

# Research on the Construction of Practical Teaching System for Ideological and Political Theory Courses in Colleges and Universities

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## ABSTRACT

Practical teaching of ideological and political theory courses is an extension of ideological and political theory courses, an important component of ideological and political theory courses in universities, and an important way to improve the educational and teaching effectiveness of ideological and political theory courses in colleges and universities. Despite the vigorous development of practical teaching in various universities, there are still problems such as the lack of close integration between practical teaching and the school's positioning and characteristics, the lack of integration between practical teaching and theoretical teaching, and the lack of close integration between in class and out of class teaching. Building a practical teaching system for ideological and political courses with distinct school characteristics can help solve these problems in the practical teaching process; It helps to implement the concept of "great ideological and political education", implement comprehensive education throughout the environment and process, and promote the coordinated development of ideological and political course construction, daily ideological and political work, and curriculum ideological and political construction.

**Keywords:** Practical teaching, School characteristics, Teaching system, Collaborative development.

## 1. INTRODUCTION

Since the 18th National Congress of the Communist Party of China, the Party Central Committee and the State Council have attached great importance to the teaching of ideological and political theory courses in colleges and universities, and have particularly emphasized the importance of practical teaching as an extension of ideological and political theory teaching. The Ministry of Education issued the "Basic Requirements for the Teaching of Ideological and Political Theory Courses in Higher Education Institutions in the New Era" in 2018 and the "Construction Standards for Ideological and Political Theory Courses in Higher Education Institutions (2021 Edition)" in 2021, which clarified the credits for practical teaching and put forward comprehensive and specific requirements. In 2022, the Ministry of Education and ten other departments issued the "Work Plan for Comprehensively Promoting the Construction of 'Great Ideological and Political

Courses'", encouraging universities with conditions to offer specialized practical teaching courses.

## 2. KEEPING UP WITH THE TIMES

In response to the call of the country and keeping up with the development of the times, in order to implement the fundamental task of cultivating virtue and educating people, and to cultivate new era talents who can shoulder the great responsibility of the nation, colleges and universities actively find ways to carry out various forms of practical teaching of ideological and political theory courses according to their own conditions. With the comprehensive and increasingly standardized practical teaching of ideological and political courses, more and more universities have formed a unique practical teaching system: Liaoning University has built a "3-3 system" practical teaching model, standardizing classroom practice, extracurricular practice, and practical assessment methods; Henan

Normal University has constructed a “quaternity” three-dimensional practical teaching model that integrates classroom narrative, platform scenario, base experience, and network extension; Hainan University has established a “one main and three auxiliary” ideological and political course practical teaching system, which is mainly based on classroom practical teaching, supplemented by campus practical teaching, social practical teaching, and online practical teaching.

### **3. SHORTCOMINGS IN PRACTICAL TEACHING**

Although the practical courses of ideological and political theory in universities have achieved impressive results, there are still some areas that need improvement. Firstly, the construction of a practical teaching system for ideological and political courses in universities does not quite match the school's positioning and development characteristics. The practical teaching and education of ideological and political courses must be integrated into the school's overall physical education system, the campus culture and educational atmosphere, better play the role of environmental education, and fully exert the joint force of all aspects. While improving the effectiveness of ideological and political course practical teaching, it is necessary to promote the coordinated development of students' ideological and moral qualities, innovative spirit, practical ability, etc., and comprehensively improve students' comprehensive quality.[1] Secondly, practical teaching and theoretical teaching are not well integrated. The construction of a practical teaching system for ideological and political courses in universities should take enriching teaching content and standardizing teaching forms as the starting point. In terms of teaching content, it is necessary to adhere to the combination of practical teaching and theoretical teaching of ideological and political courses, social practice, and professional and entrepreneurial “three combinations”. In terms of teaching form, it is necessary to promote the four step and two improvement path of “in class, off class, back in class, back off class”, and achieve effective coordination between classroom practical teaching and off class practical teaching.[2] Thirdly, there are still problems in practical teaching, such as inadequate organizational management, incomplete guarantee mechanisms, and incomplete assessment and evaluation systems.

### **4. CONSTRUCTION OF A PRACTICAL TEACHING SYSTEM FOR IDEOLOGICAL AND POLITICAL COURSES WITH DISTINCT SCHOOL CHARACTERISTICS**

Building a practical teaching system for ideological and political courses with distinct school characteristics can help solve problems such as non-standard organizational management, incomplete guarantee mechanisms, and inadequate assessment and evaluation systems in the practical teaching process; It helps to implement the concept of “great ideological and political education”, implement comprehensive education throughout the environment and process, and promote the coordinated development of ideological and political course construction, daily ideological and political work, and curriculum ideological and political construction.[3]

Based on the positioning and advantages of the school, it is necessary to fully utilize the rich characteristic resources inside and outside the school, and optimize the practical teaching content, adhere to the dialectical relationship between theory and practice, and improve the form of practical teaching, adhere to the concept of “great ideological and political education” and the idea of cultivating students in a comprehensive environment, improve practical teaching guarantees, and build a practical teaching system for ideological and political courses with “one characteristic, three combinations, two improvements, and four guarantees”.

