

Reflections on Several Issues Concerning Classroom Teaching of Ideological and Political Courses in Colleges and Universities

Guishu Li¹

¹ School of Marxism, Shandong Technology and Business University, Yantai, Shandong 264005, China

ABSTRACT

Since the reform and opening up, with the deepening development of China's socialist market economy and accelerated social transformation, people's ideological understanding, values, ways of thinking, interpersonal relationships, and cultural orientation have also undergone profound changes, which have brought severe challenges to the teaching of ideological and political courses in colleges and universities. Based on this, the reflections on several issues related to ideological and political classroom teaching in colleges and universities are aimed at facing challenges, continuously improving classroom teaching effectiveness, fully demonstrating the role positioning of ideological and political courses, and continuously strengthening their educational function.

Keywords: Colleges and universities, Classroom, Teaching, Methods, Problems, Reflections.

1. INTRODUCTION

As Marx once pointed out, "Once a theory is mastered by the masses, it will also become a material force. Theory, as long as it persuades people, can grasp the masses." [1] Communist Party of China, as a Marxist political party, has always attached great importance to using advanced theories to propagate, guide, educate, and organize the masses, and to unite and lead the people to continuously promote the development of revolution, construction, and reform. Therefore, the establishment and operation of ideological and political courses in colleges and universities is not only the inheritance of our party's fine traditions, but also an objective need for building socialism with Chinese characteristics, because only when the people understand and accept the party's innovative theories, and turn the party's correct propositions into their own conscious actions, can they gather the magnificent force of building socialism with Chinese characteristics. Based on this, the author combines years of experience in teaching ideological and political courses, focuses on classroom teaching of ideological and political

courses, and puts forward some constructive suggestions for discussion with everyone.

2. TEACHERS MUST HAVE A CORRECT TEACHING ATTITUDE

Confucius said, "If someone is upright, others will follow him without an order. If he is not upright, others will not follow him even when he makes an order." [2] The teaching attitude of a teacher is an important indicator of whether they have professional dedication, and it is also a bridge for establishing a positive and effective interaction between teachers and students in classroom teaching. It is also an important driving force to boost students' enthusiasm for participating in classroom teaching. Therefore, it must be highly valued.

2.1 Having "Passion" During Class

Passion "is a psychological term that refers to a strong form of emotional expression. Under the domination of passion, people often have the great potential to mobilize their body and mind. So when applied to the classroom teaching practice, it requires teachers to be full of energy and vitality

during class. In this way, on the one hand, it can fully mobilize one's own energy, vitality, and spirit, put oneself in the best state, and present a good work attitude and professional dedication; On the other hand, it can also infect, mobilize, inspire, and boost students, creating a good classroom atmosphere. For this, it is necessary to mainly start from the following three aspects: the first is to cultivate a positive and optimistic attitude towards life. That is to say, when it comes to life, people should have a positive attitude and believe that any difficulties are only temporary and can definitely be overcome, and tomorrow will be even better. The second is to cultivate a sense of professionalism. That is to say, teachers should have a passion for teaching and nurturing students. Because like naturally leads to interest, and those who are interested are naturally willing to invest, which will inevitably result in output. The third is to solidify the ideological foundation. That is to say, on the premise of understanding the world and national conditions, teachers should truly understand, believe, and respond to the Party's policies and guidelines, and constantly improve their level of consciousness. If their ideological foundation is not solid, they will naturally speak insincerely, and insincerity cannot stimulate the "passion" of work.

2.2 Doing Sufficient Homework Before Class

The so-called "doing sufficient homework" refers to teachers preparing carefully for various elements required for classroom teaching before class, without fighting unprepared battles or uncertain battles. In this way, on the one hand, due to sufficient preparation, teachers' confidence can be greatly enhanced to cope with situations with ease; On the other hand, the confidence and composure brought to teachers by sufficient preparation can also make students feel that the teacher is prepared, thereby enhancing their persuasiveness to students. For this, there is a must to pay attention to the following two aspects: the first is to pay attention to accumulation in daily life. The so-called "Rome was not built in a day", doing enough homework is certainly not an overnight effort, but a long-term process. The second is to learn to draw lessons. The practices or opinions of others can help them correct their mistakes and shortcomings or provide reference. Keep good men company and you shall be of the number. In the process of teaching practice, everyone inevitably encounters problems that they cannot answer. This requires teachers to put aside their dignity, not be

ashamed to ask questions, actively seek advice and clarification from peers or experts, and naturally achieve the good effect of sudden enlightenment.

