

A Probe into the Ways of Improving the Teaching Effectiveness of Ideological and Political Theory in Colleges and Universities

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ABSTRACT

The course of ideological and political theory is one of the key courses to implement the fundamental task of building moral character, which plays an irreplaceable role in the growth of college students. Colleges and universities attach great importance to the teaching effect of ideological and political theory courses, and to promote the teaching effect of ideological and political theory courses, the reform and innovation of the curriculum must be promoted. This paper sorts out the realistic predicaments that affect the actual effect of ideological and political theory teaching in colleges and universities, and analyzes the existing problems in depth. This paper tries to probe into the path of reform and innovation of ideological and political theory courses in colleges and universities in order to promote its teaching effectiveness comprehensively from three aspects, namely, improving the understanding of the course, strengthening the construction of teachers and optimizing the system of evaluation.

Keywords: *Colleges and universities, Ideological and political theory courses, Teaching effectiveness.*

1. INTRODUCTION

On March 18, 2019, General Secretary Xi Jinping pointed out at a symposium for teachers of ideological and political theory courses (hereinafter referred to as “IPC”) that “IPC is a key course for implementing the fundamental task of building moral character” and that “regardless of the teaching approaches, it will ultimately come down to making the IPC more friendly and appealing, more targeted and effective”. This provides basic guidance for the reform and innovation of ideological and political courses in colleges and universities for the new era. At present, colleges and universities have achieved fruitful results in promoting the teaching reform of IPC, and the results are more obvious. However, some universities still have many practical difficulties. At present, there is an urgent need to make up for the shortcomings of college IPC teaching, explore ways to improve the effectiveness of IPC teaching in colleges and universities, and effectively enhance the effectiveness of ideological and political teaching in colleges and universities.

2. THE PRACTICAL DIFFICULTIES AFFECTING THE ACTUAL EFFECT OF IPC TEACHING IN COLLEGES AND UNIVERSITIES

The practical difficulties affecting the actual effect of IPC teaching in colleges and universities are showing in the following aspects:

2.1 *Students Are Not Active*

After years of teaching practice and research, it is found that a considerable number of students are not interested in ideological and political courses. First, some students think that IPC are boring. The textbooks for IPC are nationally compiled textbooks, which are highly theoretical and have no targeted design for students of different levels and majors, with a high-end feature which is somewhat detached from students’ reality. Therefore, students feel boring, and find it difficult to stimulate interest in learning. Second, some students have a certain resistance to ideological and political courses. Due to the fact that the contemporary students in

primary and secondary school stage have studied ideological and political courses, affected by the traditional teaching concept, some college students learn IPC with preconceived ideas, thinking that IPC are “brainwashing” and “indoctrination” [1], and that ideological and political courses are meaningless and do not help their professional and future career development. Therefore, some students are reluctant to attend classes, and even when they arrive at the classroom, their minds are not on studying. Some sleep, some gossip, and some chase drama. Therefore, at the end of a semester, there is no trace of study in the textbook. Third, some students do not pay enough attention to the exam. They could not master the easy knowledge points, and could even make up random answers, and some students would fail the exams.

2.2 The Evaluation System of Ideological and Political Course Is Not Well Organized

The scientific system of evaluation is like a compass, which has an important role in guiding the development of ideological and political teaching. But at present, the system of evaluation of ideological and political course is not perfect enough. First, the evaluation objectives are not scientific enough. Teaching should achieve knowledge objectives, ability objectives and emotional objectives, all of which are indispensable, and the three goals must be developed in a coordinated manner. At present, many schools focus on the assessment of knowledge objectives, ignoring the achievement of ability goals and literacy goals, and ignoring the improvement of students' comprehensive qualities, which makes it difficult for students to link their personal destiny with the destiny of the motherland, thus lacking the sense of mission and responsibility for the new era. Second, the measure of evaluation is too single. The evaluation of teachers' teaching is mainly conducted by the supervision once or twice in a semester, which is difficult to reflect the real teaching situation of ideological and political course. The evaluation of students has changed from the result evaluation to the process evaluation, including students' regular grades, mid-term grades and final grades. However, these achievements are reflected by numbers, which cannot reflect the change and development of students in learning, especially the change and development of students' emotions and attitudes [2].

