Research on the Current Situation and Countermeasures of College Philosophical Theory Course Reform under the Background of "Internet Plus"

—Based on the Analysis of surveying Introduction to the Principle of Marxism

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Abstract—**Recent years, college philosophy and various social science courses have promoted the course innovation and transformation by means of Internet. As a result, lots of complex information data have been produced, which can objectively reflect the cognitive state of the educator and educated in specific time or conditions. The course of *Introduction to the Principle of Marxism* was selected as the research object in this course. This survey, involved teachers and part of fresh students majoring in arts, science, engineering, management, economic, etc., was carried out by means of anonymous questionnaires, field visits and individual interviews. There were 371 questionnaires in total, and the effective was 352. The collected data was rather representative. The writer summarized the problems exiting in philosophical theory course, analyzed the related reasons and explored the methods to effectively promoting the effectiveness of philosophical theory course teaching.**

Keywords—*Internet; philosophical theories; course reform; the principle of Marxism*

I. College students' basic assessment with philosophical theory course

Generally, college students hold positive attitude towards philosophical theory course. Regarding its arrangement, most students think it necessary, and they support the continuing launching of corresponding courses. Even some students think that various optional courses on special philosophy theory should be established as well. According to the survey result(as the), there are 55.03% of the students thinking it necessary, 25.63% thinking it extremely necessary, and about 17% indifferent to the course.
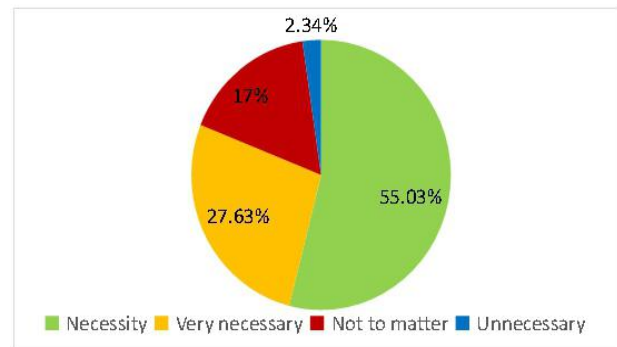

Fig. 1. The necessity to establish courses

Meanwhile, regarding the survey result of students' interest, more than 65% of the students showed great interest in philosophy courses, and among them, 13.26% were particularly interested in the course. The previous analysis of establishing the course indicated that most students were likely to accept this course and showed high enthusiasm and thirst for knowledge. So the expected class attendance was also corresponding.

Students were satisfied with philosophical theory courses. And in this survey, there were 84.11% of the students were satisfied with the teaching effect of the *Introduction to the Principle of Marxism*, and 14.71% were particularly satisfied. And the same research was done among teachers, and there were 36.73% of these teachers choosing rather satisfied, 46.16% choosing satisfied and 7.23% choosing very satisfied.(as Fig. 2 and Fig. 3) It can be seen that both teachers and students have rather high recognition and assessment with this course.
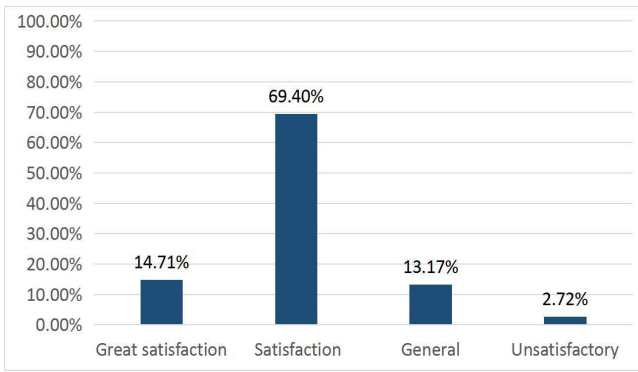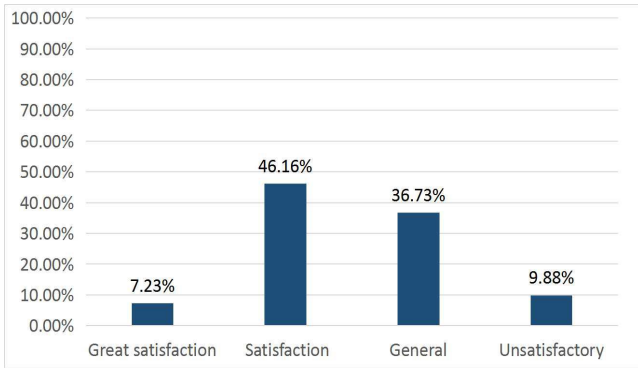
Fig. 2. Students' satisfaction degree