2.3 Paying Attention to Academic Trends in Daily Life

With the continuous deepening of historical data collection and organization, as well as the public publication of a large number of academic achievements, people's understanding and comprehension of some issues will become more profound. Therefore, in carrying out teaching activities, it is necessary to timely introduce new knowledge and perspectives into the classroom. On the one hand, it can broaden students' knowledge horizons, make them feel refreshed, and effectively avoid the boredom and monotony caused by clichés. Secondly, it can cultivate and nurture students' habit of researching problems, and stimulate their desire for knowledge. And all of this is based on our focus on academic trends. If teachers do not pay attention to academic trends and do not understand relevant information, not only will their academic level not be improved, but students' academic perspectives will also be constrained. In order to change this passive situation, teachers are required to pay more attention to mainstream media, authoritative magazines, and expert lectures. They should use these platforms to timely understand and grasp various academic trends, constantly enrich their knowledge reserves, broaden their academic horizons, and cultivate their academic habits. Only in this way can reasonable and compliant explanations be given to the various related questions raised by students, and correct value orientation guidance be provided to students.

3. TEACHERS SHOULD BE ADEPT AT PRESENTING TEACHING CONTENT PROFICIENTLY AND BRILLIANTLY

In teaching practice, a basic requirement led by teachers is that they can control the classroom, and the key to teachers being able to control the classroom is that they are proficient in presenting teaching content, attracting students' attention, and thus improving teaching effectiveness.

3.1 Being Proficient in Using "Hyperlinks"

The so-called "hyperlinks" refer to the use of universally connected viewpoints and methods in

the teaching process. Nothing in the world exists in isolation, but in connection with other things. To this end, it is necessary for teachers to learn to apply universally connected perspectives and methods to solve problems encountered in class. In this way, on the one hand, it makes the theoretical foundation more solid and the evidence more sufficient; On the other hand, it will make the logical clues clearer, the reasoning more thorough, and effectively avoid isolated, static, and one-sided views of the problem, so as not to be blinded by a single leaf and miss the deep forest. Based on this, teachers must have sufficient knowledge reserves, which is the first and foremost, otherwise it will be difficult for a clever woman to cook without rice. The second is to be good at communication. That is to say, direct related options must be connected, while indirect related options can be left unconnected or less connected.

3.2 Being Good at “Storytelling”

The so-called “storytelling” refers to the description of important historical events in teachers’ teaching process. That is to say, during class, teachers need to frequently explain relevant background information to classmates. Doing so can liven up the classroom atmosphere and avoid boredom; Then, it can also enable students to deeply understand “why” and further strengthen their understanding and recognition of “what”. Storytelling not only tests the language expression ability of teachers, but also tests their situational performance ability. To achieve this, it is necessary to first pay attention to collecting information and consciously read relevant information. Secondly, attention should be paid to the source of the information. The source of the information must be authoritative and must not be hearsay. Otherwise, it will not only fail to withstand scrutiny, but also spread false rumors, which will be laughed at. Especially for some “joking remarks” and “decryption”, they should not be shown in class, otherwise it is very easy to mislead. Finally, it is important to pay attention to regular training and continuously improve teachers’ performance to stimulate students’ interest in learning. That is to say, it is necessary to be both rigorous and vivid.

3.3 Regularly Focusing on “Hot Topics” and “Focal Points”

Based on the openness of media, especially online information, and the expansion of information dissemination, coupled with some

artificial hype, the current “hot topics” and “focal points” issues are constantly emerging, whether positive or negative, whether novel or humorous, whether straight or curved, or positive or negative, and so on. In addition, the fragmentation of a large amount of background information invisibly increases its uncertainty. Due to the fact that the internet is the favorite of college students, it plays a very important role in their learning and life. Therefore, there is a problem of how to distinguish right from wrong. If not guided correctly, it can easily lead students astray. It can be said that this is a big matter and not a small one. For this reason, teachers should pay as much attention as possible to the “hot topics” and “focal points” on mainstream media or the internet, understand their context, and first organize their own opinions and views, striving to be both reasonable and persuasive. In the process of communicating with students, this can enhance one’s own affinity, effectively overcome communication barriers caused by “generation gap”, and make students willing to listen. Secondly, it is also possible to understand students’ ideological dynamics, in order to guide them according to the situation, clarify doubts and confusions, and make them willing to believe. That is to say, it is easy for teachers and students to form emotional identification and ideological resonance in the exchange and collision of ideas.

4. TEACHERS SHOULD CONTINUOUSLY IMPROVE THEIR ABILITY TO CLARIFY AND SOLVE DOUBTS

The essence of ideological and political education is to reason, and when reasoning, people must pay attention to the methods and approaches, otherwise it will be difficult to achieve satisfactory results. Therefore, only by continuously improving their ability to clarify doubts and doubts can teachers explain the truth deeply, thoroughly, and vividly.

4.1 Being Good at Dealing with Different Viewpoints

After the reform and opening up, with the establishment of the socialist market economy system, new social classes emerged in Chinese society, with diversified production methods, lifestyles, employment methods, and value orientations, resulting in diverse cultural characteristics. Due to students coming from different families, living in different regions, and

having different growth experiences, as well as the inertia of the rebellious period, their cognition on some issues may vary greatly, and even some extreme thoughts may arise. These are all occasionally displayed in the classroom, which is a normal phenomenon. There are two ways to deal with this situation: the first is to view it as a ferocious beast, a heretical doctrine, and vigorously attack it until the other party withdraws; the second is to be good at facing challenges, patiently guiding and educating until a gradually unified understanding is formed. Two different approaches lead to two different outcomes: one is superficial perfunctory with unwillingness in the heart; the other is to be sincerely convinced and suddenly enlightened. Obviously, the second approach and outcome should be what people welcome, as it clarifies everyone's thoughts and enhances their unity.