2.3 Insufficient Learning Environment

A good learning atmosphere is conducive to enhancing students' interest in learning and improving teaching effect. As a public compulsory course in colleges and universities, the learning atmosphere needs to be further improved. First, there is little space for classroom activities. Most colleges and universities are faced with this lack of space for teaching activities, so that hundreds of students gather in a large classroom for theoretical study. Lectures in large classrooms are less deeply engaging for students. Teachers tend to pay attention to the students who love to learn and sit in the front row. The students who are less motivated and sit at the back are not easy to be paid attention to and are easily distracted, so the learning effect is not good. Second, the overall atmosphere of colleges and universities emphasizes professional courses over IPC. At present, in order to better promote high-quality development, colleges and universities show emphasis on scientific research, rather than teaching; and emphasis on major courses rather than public courses, resulting in the fact that some non-ideological and political teachers do not agree with ideological and political classes, and only pay attention to knowledge transmission, and do not guide and shape the value of students, which affects the quality of talent training to varying degrees. Third, the network environment is complex. With the development of information technology, the network gradually integrates into the study life of college students. College students, as the group with the highest rate of using the Internet, feel the convenience given by the Internet. For example, through the e-commerce platform they can make campus life more convenient, through Weibo, WeChat they can promote friendship, through the network they can also seek more employment opportunities, but the openness, virtualness and sharing nature of the Internet bring great challenges to college students. College students are in the critical period of the formation of outlook on life, world outlook and values, so their ability of judging right and wrong is not mature. When all kinds of values conflict on the Internet, contemporary college students often find it difficult to choose and fall into the confusion of value choice. At the same time, young people are vulnerable to the influence of money worship, hedonism and extreme individualism in the Internet life, which is easy to cause ideological distortion, and do not agree with the core values advocated by IPC. There is even doubt about the IPC [3].

3. AN ANALYSIS OF THE CAUSES AFFECTING THE TEACHING EFFECTIVENESS OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES

The causes affecting the teaching effectiveness of ideological and political courses in colleges and universities are as follows:

3.1 University Leaders Do Not Pay Enough Attention to Ideological and Political Courses

IPC is the main channel and front of ideological and political education in colleges and universities in China. The course trains students to master the position, viewpoint and method of Marxist theory, and improve the ability of analyzing and solving real problems, so as to improve the ideological and moral quality and political quality of college students. This requires that schools must attach great importance to ideological and political courses in the top-level design, and form a good learning atmosphere in schools, which can help to form a strong joint force and promote the effective development of ideological and political courses. Although most colleges and universities have made a comprehensive deployment on the top-level design of ideological and political courses, the grasp of their importance is not deep enough, and there is a phenomenon of “there are policies on top, and there are countermeasures on the bottom.” First, there is a tendency in some colleges and universities to “attach importance to majors and ignore political thought”. For the new era, to promote the high-quality development of schools, The authors often take professional construction as the starting point, and pay more attention to professional construction and development. What’s more, schools pay more attention to the ranking of colleges and universities, so they focus more on the planning of professional courses, and only carelessly treat the ideological and political courses that cultivate students' ideological and moral literacy. Due to the tendency of attaching importance to professional education and neglecting ideological and political education, the IPC and professional courses can not integrate to a certain extent, which affects the quality of personnel training. Second, colleges and universities unilaterally pursue the employment rate of college students. The development of the

socialist market economy inevitably promotes the universities to expand the enrollment scale and pursue the high employment rate unilaterally [4]. Through professional education, schools can quickly cultivate and enhance students' professional skills, so that students can be competent for jobs in a short period of time, which can greatly promote the quality of employment in schools. However, the goal of ideological and political course is to cultivate students' moral and political qualities, and to guide them to form a correct outlook on life, world outlook and values. The realization of this goal is a long process, which leads to the one-sided emphasis on the employment rate of students, ignoring the inherent requirements of students' own comprehensive development.

