

An Exploration of Innovation of Social Practice Model of Ideological and Political Courses in Colleges and Universities

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Abstract: Promoting the innovation and reform of ideological and political courses in colleges and universities with a social practice model is not only the basic requirement for colleges and universities to do a good job in the teaching of ideological and political courses in the new era but also the internal requirement for deepening the reform of ideological and political education in the new era and implementing the fundamental task of “cultivating morality and cultivating people.” At the same time, innovating the social practice mode of ideological and political course is helpful to solve the problems existing in ideological and political education in the past, and integrate the core connotation and spiritual concept of ideological and political education into the ideological life of college students. Based on this, this paper analyzes the basic mode of social practice of ideological and political courses in colleges and universities, and elaborates the direction and strategy of innovative social practice mode of ideological and political courses, to improve the effectiveness of ideological and political courses and promote the sustainable development of ideological and political education.

Keywords: Colleges and universities; Ideological and political course social practice model; Innovation and exploration

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1. Introduction

Since entering the new era, the party and the government have paid more and more attention to the social practice of college students, emphasizing that they should be guided to understand the national conditions and the society in the process of participating in social practice so that they can grow into a new type of talented and capable talents. However, from the actual teaching work of ideological and political courses in colleges and universities, there is a common problem of “attaching importance to knowledge over quality” and “attaching importance to theory over practice”. Therefore, taking social practice as the starting point, it is of great practical significance to continuously promote the innovation and optimization of ideological and political courses in

colleges and universities. Moreover, promoting the deep integration of social practice and ideological and political courses will help to give full play to the educational value of social practice and promote the all-round and healthy development of contemporary college students.

2. Overview of social practice mode of ideological and political courses in colleges and universities

The social practice model plays an important function in linking theory with practice in the teaching of ideological and political courses in colleges and universities, which has important value and significance for consolidating the teaching results of ideological and political courses. In general, there are three types of social practice modes of ideological and political courses in colleges and universities, namely, experience-oriented social practice mode, innovation-oriented social practice mode, and research-oriented social practice mode. The cultivation focus of these social practice modes is different, which can effectively cultivate students' innovative thinking and research abilities.

2.1. Experiential social practice model

The experiential social practice model aims to improve students' cognition and understanding of national conditions, people's conditions, and social conditions based on deepening students' emotional experience by playing the role of rendering specific situations and environments. This model is mainly carried out in the following two ways. On the one hand, teachers of ideological and political courses guide students to conduct social research and let them directly experience life in rural areas, communities, enterprises, and institutions. This is an effective way for college students to understand the national conditions and people's conditions. For example, by investigating the development of nursing homes and analyzing the supply of elderly care services in our society, college students are encouraged to explore the positive impact of nursing homes on the lives of the elderly in the process of finding, proposing, and solving problems. On the other hand, ideological and political teachers let students mobilize their thoughts and emotions in the theme discussion by simulating social life. This can also improve students' understanding of the core values of socialism, allowing them to gain rational understanding and thinking in practice such as moot court and thematic debate. However, this form of social practice model also has obvious disadvantages, because the research and investigation cycle is relatively short, so it is difficult for students to think deeply about a certain social phenomenon. This weakens the function and value of social practice education to a certain extent.

2.2. Innovative social practice model

The innovative social practice model focuses on cultivating the innovative thinking and ability of contemporary college students and pays attention to their ideological changes and behaviors. Ideological and political education is different from other subject education, but they both have a relatively systematic and complete process of educating students. However, ideological and political education attaches great importance to cultivating students' ability and potential in other aspects while educating them, especially their innovation ability. For example, some colleges and universities carry out social practice activities with the theme of "socialist values", and help students improve their ability to innovate, observe, and self-shaping in artistic creation by holding competitions such as painting and photography. However, this mode of social practice makes it difficult to integrate the actual social situation into ideological and political education, resulting in its unclear and

outstanding ideological guidance for students, which affects their understanding and practical application of ideological and political theory knowledge.

