

A Study on the Teaching of the Course System of Mao Zedong's Thought and the Theory System of Socialism with Chinese Characteristics Based on Problem Awareness

Zhenggen Fang

Nanchang Institute of Technology
Jiangxi, Nanchang, 330044, China

Yiren Zhou

Nanchang Institute of Technology
Jiangxi, Nanchang, 330044, China

Jiansong Liu

Nanchang Institute of Technology
Jiangxi, Nanchang, 330044, China

Jin Zhang

Nanchang Institute of Technology
Jiangxi, Nanchang, 330044, China

Zhiqiang Guo

Nanchang Institute of Technology
Jiangxi, Nanchang, 330044, China

Abstract-This paper closely links the problem consciousness with the development requirements of the new era of college Mao Zedong Thought and the theory system of socialism with Chinese characteristics, and explores the formation of a practical paradigm and theory of problem-oriented teaching system. The author's understanding and grasp of the basic connotation of the introduction of problem-oriented teaching highlights the basic characteristics and development requirements of modernized ideological and political education teaching humanization, practicality and subjectivity, and reflects the theory and teaching theory of the introduction of problem consciousness. The richness of practice. It highlights the basic characteristics of the "textual standard" from the traditional ideological and political teaching to the "problem-based" teaching of modern ideological and political teaching; highlights the "one-way infusion" from the traditional ideological and political teaching to the modern ideological and political teaching "communication practice" "The basic characteristics." The author also studies and optimizes the specific implementation path and basic methods of problem awareness in the ideological and political course teaching process from the aspects of teaching concept, teaching content and teaching methods and their modes. Therefore, the research of this paper has important exploration significance and reference value for the current reform and development of ideological and political courses in colleges and universities.

Keywords-*problem awareness, introduction course, teaching research*

I. INTRODUCTION

While teaching Chinese Mao Zedong Thought and the Theory System of Socialism with Chinese Characteristics (abbreviated as an introduction) have achieved great results, they are also faced with many new situations and problems. The regularity of the teaching of the introduction to colleges and universities needs to be deepened. Therefore, under the new situation, how to adapt the teaching of

colleges and universities to Xi Jinping's new requirements of socialism with Chinese characteristics in the new era, closely related to the ideological facts and cognitive characteristics of contemporary college students, and constantly enhance the pertinence and effectiveness of their teaching. Building an excellent course that college students really love, forever benefit, and unforgettable for life, is still a major issue facing the reform and development of colleges and universities. The teaching reform of the introduction course of colleges and universities in the new era should be based on the new situation of China's economic and social development, conform to the new requirements of the development and reform of the times and the cultivation of talents in universities, and face the major theoretical and practical issues in the process of China's economic and social development, from the overall situation. The perspective is advancing with the times to accelerate the reform, innovation and development of the introduction to colleges and universities, and actively promote the innovation and reform of the teaching concepts, methods, methods, contents and means of the introduction to colleges and universities, and continuously promote the effective mode and system of the introduction of colleges and universities. The construction, and with a broader vision and an open mind, the traditional ideological and political education teaching methods, the shortcomings and shortcomings of the model system, the overall re-examination, reflection, breakthrough and reform, in order to make the college's introduction to teaching and the era Development and social needs are in harmony, revitalizing new vitality and vitality.

II. RESEARCH OBJECTIVES

In order to improve the pertinence and timeliness of the introductory course, it is the most popular and excellent course for students to benefit from. The author is guided by the problem consciousness and breaks through the limitations of the traditional introduction to the teaching

model from the perspective of "problem consciousness". Introspection of the problem awareness of education and teaching, insisting on using Marxist basic positions, viewpoints and methods to observe, analyze and solve various real and theoretical problems, and actively explore the theoretical and practical, historical and realistic construction of ideological and political education in colleges and universities. The innovative ideas and models of ideological and political education, which are unified by sex, knowledge and ideological, scientific and subjective, form a new paradigm and system for the introduction of teaching.