3.2 Lack of Experience Among College Teachers

General Secretary Xi Jinping emphasized, “The key to running a good ideological and political theory course lies in the teachers”. Ideological and political teachers should impress students with language, inspire students with theory, and influence students with practice. However, some ideological and political teachers lack experience in professional ability. First, the language lacks affinity. Language is an important means for ideological and political teachers to impart knowledge. So rich teaching language can stimulate students' interest in learning and enhance learning effect. Ideological and political course is a kind of course with strong ideological, theoretical and political nature. Some ideological and political teachers in colleges and universities talk about theory, read policies and give lectures in a straightforward manner, lacking the rhythm of intonation, so students are prone to think that ideological and political course is a pure theoretical indoctrination course, which is not approachable and can not touch the ideological soul of students. Second, the theoretical foundation is insufficient. Teachers of ideological and political courses should have a solid theoretical foundation. However, according to the survey concerned, some ideological and political teachers' theoretical literacy is not high enough, and the problem of rigid knowledge exists in varying degrees, so they can not use theory to explain and solve the practical puzzles encountered by students. Some teachers realize that there is still a certain gap between their theoretical level and the requirements of curriculum standards. Third, teaching methods become a mere formality. The innovation and rational use of

teaching methods can enhance the affinity of ideological and political courses, on the contrary, the improper use of teaching methods will weaken the students' interest in learning. For example, the discussion method is often adopted in the classroom, but if the teacher uses it improperly, it can not play a good teaching effect [5]. For another example, the correlation between the content of the design discussion and the teaching content is low, thus it can not be targeted to prove the teaching content, it is difficult for students to agree with the teaching theory, and the teaching objectives will be difficult to achieve.

4. PATH OPTIONS OF IMPROVING THE PRACTICAL EFFECT OF IDEOLOGICAL AND POLITICAL TEACHING IN COLLEGES AND UNIVERSITIES

There are some path options of improving the practical effect of ideological and political teaching in colleges and universities, including:

4.1 Improving the Understanding of IPC in an All-round Manner

Thought is the forerunner of action, so only when we have a deep understanding in place, can we form a conscious action. Therefore, in order to solve the problems existing in the teaching process of ideological and political courses in colleges and universities, especially school leaders should fully understand the value of ideological and political courses, attach great importance to the status of ideological and political courses, thus better enhancing the effectiveness of ideological and political courses in colleges and universities.

First, colleges and universities should seriously grasp the policy documents of practical teaching of ideological and political courses. University leaders should fully study the "Opinions on Strengthening and Improving Ideological and Political Work For the New Era", "Opinions on Accelerating the Construction of a System of Ideological and Political Work in Universities" and other relevant documents issued by the state with regard to strengthening the teaching of ideological and political courses, and accurately grasp the role of IPC in the curriculum system of colleges and universities as a key course that plays the fundamental task of building moral character.

Second, colleges and universities should innovate the teaching concept of ideological and political courses. The fundamental issue of education, "who and how to train, and to what end", points out the direction for the reform and development of education and teaching in colleges and universities. At present, according to the national policy documents, most colleges and universities attach great importance to ideological and political courses. However, under the influence of traditional teaching philosophy, some schools still face the phenomenon of "emphasizing professional courses, ignoring ideological and political courses," which restricts the development of ideological and political courses to a certain extent. So schools must change their attitudes and ideas about ideological and political education. This requires schools to respect the dominant position of students, establish a "student-oriented" teaching philosophy, improve the sense of responsibility and mission, and train contemporary college students to grow into the new young people of the times who can bear the important responsibility of national rejuvenation.

4.2 Strengthening the Construction of Ideological and Political Education Teachers

As the organizer and guide of teaching, the teachers of ideological and political course have close relationship with the teaching effect. Therefore, to run ideological and political courses well, colleges and universities need a team of ideological and political course teachers with a strong professional basis and high quality.