Fig. 3. Teachers' satisfaction degree

Most students thought that the course was helpful to their personal comprehensive qualities. And they were satisfied with teachers and teaching contents. As seen in the Fig. 4, there were 71.92% agreeing its effect on promoting personal comprehensive qualities.
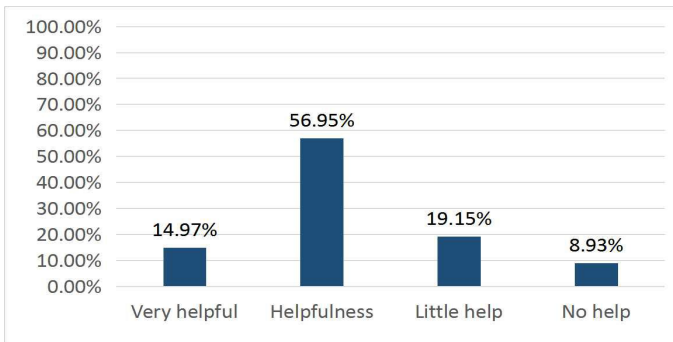

Fig. 4. The help of courses on improving personal quality

The compulsory credit requirement was the main motivation for attending class. According to the team survey, there were mainly the following three reasons for students to select the course: firstly, 42.9% of these students clearly pointed out that the training of philosophical ideology was helpful to promoting their comprehensive qualities; secondly, 32.74% thought it was compulsory; thirdly, 14.02% were due to the fondness with teachers. And from the perspective of teachers, the reasons were as follows: 73.71% of the students were due to the compulsory requirements and 41.2% of them

were for the true promotion, which was basically corresponding with students' survey result. It was pity to find that students were not for their own aspiration to knowledge but the compulsory credit requirements. If we try to transform it from the compulsory to the optional, there will be few students choosing this course or carefully listening to the teacher. Therefore, we also collected the data about students' state in class.
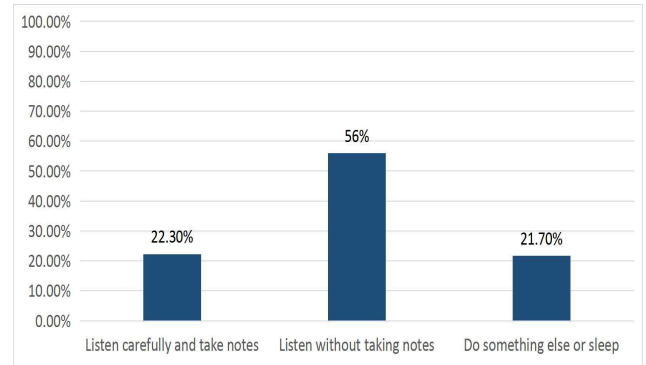

Fig. 5. Students' state in class

As seen in the Fig. 5, most students selected to just listening without making notes, and even some students did other things or slept in class. Some teachers reflected that the listening state was not very good, and students may just pay attention to what they were interested in. After that, they would just recover the bad learning habit. It turned out that we had a extreme shortage of class attention.