The study introduces the concept of problem-oriented orientation with realistic and operability characteristics into the current introduction to the practice of teaching and learning. It is to promote the ideological and political education from the traditional mode of simple knowledge indoctrination and teaching to the modern thinking of people-oriented. The development and transformation of the teaching mode of political education, and strive to promote the realization of the value objectives of the ideological and political education teaching and educating role and the function of cultivating morality in colleges and universities. Make the introductory teacher become the "truth of the party, the students love", the true faith, the true teaching of the people's teachers of Marxist theory; make the introductory course become a leading role in the teaching and education system, and work in the same direction as other courses, forming a synergy.

III. RESEARCH PATH

The problem-oriented teaching of colleges and universities under the guidance of problem consciousness is a kind of problem-based teaching method with problem consciousness as the core. It should be guided by the concept of Xi Jinping's socialism with Chinese characteristics in the new era and based on the basic principles of combining theory with practice. The perspective enhances the integration, optimization and innovation of the key concepts and elements of the teaching concept, teaching content and teaching methods and models, which is conducive to the effective implementation and development of the teaching paradigm of the college's introduction to the problem-oriented orientation. The effect of education and teaching is also conducive to further promoting the reform, development and improvement of the introduction to colleges and universities.

A. *Discussion on the Teaching Concept of the Introduction Course Based on Problem Consciousness*

The teaching philosophy of the introduction course of colleges and universities is the basic guiding principle and belief of the introductory course teachers engaged in the teaching practice activities of the introduction course. The teaching concept is based on the reality of education and teaching practice, and transcends the current educational teaching experience and facts. It contains some ideal expectations of the teachers in the course of ideological and

political education, and has the characteristics of the times. The scientific ideological and political education teaching concept is based on the objective law of the development of ideological and political education teaching practice. It can fully reflect the essential characteristics and development law of ideological and political education teaching in a certain period, and thus develop the ideological and political education teaching in a certain period. It points out the direction and plays a fundamental role and influence on the practice, reform and development of ideological and political education and teaching in this period. The following two basic teaching concepts should be emphasized in the teaching concept.

1) *"Instillation" combined with "Inspiration"*

The theory of indoctrination in the teaching of ideological and political education is the basic theory of ideological and political education that is proposed by the classical Marxist writers and gradually improved and developed in the course of practice. The "inculcation of theory" advocated by the classic Marxist writers is a methodology principle of theoretical education and communication. In order to scientifically adhere to and apply this methodological principle instilled in Marxist theory, the most important thing is to adopt flexible and effective methods and methods of education and teaching, and to carry out theoretical education and teaching scientifically and effectively, instead of blindly Dead stuffing. In the traditional ideological and political education teaching process, due to the influence of the metaphysical thinking mode, the introductory teachers usually regard indoctrination as an educational method and means that can be directly adopted. In the teaching, the knowledge is mandatorily instilled into the students as a ready-made conclusion. . This teaching method is obviously a lack of scientific understanding of the education and teaching process, does not take into account the students' psychological characteristics, cognitive rules and their ability to understand, neglecting the students' subjective needs and development requirements, forcing students to memorize and seriously hinder The development of students' intelligence and independent thinking and the cultivation of learning ability deviate from the scientific principles and requirements of ideological education.

The modern colleges' introduction to the teaching of stress emphasizes the need to adhere to the basic concepts and principles of people-oriented, especially to establish the main position of students in the teaching of the introduction, pay attention to the ideological state, cognitive characteristics and development needs of the students, and pay attention to the cultivation of students' creative thinking. Ability and innovative practical ability, emphasizing that the teaching of the introduction should be close to the students, close to life, and close to reality. Therefore, the inspiring teaching method from mobilizing and stimulating the initiative and enthusiasm of the students' subject learning has gradually become the basic requirement and reform trend of the current colleges and

