Research on the Innovation of Ideological and Political Practice Teaching in Universities*

Liping Jiang  
Heihe University  
Heihe, China

Zhijie Yu  
Heihe University  
Heihe, China

Hao Zhang  
Heihe University  
Heihe, China

Qing Jin  
Heihe University  
Heihe, China

Liju Li  
Heihe University  
Heihe, China

Abstract—The characteristic of traditional ideological and political education in colleges and universities is that it focuses on theoretical teaching and emphasizes the teaching of ideological and political theory. The ideological and political theory course is the process of entering the inner life of college students. Based on the traditional ideas, the narrow sense of ideological and political practice teaching will not be able to get rid of the subordinate position of theoretical teaching. In the classroom, video teaching, group discussion and practical homework are all effectively served by ideological and political theory, while the ideological and political theory course's final educational purpose is to train socialism successor. By combing the basic goals of ideological and political education, this paper divides the respective fields of theoretical teaching and practical teaching, thus revealing the particularity of the ideological and political practice class in the organization, training environment and evaluation method, and making useful exploration for the innovation of ideological and political education in colleges and universities.

Keywords—theoretical teaching; practical teaching; division criteria; social practice

I. INTRODUCTION

At present, China's ideological and political education is shifting from theoretical teaching to a new stage of emphasizing both on theoretical teaching and practical teaching. However, the ideological and political teachers in the traditional sense have not yet made an authoritarian distinction between the inherent meaning of theoretical teaching and practical teaching. This confusion of understanding will make it impossible for ideological teachers to accurately define the scope of activities of practical teaching, so that the ideological and political theory education will have a target deviation. This requires the ideological and political teachers to proceed from the fundamental goal of ideological and political education, gradually rationalize the functions that theoretical teaching and practical teaching should have, and correct the misunderstanding of theoretical teaching and practical teaching.

II. DIVISION OF THEORETICAL TEACHING AND PRACTICAL TEACHING

The Central Propaganda Department and the Ministry of Education issued the "Innovative Plan for the Construction of Ideological and Political Theory Courses in Colleges and Universities" in 2015, stating: "To further implement the internship in the new era of socialism with Chinese characteristics and the spirit of the 19th Party Congress, and to further consolidate Marxism's guiding position in the field of ideology in colleges and universities, it will be necessary to adhere to the direction of socialist running a school, comprehensively implement the party's educational policy, strengthen the construction of ideological and political theory courses in colleges and universities in the new era, comprehensively promote Xi Jinping's new era of socialism with Chinese characteristics into the teaching materials into the classroom, enter the students' minds, and train newcomers in the era of national rejuvenation..."[1] It can be seen that the innovation goal of the ideological and political theory class should reach the goal of "teaching materials into..."
the classroom and into the minds of the students, and cultivating new people in the era of national rejuvenation." The goal cannot be achieved by theoretical teaching alone, so the practical teaching is equally important. Comrade Xi Jinping has already expressed his earnest expectation to contemporary college students at the Peking University symposium: "No matter whether the students study or work, they must face the reality, practice in depth, and practice their true knowledge. They must be rigorous and pragmatic. No pains, no gains. They must be hard-working and practical. [2]

The goal of ideological and political theory courses in China should be realized through the specific activities of theoretical teaching and practical teaching, and the teachers' understanding of practical teaching can be divided into narrow and broad perspectives. The first viewpoint puts theoretical teaching in the absolute dominant position of ideological and political teaching. Its important performance is to divide classroom teaching into theoretical teaching and practical teaching. It attaches importance to series of processes of watching videos, group discussions and after-school practice in the classroom. And all these activities are closely related to the realization of theoretical teaching objectives. This view holds that "the core of the 'narrow theory' is that the practical teaching must be closely linked to the curriculum plan of the ideological and political course, and whether the practical teaching of the ideological and political course is distinguished from the general social practice or other practical activities by whether it is included in the 'curriculum plan'. It is aimed at arbitrarily generalizing the practical teaching of ideological and political courses." [3] The second view emphasizes the independence of the practical class. It regards classroom teaching as theoretical teaching and all activities outside the classroom as practical teaching. This view holds that "the core of 'general theory' is the practice-related teaching links other than classroom theory teaching, which are all recognized as the practical teaching of ideological and political courses, which is aimed at the phenomenon that the practice teaching level is too narrow and broadens the vision of ideological and political education and the breadth of practical teaching.” [3]

The author believes that the confusion between theoretical teaching and practical teaching lies in controlling the limit between the two. The basis of the narrow theorists thinking is that if the focus of ideological and political education is translated into practical teaching, the following difficulties will be encountered. First, the practice of independent practical teaching challenges the traditional education of the school. This requires the leaders to concentrate the resources of the whole school and establish the practical activities as activities different from the curriculum education. Second, the practice teaching in a broad sense needs to open new ways of teaching outside the classroom. For this reason, the ideological and political teachers inherit the red history and build new social values in a new way. This is bound to make the teaching ability of the ideological and political teachers face new challenges. Third, ideological and political teachers in the traditional sense will focus on theoretical teaching, and ideological and political teachers will now face the task of coordinating the integration of in-class theory with extracurricular practice, and how they will deal with the status of theoretical teaching and practical teaching.