2.3. Research-oriented social practice model

By assigning special tasks, ideological and political teachers guide students to participate in research-oriented social practice and carry out special practice, which is helpful to improve their research ability. Talking about special topics as a starting point to encourage students to carry out discussion and research, so that they can better understand the cause and development trend of a certain social phenomenon in the process of in-depth exploration and analysis of social topics. In this mode, the ideological and political teacher usually plays the image of a mentor. The teacher provides students with theoretical, practical, and normative theoretical knowledge to help students examine and observe a certain social phenomenon from a new perspective. This not only helps to activate students' interest and initiative in applying ideological and political theoretical knowledge and professional knowledge but also enables them to obtain good self-development and self-improvement in social research. It should be noted that teachers of ideological and political courses should assign special tasks according to students' interests and hobbies, to ensure that social practice research meets students' actual needs, which can fully stimulate their subjective initiative. At the same time, the difficulty of thematic practice tasks is also an important factor affecting the quality and effect of social practice. Therefore, combining with the actual needs of students to design a moderate degree of difficulty of thematic research tasks, is helpful for students to make further breakthroughs and development in active participation.

3. The innovation path of the social practice model of ideological and political courses in colleges and universities

3.1. Deepen the educational effectiveness of the “three trips to the countryside” social practice activities

The fundamental of education lies in the comprehensive cultivation of contemporary college students' morality, intelligence, physical beauty, and labor, the implementation of the fundamental education task of moral cultivation, and the cultivation of successors for the construction of socialist causes. In the process of educating students, the social practice model of ideological and political courses plays an important role. Taking social practice as the starting point to carry out ideological and political education is the key link to implementing the concept of moral education, which can enable students to constantly improve their behavioral ability and moral cognition through concrete practice. In this context, the social practice of “three trips to the countryside” not only provides a platform for ideological and political teachers in colleges and universities to carry out practical education but also creates a good condition for shaping and cultivating college students' personalities. However, in practical teaching, ideological and political teachers find that some students have not yet realized the deep connotation of volunteerism in the social practice of “three trips to the countryside.” They have a relatively obvious utilitarian tendency in specific practical activities and do not integrate volunteer service into the grand goal of serving the country, serving society, and serving the people.

Based on the “three trips to the countryside” social practice activities to innovate the social practice mode of ideological and political courses in colleges and universities, students can take people's expectations as the direction of self-action under the guidance of the social environment, which plays an important role in stimulating students' sense of mission and responsibility. Moreover, encouraging students to contribute

their strength in volunteer service can make them grow into useful talents in the practice of going deep into the grassroots and serving the society. In this regard, to deepen the education efficiency of the “three down to the countryside” social practice activities, on the one hand, colleges and universities should strengthen the construction of guiding teachers. As the main body of organizing “three trips to the countryside” social practice activities, colleges and universities should actively play their leading role, and then through coordinating various forces, refine the work responsibilities of ideological and political teachers, and create a work team composed of counselors, professional teachers and ideological and political teachers, to provide various targeted guidance and help for college students during the rural volunteer service. At the same time, colleges and universities should also give full play to the advantages of local cultural talents, college students’ village officials, rural sage groups, and other talents, and actively create a new pattern of all-round education and whole-process education. On the other hand, colleges and universities can work with grassroots organizations to build rural ideological and political education bases. Given the construction of rural ideological and political education bases in the “three visits to the countryside” social practice activities, the Ministry of Education and other departments jointly issued the “Several Opinions on Further Strengthening the Practice and Education Work in Colleges and Universities”. This policy document provides a theoretical basis and action guide for colleges and universities to carry ideological and political education content through the construction of a rural base, which is helpful to promote the organic integration of the first and second classes of ideological and political courses. At the same time, relying on the rural ideological and political education base, the social resources and campus resources are fully integrated into the social practice mode of ideological and political courses, which helps to build an open, three-dimensional, and diversified “big practice” base, and further improve the moral cultivation and ability quality of college students.

3.2. Actively carry out thematic practice research activities

3.2.1. On-site observation

History is the most persuasive ideological and political textbook that also shapes the personality of college students. Therefore, in social practice, ideological and political teachers can lead students to deeply experience the vivid practice of the thought of socialism with Chinese characteristics on the land of the motherland, to incorporate the great spirit of party building, the spirit of the red boat, the spirit of the long march, the spirit of Jinggangshan and other red spirits into practical education, so that they can strengthen their ideals and beliefs under the influence of the red spirit. And strive to become an excellent successor and builder of socialism. Take Shenzhen as an example, college counselors and teachers of ideological and political courses can cooperate with teachers from other secondary colleges to organize students to visit the Shenzhen Reform and Opening Up Exhibition Hall, so that students can feel the physical object of the exhibition hall, feel the magnificent history of reform and opening up, learn history, feel the great spirit of reform and opening up, and absorb the striving force. At the same time, in the process of visiting the museum and memorial hall, the teachers of ideological and political courses can set up a vivid micro-party class on the spot, which can make college students feel the red spirit and the spiritual core of revolutionary culture more vividly and intuitively. In addition, colleges and universities can also carry out practical education activities with the themes of party history, New China history, reform and opening up history, and the development history of socialism. For example, practical education bases including the Capital Museum, the National Museum of China, and the Monument to the People’s Heroes can be set up with courses in “Ideology, morality and rule of law” as the starting point, allowing students to

make field visits or virtual tours.