universities. "The so-called heuristic teaching is that teachers use various methods to guide students to inspire students according to their teaching content, students' cognitive rules and knowledge level, and to mobilize the enthusiasm and initiative of students to achieve knowledge, develop students' ability and promote students' physical and mental development. The purpose [1]." Heuristic teaching is in line with the purpose of school teaching and the law of students' learning activities, which is conducive to the realization of the teaching objectives of ideological and political education. Heuristic teaching is mainly for teachers to inspire the enthusiasm and initiative of students to learn, to stimulate the inner potential and desire of students, not only to enable students to learn knowledge, but more importantly, to let students learn to think independently and master Learning methods and abilities, learn to use theoretical knowledge to analyze and solve the abilities and qualities of various ideological and practical problems. In general, on the question of how to treat the relationship between "instillation" and "inspiration", Professor Shi Yunxia's views summarized by Wuhan University deserve our serious reference and experience. He said: "Introduction as a formal classroom in colleges and universities. Teaching activities are inseparable from the systematic teaching of the content of the textbooks in the classroom. This kind of classroom teaching is a theoretical instillation method. The introduction is carried out by systematic theoretical instillation, which is necessary for the implementation of the principle of orientation. However, Marxism The theoretical indoctrination is not to let students master only the words of Marxism, to implement the "hard-filling" method, but to focus on the ideological enlightenment and guidance of college students, so as to improve their ideological awareness and understanding, and the content of the instilled psychologically ideological resonance. This requires a combination of indoctrination and inspiration.

If indoctrinating teaching is an introduction to the principle of directionality, then heuristic teaching is the requirement of its ideological and scientific principles [2]. That is to say, the methodological principle of "inculcation of theory" in the teaching of ideological and political education in colleges and universities is to educate and teach systematic Marxist scientific theories through classroom teaching, because only through the systematic education of Marxist theory and Propaganda can enable the majority of students to master the scientific knowledge of Marxism and arm the students' minds and thoughts with scientific theories, thus laying a solid theoretical foundation for helping college students to establish a scientific world outlook, outlook on life and values. At the same time, in the process of education and teaching of Marxist theory, we must adhere to the principle of scientific education and teaching, so that this education and teaching process is in line with the objective laws of people's ideological education and teaching and the learning characteristics of students, and adhere to the people-oriented modern education and teaching. The concept pays more attention to

the use of heuristic educational teaching concepts and methods, and strives to mobilize the autonomy, initiative and enthusiasm of students' theoretical study, strengthen the awareness of problems, and guide students through in-depth thinking, analysis and solving various theoretical and practical problems. Therefore, the students truly recognize, understand and accept the inner spirit of Marxist theory, and truly grasp the position, viewpoints and methods of Marxist theoretical science, thus effectively promoting the formation and development of students' ideological and moral qualities and their abilities.

2) *"Trigger" and "Resonance" combined*

The so-called "triggering" is the meaning of external indoctrination and guidance; the so-called "resonance" is the meaning of resonance between students and teachers. According to Marxist theory, the development of things is the result of the interaction of internal and external factors, and the internal factors of things are determined, and the external factors act through internal factors. The research and development of modern ideological and political education teaching also shows that students' identification and belief in a certain theory and doctrine are also the result of the interaction between internal and external factors, and especially pay attention to students' cognitive psychology, interest needs, learning motivation, etc. The inspiration and guidance of the inner elements are only the most firm and lasting after the theoretical identification and belief that the students independently generate and internalize. It should be said that our current ideological and political education teaching is usually instilled and guided from the outside, but we should pay more attention to the role of internal factors in the teaching concept, and pay attention to adopt some scientific methods to stimulate and mobilize the internal factors of students. Potential to further enhance the effectiveness and level of ideological and political education in colleges and universities. Specifically, the internal factors of student learning mainly refer to various psychological factors that affect students, including students' motivation, internal theoretical needs, personality characteristics, hobbies, personal feelings and other psychological factors. Modern ideological and political education teaching can't stay still only considering external education and guidance. It should also fully consider the students' inner psychology and the stimulation and guidance of students' self-education mechanism, and adhere to the basic principles of combining education with students' self-education. And requirements, attach importance to the self-educational awareness of the inspiring educational objects, and guide them to continuously improve their ideological and moral qualities and levels through independent learning and conscious participation in self-cultivation, reflection and questioning criticism and other self-cultivation methods. The application of methods and methods of education and teaching focusing on human care and psychological counseling is also the basic trend and requirement for the reform and development of ideological and political education in colleges and universities in the new era.