4.2 Adhering to the Integration of Theory with Practice

From the perspective of ideological and political education, the integration of theory with practice is not only an inherent requirement of Marxism, but also a fine tradition and style gradually formed by our party's leadership in the Chinese revolution and construction practice on the basis of summarizing experience and lessons learned. It is also the correct path choice for scientific theory to fully play its guiding role. As Mao Zedong pointed out in his article "Opposing Book Worship", "the essence of 'book worship' in Marxism must be studied, but it must be combined with the actual situation in our country". [2] Therefore, when teaching, it is necessary to consciously use this method to carry out teaching activities. On the one hand, connecting theory with practice can help students understand the origins and development of Chinese history, form a correct view of history, and thus enable students to form a reasonable and correct understanding of reality, in order to consolidate their ideological foundation; Secondly, integrating theory with practice can also bring vitality and vigor to theory, highlighting its practical significance and value. That is to say, teachers need to consider the care and role of scientific theories in reality, so that students can understand and analyze problems while drawing correct conclusions about the necessity and importance of scientific theory guidance, and thus understand and consciously accept the guidance of scientific theories. On the contrary, in teaching practice, if teachers do not consciously apply the

method of linking theory with practice, they will form a situation of "empty to empty" from theory to theory, which is not only detached from the actual national conditions of the country, but also detached from the ideological reality of students. In this way, not only will "teaching" and "learning" become dull and boring, but the content will also become obscure and difficult to understand, so that students will not understand the essentials and not be able to effectively improve their ability to recognize, analyze and solve problems. Ultimately, theory only has meaning and value if it can solve practical problems, and only by linking theory with practice can it play a guiding role.

5. TEACHERS SHOULD FOCUS ON SHAPING THEIR OWN GOOD PROFESSIONAL IMAGES

Ideological and political education teachers are not only disseminators of the Party's innovative theories, but also shapers of college students' "three outlooks". At the same time, they are also practitioners of the fundamental task of "cultivating virtue and nurturing people". Therefore, ideological and political education teachers should pay more attention to their professional image, truly become teachers in higher education, and set a good example.

5.1 Cultivating Teachers' Own Style

Due to people's different temperament types, personalities, sound quality, posture, expression habits, academic backgrounds, and so on, everyone's on-site performance in class naturally varies. This is why the same courses, chapters, courseware, audience, and teachers have vastly different teaching effects. Therefore, in teaching practice, teachers should pay attention to cultivating their own style. This style is reflected in confidence and composure based on a rich foundation of knowledge accumulation, the refinement and sublimation of teaching methods that are inclusive and inclusive, the combination and reconstruction of dress color adjustment and refinement, the appropriate amount of "jokes", and the coordination and control of tone and speed; Reflected as smooth and natural interaction, etc. Over time, teachers' own style can naturally form. There are two points to note here: the first is to do not blindly imitate others, or even adopt their patterns, as this may inevitably create jokes of imitating others; the second is that people must leverage their strengths based on their own characteristics. On this issue, in

summary, there is a must to be harmonious but different, otherwise there will be no style to speak of.

- [3] Selected Works of Mao Zedong, Volume 1, Beijing: People's Publishing House, 1991 edition, pp111-112.

5.2 Learning to Be an "Eclectics"

There are significant differences between ideological and political courses and other courses. One of the most obvious differences is the specialization of content in other professional courses, while ideological and political courses are different. Firstly, they have a long-time span, from history to reality; Secondly, the content covers a wide range of aspects, including economy, politics, culture, internal affairs, diplomacy, national defense, science and technology, education, health, sports, ethnicity, religion, and almost all aspects of social life. This characteristic requires our subject teachers to learn to be an "Eclectics", which means constantly expanding their knowledge fields and perspectives, otherwise there will be no way to teach. At the same time, this characteristic of ideological and political education also determines two development directions for teachers: one is to extensively explore and only try briefly; the other is to highlight the key points while also considering others. This leads to two outcomes: the first is to "attack everything and loosen everything"; the second is "one specialization, multiple abilities", which refers to in-depth exploration, accumulation of rich experience in a certain field as a research direction. "Multiple abilities" means extensive exploration and occasional enlightenment. Obviously, what needed is a "versatile" type of "Eclectics", not a "versatile" type of "Eclectics".

6. CONCLUSION

In summary, it is believed that in teaching practice, as long as teachers can correct their teaching attitude, proficiently grasp and present teaching content, continuously improve their ability to clarify doubts and doubts, and establish a good professional image among students, they will definitely be able to continuously improve teaching effectiveness and better play the educational function of ideological and political courses in colleges and universities.

REFERENCES

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- [2] The Analects, Wenhui Press, 2007, p130.