III. THE INHERENT LIMITATIONS OF THE TEACHING OF IDEOLOGICAL AND POLITICAL THEORY

The teaching of narrow practical theory is the reflection of traditional theoretical teaching. It is considered to be the main battlefield of classroom ideological and political education. Teachers are here to teach ideological and political theory, while students effectively accept the corresponding knowledge and apply the knowledge into the society of future work. The goal of ideological and political practice teaching innovation should be to improve the participation of students in the classroom. The ultimate goal of the implementation of various practical methods is to enable students to more effectively understand the knowledge imparted by teachers through the increase of participation awareness in the classroom. In the past, the problem of "head-up rate" in the ideological and political class was not high.

First, some teachers hope to improve the “head-up rate” of the classroom by strengthening management. These teachers believe that classroom discipline is the basis for keeping students involved in the teaching process. Improving student attendance and collecting all items unrelated to learning is the necessary prerequisite for maintaining classroom discipline. Good classroom discipline enables students to devote themselves to learning. It is seen as a necessary measure to improve the “head-up rate”. Under the guarantee of classroom discipline, teachers effectively organize classroom teaching and evaluate the enthusiasm and effectiveness of students in answering questions. The criteria for completing a theoretical course include the student's attendance rate, whether to bring a mobile phone, and the student's classroom performance. These standards will be linked to the test scores, so as to fully guarantee the smooth progress of the theoretical course teaching.

Second, some teachers hope to improve the head-up rate of college students in the classroom teaching process through the charm of professional knowledge. These teachers believe that it is difficult to carry out unrelated activities in the practice of collecting mobile phones and other items. It is too difficult in practical operation. Improving the interest of ideological teaching is the key link to solve the problem of low student head-up rate. Therefore, teachers should increase the attraction of theoretical teaching in their lectures. The teacher strives to move the ideological and political class closer to the professional class, emphasizing the adjustment of different teaching methods for different professions, for example, in the face of Chinese majors, the combination of ideological and political theory and novel criticism, the story of physicists in front of students in physics, and so on. This kind of theoretical teaching method tries to cut into the content of ideological and political education in the field familiar to college students, and reduces the sense of alienation between ideological and political, so that students can ideological and political through their own professional
channels, and use the theory of ideological and political to solve problems in life.

Third, some teachers hope to improve the “head-up rate” of college students in the classroom through new technical means. These teachers have introduced online teaching, and hope to realize the combination of various teaching links such as name, question, answer, evaluation and summary through the network, so that students become the main body of the teacher in the classroom, thus strengthening the participation of students in the classroom. Teachers believe that if it is impossible to prevent students to use mobile phones and other items in the classroom, it is better to apply the student’s mobile phone to the teaching level in the classroom. The network is the best way to control students' attention. The teacher who uses the mobile phone can clearly grasp the state of the students during class, making it impossible for students to use the mobile phone to do other things.

IV. DIFFERENCES BETWEEN IDEOLOGICAL AND POLITICAL THEORY TEACHING AND PRACTICAL TEACHING

The generalized ideological and political practice teaching is the realization of the limitations of traditional ideological and political theory teaching. It strives to accomplish the goal of national ideological and political education through the innovation of practical teaching. This kind of innovation is both a goal and a measure.

Traditional ideological and political education also emphasizes that it is different from other professional courses. The former emphasizes moral education more, while the latter emphasizes intellectual education more. But in essence, the theoretical teaching forms of the two are not much different. On the basis of observing the teaching objectives, professional course education is also divided into theoretical courses and practical courses. Both of them have the characteristics of logic and objectification in the professional courses. The practical courses honed students' professional skills through experiments and social practice. The two activities are different, but the mechanism is basically the same as the evaluation criteria.

The theoretical class of ideological politics also has the above characteristics. It requires a large amount of theoretical teaching, and measures the acceptance of students’ ideological and political theory through the results. The practical teaching of ideological and political education does not have the above characteristics. It requires college students to become socialist citizens and to transform social problems on this basis. Having a theory does not mean that you can become the kind of person required by the ideological and political theory class, that is, “cultivating new people in the era of national rejuvenation”. [1] College students need to seek the source of historical thought in the process of social practice, that is, the initial heart of the party’s propaganda. The ideological connotation of ideological and political can only rely on the students themselves to find and understand, while the ideological and political teachers need to create a good environment for students to seek, and effectively guide students when they are confused.