As an instructional practice for ideological education of college students, the introduction course of colleges and universities is closely related to the psychological activities of students. With the development of the teaching practice of ideological and political education in colleges and universities and the deepening of research, more and more scholars are discussing how to carry out ideological and political education more scientifically and effectively. From the perspective of humanistic care for real people, increasingly paying attention to the inner psychological factors and potentials of students' theoretical study, and constantly strengthening the research on students' psychological cognition characteristics and acceptance rules, and paying more and more attention to the psychological phenomena and psychological problems in the process of ideological and political education in colleges and universities. In-depth study and discussion of psychological laws, etc., put forward various ideological and political education teaching ideas and suggestions to strengthen psychological counseling and strengthen the use of psychological methods, thus forming a development trend of the combination of ideological and political education and psychology. Human psychology is an important condition and internal motivation for the formation and development of its ideological and moral character. "Psychological problems are often intertwined with ideological problems. Ideological and political work only organically unifies psychological problems and ideological problems, pays attention to psychological counseling, and helps people. On the basis of forming a healthy psychology and a sound personality, we can better exert its influence and role. Paying attention to psychological counseling is an inevitable choice for ideological and political work. [3] The teaching requirements of ideological and political education in colleges and universities in the new era focus on strengthening the humanistic care for students. And psychological counseling fully reflects the people-oriented, adhere to the combination of "triggering" and "resonance", and increasingly pay attention to the value orientation of people's inner psychological needs. Adhering to humanistic care and psychological counseling is to start from the perspective of human subjectivity, actively understand people, care for people, understand people, fully consider people's psychological and emotional needs, meet people's development needs, and promote the development of human scientific thinking. Efforts should be made to realize the unity of human social values and personal values, so as to better exert the effectiveness of ideological and political education and teaching work, and further improve the scientific and practical effectiveness of ideological and political education in colleges and universities in the new era. "As far as the learning process is concerned, students are internal factors, teachers are external factors, and external factors must be influenced by internal factors. Therefore, the subjective performance of students is extremely important [4]." The internal contradiction in the development of students' thoughts is the development of their ideological and moral character. The fundamental

driving force, strengthening the mobilization, stimulation and guidance of the inner positive psychological factors of college students, has grasped the internal factors of students' promotion of ideological development, which is a key link to improve the teaching effect and level of ideological and political education in colleges and universities. We emphasize the need to attach importance to and cultivate students' problem awareness. In fact, it emphasizes the stimulation and mobilization of students' positive psychological factors. The problem consciousness itself is a key link and an important way to stimulate and guide students' subjectivity and learn internal psychological factors. Therefore, by cultivating and guiding students' problem consciousness, students' understanding and internalization of the content of the introduction course are promoted from the students' learning psychology, and the students' cognitive structure and the ideology and moral structure system are promoted independently, which is beneficial to students' ideological and morality. The development of quality has established a more scientific and rational world outlook, outlook on life and values. "Emotional" and "rational" combined "sense" refers to people's ability to perceive the external manifestations and forms of things. "Rationality" refers to people's ability to grasp and understand things. In a certain sense, it can also be considered as the relationship between perceptual knowledge and rational cognition. We know that perceptual knowledge is the basis of rational cognition. Rational cognition is the deepening and sublimation of perceptual cognition. It is necessary for perceptual cognition to rise to rational cognition to understand and understand the essence and reality of things more deeply. People's understanding of things is a process. Perceptual knowledge rises to rational understanding and deepens the process of development. Therefore, people's understanding of the development of things shows that the education and teaching process of the introductory course is also a dialectical process from "sensitivity" to "rationality".