II. ASSESSMENT ON THE TEACHING MODEL REFORM OF THE PHILOSOPHICAL THEORY COURSE

The development state of entire teaching model. As was shown in the Fig. 6, 82.27% of the teachers were more likely to choose the teaching mode of "being oriented with students and supplementary with teachers", and 13.41% of the teachers selected the "teachers-oriented mode". This could fully prove that most teachers have regarded students as the subject with the constantly upgrading teaching concepts, and integrated such teaching concept into class teaching. In the later period of the survey, they also raised some doubts. For example, although students are the subjects, they have various unstable and uncertain thoughts, and they have rather shallow understanding with some philosophical theories or concepts. Even sometimes they are more likely to be extreme. So it is necessary for teachers to guide or intervene them. The emphasis on students' dominant position should be appropriate. At the same time of inspiring their intrinsic motivation, we should launch specialized education design and enrich teaching content according to their personal characteristics.[1]
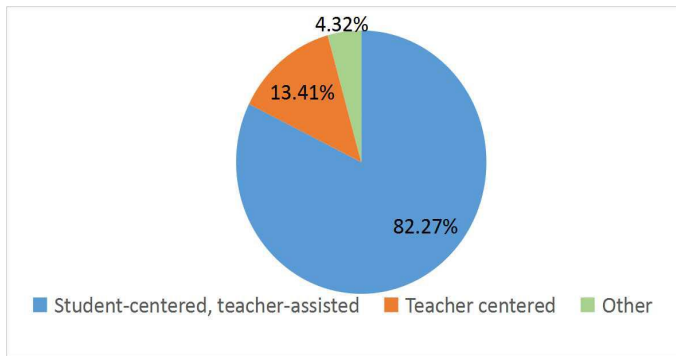
Fig. 6. Development state of the teaching mode

The use of new teaching methods. In the class teaching of *Introduction to the Principle of Marxism*, the most popular teaching method was "classroom topic discussion", "keynote speech and debate", and "micro video teaching". Besides, teachers adopted the "academic lectures", "theoretical and logical deduction", and "visits and communication"(as Fig. 7). There are 52% of the teachers thinking that these teaching methods greatly improved students' enthusiasm with learning and their grades. However, according to the related survey data in the first part, it could be easily found out that current philosophical theory course hasn't reached our ideal attraction, and new teaching methods still need "refreshing and upgrading".
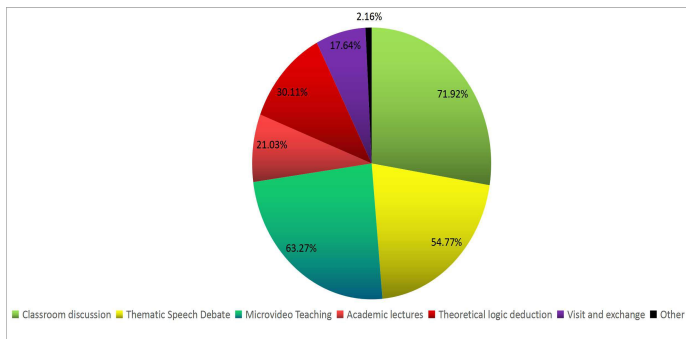

Fig. 7. Classroom teaching methods

Condition of practical teaching. In this survey, we found that the proportion of caring out practical teaching for this course was not high, and it didn't play an important role in students' ordinary grades. There were only less than 14.66% of the teachers who usually launch practical teaching, 47.29% "occasionally", 31.81% "seldom" and 6.24% "never". So it still has a long way to go in practical teaching and it is worth our further consideration.

From another perspective, students seemed to show little interest in practical teaching. Only less than 30% of them expressed their willingness to participate in mutual practice, and there were nearly 25% indicating no interest at all. The main reason was shown in the Fig. 8. These data could directly reflect the problems existing in our practical teaching. For instance, we found that students preferred operative practical teaching to mere-theory activities. So it requires teachers to focus on transforming theoretical knowledge into practice and

