and inseparable. Commonness is reflected through individuality. Without individuality, commonness will lose its fundamental existence. On the contrary,

individuality is inseparable from commonness, which is the embodiment based on commonness. There are many objects of classroom teaching, and ideological education should not be less than one. This is common education, but also individualized education, facing each individual and promoting individual development, which is personality education<sup>[2]</sup>. The common ideological education is based on the most basic code of conduct that everyone must follow, and it is for a class or a grade of students, whose age is similar, and the learning and living environment is similar, so their psychological development level has similar characteristics, which provides a physiological and psychological basis for the common ideological education<sup>[3]</sup>. As individuals, their specific social environment, family environment, and interpersonal relationship are different, and they will form different psychological activities and behavioral performances. Their interests and hobbies, character, and temperament have obvious personality characteristics. In complicated interpersonal communication, there will be new changes and performances<sup>[4]</sup>. It is helpful to strengthen ideological education to fully consider the personality characteristics in ideological education.

The development of students includes not only the development of students' generality but also the development of students' personalities. The two are indispensable. Teachers should organically combine commonness and individuality, and pay more attention to individuality when commonness is studied<sup>[5]</sup>. Students as a unity of opposites of generality and individuality, generality makes students in the same grade or class learn together because they have similar characteristics and can accept the same teaching content, which can improve teaching efficiency to a certain extent. The class teaching system is facing the whole class, which may neglect the development of personality. The ideological education itself attaches great importance to the protection and play of students' personalities. If it only focuses on generality and ignores students' personalities, it is equal to denying the creativity and autonomy of students' development and losing the self-worth of human development<sup>[6]</sup>. Therefore, it is inevitable that there are differences in the development of different students in the same class. In ideological education, it is precisely to respect education and respect people<sup>[7]</sup>. It is precisely because of this difference in personality that class, school and society will continue to catch up, compete and surpass. In ideological education, students' generality and individuality should be closely combined, and attention should be paid to generality and individuality.

### **3. Persist in combining teaching forms with content themes, and firmly grasp the soul of ideological education**

The combination of teaching form and the content theme is to unify the flexible and diverse ways of organizing classroom teaching with the theme and central opposition of grasping the specific content expression, desalinate the outline structure of teaching content, and closely focus on the purpose of ideological education so that the teaching process becomes more concentrated. The ideological education curriculum has a detailed outline structure so that students can gradually improve their ideological awareness by mastering the systematic ideological theory. But in teaching, the outline structure is used as the clue to teach, and the focus of teaching will be too much entangled in the system of knowledge and boring theory, and the purpose of ideological education sometimes may not be able to achieved smoothly. To improve efficiency and highlight the key points, it is necessary to abandon many specific contents in the teaching, ignore the logic or integrity of the syllabus and structure of the teaching materials<sup>[8]</sup>, firmly grasp its core and soul for teaching, use thematic lectures, thematic discussions, debates, or dialogues, conversations, competitions and other ways to give full play to the main role of students, clearly extend the theme, carry out the central idea, and slowly achieve the purpose of changing students' thoughts in a relaxed atmosphere of discussion and dialogue with students.

For example, in the ideological education of professional ethics, such as "close unity," "mutual competition,"

“mutual assistance and fraternity” and other normative concepts, main contents and basic requirements, etc.,<sup>[9]</sup> can be described without in-depth explanation of the connotation and requirements, but more case teaching and debate, discussion teaching to solve the concept of professional ethics, main contents and basic requirements, so that students can understand whether there is cooperation in competition, whether there is need for cooperation, or whether there is need for competition in cooperation, etc. from the perspective of classroom teaching practice, the effect of using these methods is better than complete teaching and case introduction. During the discussion, students talked about learning and extracurricular activities, from school to society, from domestic competition to international competition, and so on. Similar to the ideological education of strengthening professional ethics, the unity of form and spirit can be used. Through thematic debates, discussions, activities and competitions, the monotony of classroom teaching form is avoided, and students can be fully attracted to participate in teaching, effectively improving the teaching effect.

#### **4. Persist in combining positive guidance with negative warning, and harness the positive energy to lead**

The unity of opposites between the positive and the negative is to combine the propaganda of positive role models with the criticism of negative characters, with positive education as the main and negative education as the auxiliary. The main way is to lead ideological education through the propaganda of positive energy.

In ideological education, teachers should often educate students with correct theories and thoughts, positive figures and examples, publicize their good thoughts, good behaviors, and good styles, and guide students' thoughts and mistakes in their words and deeds, to convince people and try to lead their thoughts to the right track. Positive education is not only determined by the formation of Ideological and moral character but also conforms to the physiological and psychological characteristics of college students. After all, there are many positive people among college students, and they have strong plasticity. Some of the problems are cognitive problems, which are often caused by poor discrimination or self-control. These need to strengthen positive education. Under the premise of insisting on positive education,<sup>[10]</sup> to make college students see the world through the wind and rain and improve their analysis and identification ability, students can selectively understand some ugly, wrong, and even reactionary things, use negative teaching materials warn and educate students, and use comparative methods to enhance students' ability to resist the negative impact of society.