The introduction teaching of colleges and universities is the unification of knowledge teaching and ideological teaching process. It is to achieve the purpose and requirements of students' ideological education through the systematic education and learning of theoretical knowledge. If you want to get the practical effect of the introduction course teaching, It is not only possible to stop the teaching of the introductory course on a purely intellectual level, but to deepen it into an ideological educational and teaching activity and process. "A basic task of the general course is to improve students' understanding of the ideas, political views, ethics, etc. that the society agrees with. Simply put, this is the task of transforming students' ideological or ideological education. There is no change in thinking, no improvement in thinking and understanding. In the process, it is impossible to establish a correct world outlook, outlook on life and values. This particularity of the process determines that the teaching process must not only resolve the contradiction between 'knowledge' and 'ignorance', but also solve 'letter' and 'unbelief'. The contradiction between

knowledge and ignorance is easier to solve, and it is difficult to solve the contradiction between faith and unbelief. The student knows the content of truth, but does not believe in its truth, does not believe in its truth, and the truth does not guide students. The role of behavior, 'knowing' becomes meaningless [5]. Therefore, for the introduction of colleges and universities, "thinking between the transfer of knowledge and ideological education, ideological education should be the 'emphasis', and teaching Knowledge is for ideological education. Teachers use knowledge as a carrier to carry out vivid and targeted ideological education for students, with a view to transforming them. Viewing the world, realizing the transformation of ideas, transforming knowledge into the theoretical weapons and cognitive abilities of students, enabling students to scientifically understand and analyze practical problems. 4 To transform knowledge transfer into ideological education, transform it into students' analysis and solve practical problems. The ability and ideological quality of the problem must realize the process of continuous guidance, deepening and development of the ideological and political theory teaching from the "sensible" level of the external surface to the understanding and grasp of the inner thinking of "rationality". Therefore, we must adhere to the combination of "sensitivity" and "rationality", and strive to realize the transformation of the introduction course teaching from "sensitivity" to "rationality", and enhance the ideological depth and theoretical height of the introduction to colleges and universities. This is to deepen the introduction of colleges and universities. Important content and perspective. Adhere to the problem-oriented orientation, cultivate students' ability and level of problem-solving in the course of university introduction, and cultivate students' ability and level of analysis and problem-solving, so as to improve students' ability and level of mastering and applying Marxist theory. In order to promote the development of students' ideological and moral quality and ability, this is an important direction and way to improve the quality and level of the current college introduction.

B. Problem Sense and Content Optimization of the Teaching of Introduction Course

The teaching content of the introduction course of colleges and universities is the core element of the teaching of the introduction course. It generally stipulates the basic scope and nature of the ideological and political education teaching, and implies the purpose, task and requirements of the ideological and political education teaching. It is the teaching goal of ideological and political education. The concreteness is also the intermediary and carrier of the interaction and interaction between the educational subject and the educational object. It is also an important premise and condition for determining the basic principles and methods of ideological and political education teaching, and is crucial to the quality and effect of ideological and political education teaching effect. The teaching content of the introduction course of colleges and universities should be based on the requirements of certain educational and

teaching objectives, and the educators should choose, design and optimize according to the actual situation, and then plan and purposefully educate the educated. Communicate, educate and guide. The optimization of the teaching content of the college's introductory course mainly refers to an effective process of processing and transforming the teaching content of the introductory course from the textbook system to the teaching system. Problem consciousness is an important perspective to realize the transformation of the textbook system into the teaching system. From the perspective of problem-oriented orientation, we should focus on the following aspects.