3.2.2. In-depth Research

Incorporate the vivid practice of the thought of socialism with Chinese characteristics in the new era on the land of the motherland into the social practice teaching system of ideological and political courses in colleges and universities, guide students to deepen their knowledge of ideological and political theories in practice by writing research papers and social practice papers, and improve their comprehensive ability to find, analyze and solve problems by using Marxist worldview and methodology. It is helpful to effectively improve the educational effectiveness of social practice in ideological and political courses so that students can “read both the book with words and the book without words.” In this regard, college students can form a social research team to comprehensively understand the situation and significance of inheriting family traditions and family disciplines in modern society in the form of field visits, field visits, questionnaires, etc., and then write social investigation papers according to the difficulties faced by family traditions and family disciplines in inheritance and construction. In the special period when it is inconvenient to carry out social research, teachers of ideological and political courses can encourage students to create short videos, songs, artworks, handicrafts, and so on in combination with the original social research topics. This not only helps to deepen students’ understanding of social phenomena but also helps to cultivate students’ critical thinking ability.

3.3. Integrate ideological and political education resources inside and outside the school

3.3.1. Build a social practice teaching system

Under the guidance of the “Second class report card” system of the League Central Committee, incorporating the social practice of ideological and political courses into the curricular talent training system based on the “second class” system will not only help promote the deepening reform of the talent training system of colleges and universities, but also give full play to the value of the “second class” of ideological and political courses in the collaborative education system, and improve the social practice education and teaching system of ideological and political courses. At the same time, the teachers of ideological and political courses in colleges and universities formulate the content, objectives, plans, and implementation methods of social practice with standardized teaching thinking and teaching mode, which helps to promote the curricular development of social practice activities, to build an institutionalized, standardized and systematic social practice mode on this basis. This is also beneficial to clarify the educational function and credit requirements of social practice as the second class, and then carry out measurable evaluation of the social practice that college students participate in during the school period through the implementation of credit means.

3.3.2. Create a cooperative education mechanism of social practice in ideological and political courses

By giving full play to the educational value of practice, colleges and universities will organically integrate the practice of ideological and political lessons into the social practice model, and establish the collaborative education mechanism of ideological and political lessons in social practice, which can effectively promote the flow and integration of practical resources inside and outside the school, and realize the deep integration of ideological and political education and social practice on campus. In this regard, under the unified leadership of the Party Committee, the League Committee of colleges and universities can invite counselors, teachers

of ideological and political courses, and teachers of specialized courses to create a special working group for social practice, and then gradually integrate the ideological and political courses dominated by Marxism and socialism with Chinese characteristics in the new era into the social practice education system by coordinating the work of the Academic Affairs Office, the Student Affairs Office, and the School of Marxism. This is to promote ideological and political education and social practice, professional courses, and social practice organic integration in the same direction. The collaborative education mechanism of ideological and political course social practice can give full play to the guiding function of teachers such as ideological and political course teachers, counselors, professional course teachers, and Communist Youth League teachers, and fully guarantee students' sense of experience in the process of participating in social practice. At the same time, to give full play to the function and value of the mechanism, colleges and universities should include the workload of teachers guiding college students to participate in social practice in the performance assessment and professional title evaluation, to encourage teachers to constantly exert their subjective initiative in practical education.

4. Conclusion

To sum up, vigorously promoting the innovation and reform of the social practice model of ideological and political courses in colleges and universities is conducive to effectively integrating the advantages of the traditional practical teaching model of ideological and political courses, and further highlighting the educational value and function of social practice. Moreover, on this basis, to realize the effective extension and expansion of social practice education of ideological and political courses is of great significance for shaping students' personalities and promoting their all-round development. Empowered by big data technology, cloud computing technology, and new media technology, the future social practice model of ideological and political courses will show distinct characteristics of informatization and modernization, which means that ideological and political course teachers should constantly improve their education and teaching level in practice and innovation, to better promote the high-quality development of ideological and political education.

Disclosure statement

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