#### ***4.1 One Characteristic***

In terms of practical teaching philosophy, it is necessary to highlight the advantages and characteristics of school education. Firstly, from the perspective of curriculum construction, by combining the school's educational characteristics and disciplinary advantages, it is aimed to explore the formation of an ideological and political practice teaching curriculum system that embodies the school's unique features and disciplinary advantages, in order to achieve the teaching goals of cultivating students' morality, nurturing their souls, and guiding their values. Secondly, from the perspective of talent cultivation, it is necessary to explore the rich connotation of ideological and political education, excavate the corresponding relationship and connection points between

practical teaching of ideological and political courses, professional education, and quality education, and form a full process practical personality cultivation bureau with school characteristics as the main line that connects ideological and political education, professional education, and quality education. Finally, from the perspective of schools, there is a must to integrate into the process of school characteristic construction, form a comprehensive environmental education pattern with school characteristic education as the starting point, integrate different educational fields, and leverage the advantages of different groups of sports talents.

#### **4.2 Three Combinations**

In terms of practical teaching content, it is necessary to adhere to the combination of ideological and political theory teaching, social practice, and professional and entrepreneurial education. The first is to adhere to the combination of ideological and political theory teaching to ensure the correct direction. Teachers should carefully design teaching tasks, develop teaching plans, and compile guidance manuals to explain, verify, and strengthen textbook content in practical form. The second is to adhere to the combination with social practice and achieve a clear theme. It is necessary to deeply involve in campus cultural activities, club activities, and extracurricular social practices, accumulating practical teaching materials, strengthen the guiding role of ideological and political teachers, and exert the functions of faith shaping and value guidance.[4] The third is to adhere to the combination of professionalism and entrepreneurship, and keep the content fresh. There is a must to accurately connect with professional teaching, subject competitions, and innovation and entrepreneurship competitions, develop and condense ideological and political elements, enrich practical teaching materials, and promote the deep integration of ideology, specialization, and innovation.

#### **4.3 Two Improvements**

In terms of practical teaching methods, the schools can implement the four-step and two-improvement path of "in class, off class, back in class, back off class". The first step is classroom practice, setting up practical projects, preparing for practice, helping students master theoretical points, stimulate practical awareness, and familiarize themselves with practical methods. The second step

is extracurricular practice, including on campus and off campus social practice specifically conducted for ideological and political courses, as well as various social practices carried out in cooperation with group schools and professional teachers. The third step is to return to the classroom, where students report and share their practical experiences and insights through thematic speeches, group discussions, and other forms, achieving theoretical introspection and ideological sublimation. The fourth step is to return to after class, carry out the practice teaching report meeting, hold the practice teaching report exhibition, condense the essence, set an example, show the results, form a brand, and students gain empathy and sublimate emotion.

#### **4.4 Four Guarantees**

In terms of practical teaching support, it is necessary to strengthen the guarantee from four aspects: team building, standardized management, process evaluation, and resource integration. Firstly, in the construction of teaching teams, a team work mechanism can be formed, which is uniformly arranged by ideological and political course teachers, assisted by counselors and class teachers, implemented by leading teachers and base teachers, and evaluated by subject teachers. Secondly, in terms of teaching management, there is a must to improve the standardization of management in terms of process, quality, monitoring, and educational reform according to the curriculum standards. Thirdly, in terms of assessment and evaluation, a practical manual should be compiled to clarify assessment standards, record the practical process, and use the internet and modern educational technology for full guidance and supervision. Finally, in terms of resource integration, it is of great significance to integrate campus cultural facilities such as the school history museum, characteristic exhibition halls, and cultural corridors, as well as campus cultural activities such as college student club activities and the "Three Down to the Countryside" social practice activities, integrate external resources such as practice bases, red education bases, advanced typical units, and exemplary figures, and integrate network resources.

### **5. CONCLUSION**

Adhering to the concept of "great ideological and political education" and comprehensive environmental education, based on the characteristics and disciplinary advantages of the

school, integrating the rich ideological and political education resources of the school and the region, and constructing a "one characteristic, three combinations, two improvements, and four guarantees" ideological and political course practical teaching system that is consistent with the school's educational positioning, will have a great promoting effect on improving the effectiveness of practical teaching and cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.[5] The first is to solve the problem of the lack of school characteristics and the failure to systematically integrate practical teaching into the overall development of the school, and to give full play to the key role of ideological and political course practical teaching in educating students in the whole environment. The second is to solve the problems of scattered practical teaching content, broad topic selection, and shallow level, and to form and continuously enrich a distinctive school style ideological and political course practical teaching content system. The third is to solve the problems of lack of novelty, liveliness, vitality, and pertinence in practical teaching forms, establish a relatively standardized practical teaching path, and coordinate the effective integration of ideological and political education teachers, student work systems, and professional teachers into relevant aspects of practical teaching.

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