compensating students' theoretical loss with practical teaching.[2] At the same time, in the ordinary examination, most teachers and students held the idea that participating in practical teaching should be the main testing index. And by this way, the effectiveness of philosophical theories can be reflected, namely, philosophy is not merely interpreting theories by theories, and guiding practice is more important.
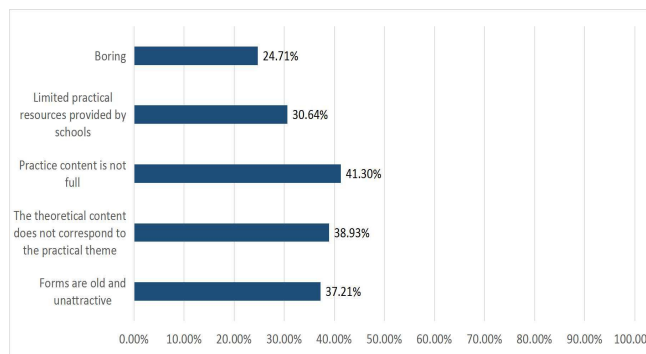

Fig. 8. Students' attitude towards practical teaching

III. PROBLEMS EXISTING IN THE TEACHING REFORM OF PHILOSOPHICAL THEORY COURSES UNDER THE BACKGROUND OF "INTERNET PLUS"

Diversified ideologies have affected the correct ideology of philosophical theory courses. "Big data has made it change from the static state at a relatively fixed point in the past to a continuing changing process and state."[3] Rapidly changing information technology and new media resources have become the major tools for college students to obtain information. In the era of Internet where there is full of information, diversified values can undoubtedly affect students, so it is of great guidance for our philosophy and social science teaching to timely master students' ideological fluctuations, which is also the part badly ignored or lacked in current colleges.[4] The traditional track of students' development has been changed by the era, so they are more likely to record their life through microblog, WeChat and other modern communication softwares. In addition, it will be easier for us to record their dynamic movement tracks and form the periodical data analysis with the help of college grid construction. However, we have always guessed what they need by ourselves. We have no idea that these data can provide us with the most accurate answers, so it is the shortcut for our effectively carrying out specific teaching.

Teaching reform content lacks pertinence and science. Before the advent of Internet, it was undoubted that teachers were absolutely dominant and students could merely passively accept without any right to challenging the authority. Knowledge was delivered in a single way. And students' understanding and mastering with knowledge could just depend on tests. However, students have various ways to touch information in the era of Internet. But they lack enough ability to correctly identity this information, especially those contents involved in philosophical theory courses, which is more abstract and general than other subjects. So it is hard for students to understand them without the repeated

communication between teachers and students, even though some students can carefully learn the concepts. Let alone some speculative questions, there is no only answer for them. At this time, repeated communication even the support of practical experience are extremely required. Therefore, students are more likely to experience by themselves. They have more trust in what they see and experience, not those good contents delivered in a single way.

The design of teaching content should have scientific connection. Education is a systematic development. According to our current teaching system, some rather shallow philosophical theories have appeared in senior high school textbooks. So the "homogenization" should be avoided in college philosophical teaching as far as possible. Otherwise, students will have the first impression that they are learning what they have learned.[5] Regarding this, the design of teaching content should avoid repeated knowledge points, emphasize key and difficult points, divergently explain knowledge points, draw on others' successful experiences and pay attention to the interconnection of various subject knowledge. For instance, the content of *Introduction to the Principle of Marxism* is actually the most cores and fundamental part of Marxist theoretical system, but it contains three parts of philosophy, economics and scientific socialism. Some of this content has been taught in senior high school. So if college teachers still start teaching with these basic concepts, it will be easier for students to lose their attention to the class. It is necessary for us to focus on the design of teaching content at the same time of using multimedia, network and other teaching carriers.