Whether it's positive or negative education, it's better to grasp the specific cases that students have seen and heard in person to promote education, because these things happen around them, vivid and specific, and students learn easily. Generally, persuasion education is a scratch in many cases, and students will be listless when they listen to it. By seizing the typical examples, the two ends, and making in-depth analysis of these people's thoughts and deeds, can teachers inspire, encourage and spur most of the middle part<sup>[11]</sup>. For example, when strengthening collectivist education, the following materials can be collected: students and their performances who are unknown and dedicated in the normal class. As long as teachers pay little attention and inquire one or two weeks before class, teachers can collect many such materials through small-scale exchanges with students. With typical materials in hand, it's more practical and vivid to explain the contents and requirements of collectivism, and students are also easy to be inspired or shocked.

#### **5. Persist in combining the language and behavioral expressions of teachers and students, and integrate theory with practice**

Achieving the unity of speech and behavior is to analyze the teacher's words and actions, and the students' words

and actions<sup>[12]</sup>. Teachers combine their words, publicity and education with their actions, and set an example. Students combine the understanding process of moral standards and behavior habits, and teachers conduct ideological work on students and analyze the causes of moral behavior in students' minds.

The political position, ideological view, moral quality, working attitude, academic spirit, respect for students, personal appearance and behavior, hobbies, and so on of teachers are the performance of teachers' demeanor. These are not only personal behaviors of teachers, but also social professional behaviors. Teachers should persevere and abide by the professional ethics of teachers. The "Virtue" of moral communicators should first be noble conduct. This can make college students convinced and take the teacher as an example. Teachers should keep their words and deeds consistent with their good moral style so that students can be influenced by their noble personalities. This kind of cultivation of words and deeds must be long-term, to give students an example, the purpose is to improve students' ideological awareness and moral behavior. It can't be done in a short time, so teachers are required to insist on it for a long time, which is very high for teachers. At the same time, this cultivation is silent, not to tell students to do it for them, but silence is better than sound, which is far better than the effect of persuasion education in teaching. Students will also slowly imitate, of course, we are not deliberately doing it for college students. Whether it is a teacher or not, from the perspective of being a person, teachers should be responsible for our words and deeds. Just after we become a teacher, we should consciously keep a good image of the teaching profession at all times and actively influence the words and deeds of college students.

The task of ideological work is arduous and long-term, and the effect is slow and repetitive. So, it's not surprising that the following phenomenon often occurs, that is, why it's easy for students to master a formula and a skill, but they are slow to practice a moral code in action, or repeatedly teach and commit crimes. The reason is that the content of ideological education often needs to go through several stages of psychological activities such as knowledge, emotion, meaning, and trust, so that it can be internalized in the hearts of students and finally manifested as moral behavior. Every student's process from understanding moral standards to forming beliefs is different, so the performance of behavior is sooner or later. The reason for the behavior deviation is in the four links of knowledge, emotion, meaning and trust. If there is a problem in any one of the links, the whole process will be inconsistent, resulting in behavior deviation<sup>[13]</sup>. It is a common method to use emotion and reason, which can solve the problem of knowledge and emotion, and can solve the ideological problems of most students. The process of meaning and faith is also very important, which often leads to the deviation of many students' behaviors. It is necessary to use external motivation, self-motivation and strengthening training to solve the problem. No matter what method is adopted, the work should be done to let students receive education in a state of willingness, let students know the truth, move, and make students feel convinced and moved. Only in this way, can students generate an internal driving force in mind. The greater the internal driving force is, the stronger the will is, and the belief is more difficult to shake. Only in this way, can students' behaviors not deviate, and students can achieve full development<sup>[14]</sup>.

## 6. Conclusion

In summary, the opposition and unity of teaching generality and students' personality, teaching form and content theme, positive guidance and negative warning, teachers' and students' language and behavior performance are closely linked and interpenetrated in ideological education. It's difficult to get good education results simply by relying on one way. In the face of the knowledge and ability structure of different teachers, the physiological, psychological, and life characteristics of college students, the social and school ideological education environment, etc., when strengthening ideological education, multi-dimensional thinking, overall arrangement, comprehensive



consideration, flexible use of different unity of opposites, can not only enrich the way of ideological education but also promote the improvement of ideological education effect<sup>[15]</sup>.

## Disclosure statement

The author declares no conflict of interest.

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