4.2.1 Achievement of Theoretical Level

As we all know, when the teachers give students a bowl of water, they must have a bucket of water. The Marxist theory to be taught in the ideological and political courses is profound and rich in content, which requires the ideological and political teachers to have a solid theoretical foundation. At the same time, IPC teachers should strengthen the study of Marxist theory and the latest theory of Marxism in China, in order to answer the social problems that students are concerned about, and solve the students' confusion with theory.

4.2.2 Realizing the Renewal of Teaching Philosophy

Students are the main body of development, so teachers should take students as the basis, give full play to the main position of students, and pay attention to the individual needs of students. However, under the influence of the traditional education philosophy, some teachers of ideological and political courses only pay attention to the teaching of theoretical knowledge of ideological and political courses, without understanding the status of courses from the goal of training talents in colleges and universities. Teachers should stand in the perspective of students, think what they want, combine with their major, base on their future career development, and integrate the social hot issues they are concerned about into the teaching, which invariably shortens the distance between teachers and students, stimulates the internal drive of college students to integrate into learning, enhances teacher-student interaction, and improves the teaching effect.

4.2.3 Achieving New Breakthroughs in Teaching Methods

Teaching method is an important factor affecting the teaching effect of ideological and political courses in colleges and universities. Ideological and political teachers should be good at learning and research, and breaking new ground in teaching methods, such as the rational use of case teaching method, MOOC teaching method, situational teaching method, multimedia teaching method, heuristic teaching method, etc., to enhance the effectiveness and pertinence of teaching methods, and enhance the appeal of ideological and political courses [6].

4.3 Optimizing the Ideological and Political Course System of Evaluation

The scientific and effective system of evaluation can effectively give feedback on the teaching effect, and promote the new teaching effect to further enhance. The teaching of ideological and political course in colleges and universities should insist on promoting teaching by evaluation and optimizing the system of evaluation.

4.3.1 Diversification of Evaluation Methods

In order to comprehensively assess the teaching effect of ideological and political courses, the teaching assessment of ideological and political courses in colleges and universities needs to collect information from the teachers themselves, students, peer teachers and supervisors. Due to the students' role of teaching main body, whether students have a sense of gain after learning ideological and political course is an important judgment basis to measure the teaching effect of ideological and political course. Ideological and political teachers can feel the effect of teaching activities according to the feedback of students, so as to reflect on the teaching design and the problems and reasons in the teaching scene. Peer teachers can grasp the teaching effect of ideological and political course teachers according to the law of teaching and the law of student development. Supervisors and experts are relatively with an objective attitude to evaluate the teaching of ideological and political courses. The diversified measures of evaluation make the evaluation system more comprehensive and effective, so as to promote the optimization of the teaching evaluation system of ideological and political course.

4.3.2 Enabling Richer Evaluation Methods

Both quantitative and qualitative evaluation should be attached importance to; and it is necessary to pay attention to both the result assessment and the process assessment. Ideological and political teachers should combine knowledge goal, ability goal, literacy goal to conduct a comprehensive quantitative investigation, and integrate the teaching goal into teaching, and transform it into teaching requirements. They should also combine students' knowledge goals, ability goals and emotional qualities with comprehensive consideration, promote the integration of learning assessment, and better play the role of teaching evaluation.

5. CONCLUSION

To sum up, colleges and universities must strengthen the understanding of ideological and political courses, and profoundly grasp the important role of ideological and political courses in the education system. Therefore, it is particularly necessary to strengthen the construction of ideological and political teachers, constantly

improve the theoretical foundation of ideological and political teachers, and update the teaching concept in time. It is also important to break new ground in teaching methods, and actively build a scientific system of evaluation, to guide students to master theoretical knowledge, improve the ability to analyze problems and solve them with theoretical knowledge and enhance the sense of mission and responsibility, so as to promote the overall upgrade of the IPC teaching effectiveness.

AUTHORS' CONTRIBUTIONS

Linming Zhang put forward ideas and wrote the paper, Lihua Jiang contributed to revising and editing.

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