IV. ANALYSIS ON THE COUNTERMEASURES OF THE TEACHING REFORM OF PHILOSOPHICAL THEORY COURSES UNDER THE BACKGROUND OF "INTERNET PLUS"

It's our duty to guide students to inherit the classics and promote their theoretical practice. Philosophy is so abstract that we must be good at embodying abstract problems rather than making students feel it "false, big and empty". Philosophical ideology usually marks a era, so it is full of era influence. It is the learning of *Introduction to the Principle of Marxism* that helps students gradually know the development of human society, objectively view the world, forecast the development state of things, and guide the reshaping of their own values. Giddens ever said that, "Structure is not only the result of the agent's practical activities, but also the intermediary and transformation mechanism of such activities, which makes the agent's learning action possible but strongly restricted by the reality. Therefore, action can form a new knowledge structure."[6] It can be seen that the understanding with these profound theories must be realized through the dialogue with some classic texts, such as *The Communist Manifesto, on the 18th Brumaire of Louis Bonaparte*, and *The Critique of the Gotha Program*. As teachers, we are supposed to thoroughly explore the development of Marxism, rationally integrate those classic documents and audio materials by means of information, and present these materials through the model easily accepted by students. In this way, these theories can turn into the key to solve students' life confusion, guide them to notice the world development layout, and analyze social hot spot problems in the current era. Students should be encouraged to question, talk, and discuss, which is helpful to mobilizing their enthusiasm about thinking, and enhance their speculative bailies through enlightenment and participation. Besides, regarding a specific question, we can encourage students to draw on others' successful experience, and collect and integrate related materials in a team. Their abilities of expression should be trained so that they can have something to say and say something reasonably.

Then we should establish the awareness of big data mining and make full use of the advantages of the Internet to innovate the curriculum model of philosophical theory courses. Some teachers are always complaining that students are more likely to bury their heads into mobile phones. However, mobile phones have been integrated into every aspect of our lives with the development of the era. Maybe we can try to use the positive effects rather than letting them quit using phones. Firstly, the platform of SPOC can be used to make teaching problems and key and difficult points as the reference for students' preview. The earlier information about class topics will give students enough space to prepare. Those colleges with ample conditions can even try to automatically explore the platform of SPOC, which is more helpful t collect students' self-learning conditions and analyze the results. Secondly, the concept of flipped classroom can be applied to class teaching, which is oriented with case analysis and group discussion, and beneficial to giving full play to their initiatives and enhancing class efficiency. Thirdly, we can use mobile terminals to timely make feedbacks about prominent problem in the class, even using real-time audios, words, images and videos, or selecting specific content for various teaching objects. The combination of the above three can produce lots of information data. And with the help of current information process technology, we can further mine data and find the loopholes in the teaching, know students' ideological confusion, constantly adjust the teaching content and promote class efficiency.

Then we can also change traditional testing methods to inspire students' initiative. In the past, all the philosophical theory courses were assessed by written papers. However, such test has very limit examining scope, mainly involving the theoretical knowledge. Students can easily pass it by intensively reciting the book. Obviously, it is far away from the original intention of our education. Why do we learn philosophy? Because it is the great intelligent result of human beings. The reason why this subject exists is that human is constantly thinking. In other words, will philosophy still exist once we stop thinking? Learning philosophy is to train students' abilities to think, but the traditional examining method limited the original intention of learning. Therefore, we must transform the method by which we can judge students' learning effect just relying on a paper. It is a part of the test but not prominent. What we should emphasize is students' abilities to speculate and solve social and life problems with philosophy. Multi-level and characteristic practical activities should be widely launched to make students truly participate in the logical process of philosophy, give full play to their initiative, enjoy thinking and changing the impression of regarding philosophy as deep but useless.

V. CONCLUSION

Philosophical theory course has its own specific characteristics, and its teaching objective is to train students' speculative abilities, encourage them to constantly practice and innovate, and reflect some issues in reality. However, diversified ideologies have exerted some effects on correct ideology of philosophical theory courses, and students have some resistance towards traditional teaching methods, even thinking philosophy useless. Therefore, in later teaching, we should be good at using Internet, trying establishing teaching platform on Internet, and promoting students' theoretical practice with the carrier of the original. In addition, practical teaching should be strengthened to make philosophical theories back the stage of life, and help students reshape their knowledge structure through practice and actively direct the life or social problems.

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