

An Exploration of the Application Methods of Teaching Narratives in Ideological and Political Courses in Colleges and Universities

Yuhong Xing*

Shihezi University, Shihezi 832000, China

*Corresponding author: Yuhong Xing, xyhshz2024@163.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Under the background of the new era, ideological and political education in colleges and universities is facing unprecedented challenges and opportunities. As an innovative teaching strategy, teaching narrative through narrating real or fictional stories, so that the abstract ideological and political theory knowledge visualization, to arouse emotional resonance in the hearts of students, and deepen the cognition and understanding of the course content. The strategies and methods to improve the teaching effect of ideological and political courses in colleges and universities and students' learning experience are from the aspects of the selection and accumulation of narrative materials, the cultivation and enhancement of teachers' narrative ability, and the innovation and diversification of narrative carriers.

Keywords: Universities; Ideological and political course; Teaching narrative; Applied research

Online publication: January 14, 2025

1. The connotation of teaching narrative

As a teaching method, the core of teaching narrative lies in the close connection between teaching content and students' life experiences through the form of stories, to achieve the educational purpose. Teaching narrative is not only about telling a story but also the embodiment of a teaching idea and method. The emphasis is to make students resonate emotionally and improve their cognition through the telling of stories. In ideological and political courses in colleges and universities, the teaching content often involves relatively abstract knowledge points such as social phenomena, historical events, moral concepts, etc. If these knowledge points are only taught in traditional ways, students may feel bored, and it is difficult to have a deep understanding and resonance^[1]. Utilizing teaching narrative, teachers can integrate these knowledge points into specific stories, so that students can naturally understand and absorb these knowledge points in the process of listening to the stories through means such as plot development, character shaping and emotional expression. Teaching narrative also emphasizes starting from the reality of students and paying attention to student's life experiences and emotional needs^[2]. In the teaching process, teachers should fully consider students' age characteristics, psychological characteristics,

life background and other factors, choose suitable story materials, and tell them in a way that students can understand and accept. In this way, teaching narration can not only improve students' interest in learning but also promote students' emotional development and personality growth ^[3].

2. The necessity of applying teaching narrative in ideological and political courses in colleges and universities

2.1. Enhance students' emotional identification and value guidance

Through teaching narration, teachers can combine theoretical knowledge with students' real-life experience, and students can resonate in the learning process, thus effectively improving their enthusiasm for learning. To be specific, teaching narrative can concretize abstract ideological and political theories through real and vivid stories, which makes it easier for students to accept and understand these theories emotionally, thus stimulating their interest in learning. At the same time, teachers can also encourage students to share their own experiences and opinions, promote the collision of ideas among students through interactive communication, and further enhance the activeness of the class. In addition, teaching narratives can help students establish correct values. When telling stories, passing on positive values through positive cases will help guide students to establish a correct life value and worldview.

2.2. To improve the participation and effectiveness of curriculum teaching

In the traditional teaching mode, ideological and political courses are often based on theory indoctrination, and students passively accept knowledge, which makes it difficult to stimulate their interest in learning and affect the teaching effect. Teaching narration, on the other hand, combines abstract theory with concrete life practice by telling stories. Students can comprehend rational thinking in perceptual cognition, which can effectively improve the effectiveness of teaching ^[3]. On the one hand, teaching narrative helps to create situations and enhance students' sense of experience. In ideological and political lessons, teachers can use multimedia technology, such as video, audio, pictures, and so on, combined with real cases, to build specific situations, so that students can feel and think personally. Experiential learning can not only improve students' interest in learning but also cultivate their critical thinking ability so that they can rationally analyze and form independent opinions in the face of complex social phenomena ^[4]. On the other hand, by telling stories with educational significance, teachers can guide students to think about what is justice, kindness and responsibility, promote the improvement of students' personal morality, train more honest citizens for society and build a harmonious society.

2.3. Promoting critical thinking and independent learning ability

In ideological and political courses in colleges and universities, teaching narrative is not only a way of knowledge transmission, but also an effective means to promote students' thinking and discussion. Through well-designed teaching narratives, teachers can guide students to analyze situations and roles in depth, thereby cultivating their critical thinking ability. The cultivation of this ability not only helps students better understand the course content but also enables them to learn to look at problems from multiple perspectives and form independent judgments and insights ^[5]. Specifically, teaching narratives encourage students to explore relevant knowledge independently, enhancing their learning initiative and creativity. In the narrative process, some open questions are designed to guide students to think and explore deeply, which can effectively deepen their understanding of the course content and cultivate their ability of independent thinking and problem-solving.