1) Construct a teaching problem system

Under the guidance of problem consciousness, the implementation and development of the teaching paradigm of the introduction course of colleges and universities is inseparable from the construction of the problem-solving system of the introduction. We know that the content of the introduction course of colleges and universities first appears in the form of textbooks and its knowledge system. The effective transformation of the textbook system of the introductory course to the teaching system is the basic premise and important link for the development and implementation of the introductory course. "The teaching system of the college's introduction course is the organic combination and system integration of the teaching elements of the college's introduction course. The introduction of the university's introduction course system into the college's introduction course teaching system, in essence, transforms the ideological and political theory's knowledge structure system into the curriculum's educational structure system. Promote the implementation of the college curriculum system and training program through scientific teaching system [5]. Then, how to achieve the effective transformation from the textbook system to the teaching system in the specific introduction course teaching process? In fact, there are many perspectives and methods to achieve this transformation. The author mainly studies and explores this transformation process from the perspective of problem-oriented orientation. The problem consciousness is an important perspective and idea to realize the transformation of the teaching material system into the teaching system. From the perspective of problem consciousness, the basic elements and problems involved in the transformation of the textbook system to the teaching system are mainly as follows: one is the educator's problem consciousness perspective (teacher); the other is the education object. The problem consciousness perspective (student); the third is the perspective of the real problem related to the content of the course (reality problems and materials); the fourth is the problem-oriented perspective (textbook) of the content system of the introduction course.

In order to realize the effective transformation of the college introduction course from the original textbook system to the problem teaching system, we should comprehensively consider and grasp the basic elements and

related links and problems in the above aspects. First of all, theoretically speaking, the construction of the teaching problem system of the introductory course is to realize the organic connection and integration of the problems between the educator and the educational object, the actual problem case, the material and the content system of the introductory course textbook. Specifically, the first is to achieve the connection and integration of problems between teachers and students, that is, to enable the introductory teachers to fully understand the students' problems, to know what the students think and think, and to organically integrate them into their own teaching system. Among them, the organic connection between the students' problems and the teacher's problem teaching system; the second is to realize the organic connection and integration of the problems between the relevant major practical problems in the society and the content system of the textbooks. The cases and materials related to major issues in the real society are organically integrated into the teaching system of the introductory course, which becomes an integral part of the teaching content of the introduction class. The third is to deal with the problem-solving process of the content of the teaching materials itself. On the basis of the links, scientifically set the teaching problems, grasp the key issues such as key points and difficulties in the teaching content, pay attention to the hierarchical design between the related teaching problems and the inherent logical relationship. All in all, the construction of the introductory teaching problem system is to strive to achieve effective "problem horizon fusion" between teachers, students, realistic problem materials and textbook content. Secondly, from the practical point of view, Nanchang Institute of Technology explores the formation of an introductory course teaching problem system based on problem logic, and realizes the effective methods and ways to transform the introductory course textbook system into the teaching system, and on the basis of this, forms a kind of operability. A strong question-based teaching model based on problem logic in colleges and universities. The specific steps of establishing an introductory course teaching problem system based on problem logic mainly include: First, according to the main content and teaching requirements of the introductory course teaching, the key points and difficult points of the introductory course teaching are combined with the hot issues of students' concern, by encouraging students. Questioning, collecting student questions, etc., to form a specific teaching problem; second, by categorizing a large number of student problems, summarizing and sorting out typical problems with certain representativeness, and making it relevant to the teaching content of the introductory course Thirdly, according to a certain logical relationship, the related teaching problem becomes a teaching problem system with certain internal logical connection and hierarchy. Therefore, this logically related problem system not only enables students to clarify the key points of the core issues of the curriculum, but also makes the curriculum teaching possess the ideological charm and theoretical depth.

Nanchang Institute of Technology collected nearly 2,800 kinds of "original" questions raised by students through classroom feedback, online collection or seminars and exchanges with students during the process of teaching the introduction of problem-aware colleges and universities. According to the nature of these problems and the ideological characteristics of the students, after sorting, summarizing, merging and sorting these problems, the final condensing forms 840 typical representative problems, and combines these problems with the important points in the textbooks. At the same time, organize the relevant introductory course teachers and scientific research forces to collectively "prepare" and answer these questions, conduct in-depth explanations in a way that students like to listen and understand, actively explain doubts and doubts for students, and play a very good education and teaching effect. . The author believes that this method of attaching great importance to the collection of students' problems is an important basic work to improve the pertinence and effectiveness of the teaching of the general course. It should be persisted for a long time, and these problems will be continuously integrated into the teaching process of the introductory course. In order to transform it into a collective consciousness and behavior of the introductory teachers, in order to continuously improve the quality, effect and level of the introduction of college students.