The duty of colleges and universities is to cultivate the professional talents needed in the society. The theoretical teaching requirements of ideological and political are the same, but the ideological and political education has its inherent particularity. The theory it teaches is the idea of the world and life, aiming at the cultivation of the subject itself. In this sense, college students can accept theory and understand methods, but theoretical teaching cannot guarantee that these theories and methods can enter people's hearts and become the standard of behavior in the future.

V. THE CONNOTATION OF THE INNOVATION OF IDEOLOGICAL AND POLITICAL PRACTICE TEACHING

The narrow sense of practice teaching emphasizes the absolute status of theoretical teaching. This view cannot solve the basic problems of ideological and political education. Under this condition, generalized practice philosophy has become the innovation point of ideological and political education. Of course, general practice teaching still needs to face the doubts of the narrow practice teaching concept, such as the management of practical teaching, the historical and practical problems of practical teaching and the combination of ideological and practical teaching and theoretical teaching. The innovation of practical teaching is precisely reflected in the solution of these three problems by ideological and political workers, and thus created a new situation of practical teaching.

A. The Innovation of Practical Teaching Is a Powerful Guarantee for the Realization of the Goals of Ideological and Political Theory Courses

The realization of the theoretical course of ideological and political education includes theoretical teaching and practical teaching. Its innovation should reach the goal of “teaching materials into the classroom and entering the minds of the students and cultivating new people in the era of national rejuvenation”. It cannot be realized through classroom teaching alone. The practical teaching of ideological and political education extends the classroom of theoretical teaching to the society. The “teaching materials into the classroom into the students’ minds” is not a theoretical study, but the shaping of the personality of college students from the perspective of cultivating the environment for citizens to grow up. Ideological and political practice teaching is the second step of theoretical teaching. It is also the final stage of the realization of the goal of ideological and political theory.

The goal of ideological and political practice teaching should be realized through the responsibility of college students to undertake the great rejuvenation of the Chinese nation. The same as the revolutionary ancestors, college students are both traditional and realistic. The young people at the beginning of the last century belonged to the historical mission of resistance to national oppression at the time of history. They resolutely invested in the social transformation of national rejuvenation at the time of national peril, and the
current young people became the masters of society and faced rich and strong mission of the nationality. Although the different issues that need to be resolved in different eras of history are different, the goals and directions of history and reality are all centered on the great rejuvenation of the Chinese nation. The national rejuvenation is both history and reality, and always on the road, always from the revolutionary ancestors to the current hard work of college students.

B. Ideological and Political Practice Teaching Is an Innovation that Promotes the Integration of Teaching Methods

The goal of the ideological and political theory course essentially requires the unification of theoretical teaching and practical teaching. Theoretical teaching and discussion and competition around the theoretical class should be subordinate to the theoretical teaching itself. These practical activities are ultimately for the theoretical course performance, so it should not be recognized as pure practical teaching. College students' theoretical classes can understand the inherent meaning of knowledge, but they have not experienced the process of theorization as a life criterion. When students face social unfair treatment, they will inevitably find a huge contrast between education and social phenomena in the theoretical class, and thus doubt the knowledge of learning. In fact, what college students face or hear is only the accidental phenomenon of society. These phenomena cannot represent the essential attributes of society. Everyone will inevitably encounter some unfair phenomena in their own lives. If college students change their views on society, it is precisely that they do not understand society. And the correct outlook on life and values are not formed.

On the contrary, theoretical teaching determines the ability of college students to master knowledge and analyze problems, which in turn affects students' practical effects. In this sense, the principle of practical lessons allows college students to purposefully penetrate into the society around them, to explore the inheritance of excellent traditional culture in society, to understand the hard work of the ancestors for the national rejuvenation, and to find their place in this heritage. It has clarified the direction of efforts in the real environment and found its own spiritual home. The theory class teaches the theory of life, and practice transforms theoretical knowledge into its own code of conduct in society, thus completing the shaping of social personality. It can be seen that the measurement of college theoretical courses should be the results of students' assessment in colleges and universities. While the practice of teaching in colleges and universities is the social behavior of college students in the future, they will show the grace of qualified socialist citizens in social activities. It will be successful in verifying the ideological and political education in colleges and universities.

VI. CONCLUSION

The exploration of practical teaching responds to the requirements of the "Innovative Plan for the Construction of Ideological and Political Theory Courses in Colleges and Universities" on the goals of ideological and political theory courses. First of all, through the analysis of narrow practice teaching and general practice teaching, the authors have studied the foundation of the establishment of ideological and political practice teaching, that is, breaking the theoretical limitation of theoretical teaching, and entering the content of teaching materials into the minds of college students through social activities. Secondly, the innovation of practical teaching promotes the integration of two teaching methods. The ideological and political theory knowledge constructed in the classroom will enter the society to shape the personality of college students, and finally return to the classroom, summarize and recap the content of practice, and theorize the content of social practice. The reintegration of practical teaching in this practice and theory is not only to consolidate the instillation of theoretical knowledge, but to modern citizens who shape social consciousness and demonstrate their own spiritual process through college classrooms.

REFERENCES