3. The value implication of teaching narration in ideological and political courses in colleges and universities

3.1. Cultural inheritance and value shaping

As an effective teaching means, teaching narration can carry and transmit excellent traditional Chinese culture and socialist core values. In ideological and political courses in colleges and universities, teachers can combine historical events and character stories with contemporary values utilizing narration, so that students can enhance their sense of identity and pride of national culture while understanding history, to inspire their sense of national pride and responsibility. In ideological and political lessons, teachers can tell the real historical events and character stories to help students better understand the historical background and cultural connotation and help students more deeply appreciate the thick history and the greatness of the national spirit, to stimulate their national pride and responsibility^[6]. In the process of telling the story, teachers can use emotional language to guide students into the story situation, feel the emotional changes of the characters in the story, stimulate the resonance of students, participate in the class discussion more actively, and express their views and opinions, so that the ideological and political lessons become more vivid, interesting and effective.

3.2. Enlightenment and innovation of thinking mode

The application of teaching narrative in ideological and political courses in colleges and universities can not only transfer knowledge but more importantly, enlighten students' thinking. Through concrete contextualized narration, students can think deeply in real or virtual situations, thus cultivating their critical and creative thinking abilities. In teaching narratives, teachers guide students to think about the connections between social phenomena, historical events and personal experiences by telling representative and inspiring stories and can combine abstract theoretical knowledge with specific real-world problems, thus helping students better understand and apply ideological and political knowledge^[7]. In addition, the diversity and openness of the narratives provide students with a rich space to think, and each story has a different perspective and interpretation, allowing students to analyze issues from multiple perspectives based on their background and experience. This diversified way of thinking can not only stimulate students' sense of innovation but also cultivate their problem-solving ability and form a more comprehensive and in-depth social cognition.

3.3. Emotional education and humanistic care

The application of teaching narration in ideological and political courses in colleges and universities can not only transfer knowledge and theories but also effectively integrate into emotional education, guiding students to feel and understand humanity, emotion and social responsibility through real stories and characters' experiences. Emotional education is an important part of education, focusing on students' emotional needs and emotional development, aiming to cultivate students' empathy and social responsibility and promote their all-round development^[8]. In college ideological and political courses, teachers can help students better understand and feel emotions by telling real stories and characters' experiences. The transmission of such emotions can stimulate students' patriotic feelings and sense of responsibility for society. In addition, teaching narration can also tell the stories of ordinary people, so that students can feel the noble spirit contained in ordinary people, and realize that everyone can make contributions to society in their posts^[9].

4. The application strategy of teaching narrative in ideological and political courses in colleges and universities

4.1. The selection and accumulation of narrative materials

In ideological and political courses in colleges and universities, teachers should pay attention to selecting representative and contemporary materials from real-life and social hot spots, so as to make the teaching content closer to students' life experiences and enhance students' resonance and sense of participation. For example, advanced deeds, stories of heroes and cases of public welfare actions that reflect the core values of socialism can be selected to enable students to understand theoretical knowledge and feel moral power in specific situations, thus stimulating students' inner motivation and positive emotions^[10]. In addition, teachers should also pay attention to students' ideological dynamics and interest points, through questionnaires, classroom discussions, Internet interaction and other ways, to understand what topics students are interested in and what questions they have doubts about, and then select teaching materials to meet students' individual needs. At the same time, teachers should also pay attention to the classification and sorting of materials, and establish a scientific management mechanism to ensure that they can quickly and accurately find the right materials when needed. In a word, the selection and accumulation of teaching narrative materials is a systematic and long-term work, which requires teachers to have keen observation, rich knowledge reserve and good teaching skills. Through careful selection and continuous accumulation, teaching narrative can be more vivid and interesting, and achieve the expected teaching effect

4.2. The cultivation and improvement of teachers' narrative ability

As the main body of teaching narrative, teachers' narrative ability directly affects the teaching effect. In the teaching process, teachers need to have strong language expression ability, emotional resonance ability, logical thinking ability, and innovation ability, to vividly present the content of ideological and political lessons to students in the form of stories, and stimulate students' learning interest and enthusiasm for participation. In terms of language expression, teachers should pay attention to improving their language expression skills. On the one hand, teachers should be good at using vivid language to transform abstract theoretical knowledge into specific stories to help students better understand and accept them. On the other hand, teachers should pay attention to the accuracy of language, avoid using vague and ambiguous words, and ensure that students can accurately understand the teaching content. In addition, teachers can constantly improve their language expression skills and improve the teaching effect using simulation teaching, classroom observation and peer communication. The ability of emotional resonance is an indispensable quality for teachers in teaching narration. When telling stories, teachers should pay attention to emotional input, so that students can feel the emotional changes of the characters in the stories, to have emotional resonance. Teachers can stimulate students' emotional resonance through role-playing, emotional experience and emotional guidance, to enhance students' understanding and identification of the content of ideological and political lessons. At the same time, teachers should also pay attention to students' emotional needs, adjust teaching strategies promptly, and create a positive and healthy learning environment for students.

4.3. Innovation and diversification of narrative carriers

In ideological and political courses in colleges and universities, the innovation and diversification of narrative carriers are an important way to improve the teaching effect. The innovation of teachers' main narrative mode can not only enrich the teaching methods but also enhance the attraction of the classroom^[11]. In terms of students'

main body narrative mode, students are encouraged to take the initiative to participate by designing diversified classroom activities, such as group discussion, role play, case analysis, etc., and express their understanding of the course content through their language and ways^[12]. In the teaching process, teachers should also pay attention to students' differences and provide personalized guidance. For students who are good at writing, they can be encouraged to write their experiences and comments. For students who are good at oral expression, they can be arranged to give lectures and debates in class^[13]. Through diversified narrative carriers, teachers can better meet the learning needs of different students and promote their all-round development. At the same time, teachers should pay attention to students' emotional experiences, create an open and inclusive classroom atmosphere, and let students dare to express their own opinions and accept others' opinions in a relaxed and pleasant environment, to realize teaching and learning and provide strong support for students' growth and development^[14].

5. Conclusion

In a word, teaching narrative is not only a teaching method but also an educational concept, which emphasizes paying attention to students' emotional experiences and value shaping in the teaching process. Through narrative teaching strategies such as the selection and accumulation of narrative materials, the cultivation and improvement of teachers' narrative ability, and the innovation and diversification of narrative carriers, a more vivid and interactive ideological and political classroom can be built, students' learning enthusiasm can be stimulated, the effectiveness of ideological and political education can be improved, to better realize the humanistic care of education and cultivate young people with social responsibility and feelings of family and country in the new era^[15].

Disclosure statement

The author declares no conflict of interest.

References

- [1] Yang Y, Su G, 2021, The Realistic Challenge and Optimization Strategy of "Flipped Classroom" in Ideological and Political Education in Colleges and Universities in the New Era. *Shanxi Higher School Journal of Social Science*, 2021(5): 60–64.
- [2] Wang H, Cheng L, Zhou L, Xiao H, Zhou G, 2023, The Mining and Implementation of Ideological and Political Teaching Materials in Colleges and Universities. *China's Educational Technology and Equipment*, 2023(21): 145–148.
- [3] Li J, 2022, School-Based Structure and Practical Strategy of Teaching Purpose. *Jiangsu Education (Education Administration Edition)*, 2022(6): 29–33.
- [4] Zhang N, 2023, On the Application of Immersive Curriculum Ideology and Politics in the Practical Teaching of Modern Chinese Curriculum. *Contemporary Educational Practice and Teaching Research (Electronic Journal)*, 2023(15): 128–130.
- [5] Liu J, 2023, Research on Curriculum Ideological and Political Teaching Design and Practice with the Support of Multimedia Technology. *Modern Rural Science and Technology*, 2023(8): 119–120.
- [6] Yu Y, 2023, Some Thoughts on Ideology and Politics in College Curriculum in the New Era. *Science and Technology Innovation and Brand*, 2023(11): 66–69.

- [7] Jiang X, 2022, Research on the Integration of Excellent Traditional Chinese Culture into the Teaching of Ideological and Political Courses in Colleges and Universities. Chinese Science and Technology Journal Database (Full-Text Edition) Education Science, 2022(8): 89–92.
- [8] Li L, Li X, 2022, Exploration and Practice of Problem-Oriented Interactive Teaching Model in Ideological and Political Courses in Colleges and Universities. Winning the Future, 2022(20): 178–180.
- [9] Xu W, Wei B, 2021, Application of Emotional Identification Education in Ideological and Political Teaching: A Case Study of Outline of Modern and Contemporary Chinese History. Journal of Jilin Institute of Education, 2021(9): 143–146.
- [10] Jiang M, 2022, Implication, Value and Strategy of “Micro-Story” Education in Ideological and Political Courses in Colleges and Universities. Reference for Middle School Political Teaching, 2022(15): 64–67.
- [11] He C, Zhao K, 2021, On Teacher-Student Interaction in Ideological and Political Course Teaching in Colleges and Universities in the “Internet +” Era. Shanxi Higher School Journal of Social Science, 2021(2020-2): 56–60.
- [12] Wang X, 2024, Application and Practice of Image Narration in Ideological and Political Courses of Art Colleges. Shaanxi Education (Higher Education Edition), 2024(8): 94–96.
- [13] Jiao Y, 2020, Study on the Effectiveness of WeChat Public Platform in Ideological and Political Education in Vocational Colleges. Reading World (General), 2020(32): P.1–1.
- [14] Wang Y, 2022, Implementing Differential Teaching and Promoting the Development of Students’ Scientific Inquiry Ability. Shanxi Higher School Journal of Social Science, 2022(2): 91–93.
- [15] Zheng P, 2022, A Study on the Influence Mechanism of Teachers’ Emotional Support on Students’ Learning Harvest Under Online Course Model: Based on a Survey of Multi-Type Undergraduate Colleges, thesis, Zhejiang University.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.