2) *Refining focus on effective teaching issues*

In the process of constructing the teaching problem system of the introduction course, we can start from several different perspectives of teachers, students, practical problems and textbook content. From a different perspective, many teaching-related problems can be proposed and formed, but not every problem is really suitable for the classroom teaching of the introduction. Therefore, in this process, it is very important for the instructor to carefully screen, refine and focus on effective teaching problems according to the actual situation. The so-called effective teaching problem refers to the common concern of the majority of the introductory teachers and students, and is closely related to the teaching content of the introductory course, with significant theoretical and practical issues of universality. Such problems can be organically integrated into the teaching content of the introductory course, triggering students' interest in learning and thinking, and thus effectively applied to the teaching process of the introductory course, playing an important role as an intermediary and bridge between theory and practice. Specifically, the effective teaching problems in the teaching of the general course generally have the following basic standards and characteristics: First, the effective teaching problems should have the basic characteristics of universality. The effective teaching problems should be the general teaching courses for the majority of teachers. And the universal hotspots and focus issues that students generally pay attention to; the second is that effective teaching problems should have key basic characteristics, which is manifested as a basic and critical position in the teaching content system of the introductory course. And

characteristics, it fully reflects and grasps the core content of the introduction to the teaching, plays a role in guiding the relevant teaching content; third, the effective teaching problems should have targeted basic characteristics, effective teaching problems should be related to the introduction of the teaching. The focus and difficulty of the content are closely related, which is a theoretical or practical problem with strong pertinence; the fourth is that the effective teaching problem should be enlightening and basic. The effective teaching problem of the introductory course should not be able to find the standard answer directly from the book. Can solve the problem, but have a certain depth and difficulty, able to Stimulating students to further think deeply is conducive to students using the theoretical knowledge they have learned to carry out in-depth thinking and analysis of exploratory problems; fifth, effective teaching problems should be a basic feature with certain levels and extensibility, which is to say The effective teaching problem of the lesson is not a general superficial problem, but a theoretical or practical issue involving a certain theoretical depth, and has the possibility of further theoretical excavation, and even a problem that can be further developed and expanded into more specific problems; It is a basic feature that effective teaching problems should be realistic. The effective problems of the teaching of the general course should have certain realistic characteristics, both theoretical and practical. They can be understood by most students and closely related to the real life of students. A real problem can be discussed in a common language with students, rather than being too abstract or away from students' thinking.

3) *Actively respond to major realities*

An important aspect of the problem-based development of the introduction to colleges and universities is to adhere to the basic principles of actively responding to major real-world problems. This is also an important content and basic requirement for constructing the teaching paradigm of colleges and universities under the guidance of problem-oriented orientation. The basic principle of persisting in actively responding to major practical problems is the inevitable trend of the development of ideological and political education in modern colleges and universities. It embodies the inherent law of the development of colleges and universities. It is the basic requirement and important means to enhance the practicality and vitality of the teaching of colleges. In order to maintain its vitality and vitality, the ideological and political education in colleges and universities should adhere to the development requirements of advancing with the times, closely link with the reality, and constantly study, analyze and solve the practical problems and situations raised with the advancement of the times and the development of practice. And make it effectively integrated into the teaching process of the introduction course. The major practical problems in the teaching of ideological and political education mainly refer to those major social reality hotspots that are related to the national economy and social development, closely related to social sensation, have a

great influence on students' thoughts, and play an important role in the ideological and political education of students. , difficulties and focus issues. Obviously, insisting on actively responding to major real problems is the concrete application and embodiment of the basic principles and requirements of the ideological and political education teaching theory in colleges and universities. Carry out more exploration and practice with specific actual conditions, and build a more scientific, reasonable and effective introduction to the teaching problem system.

In order to carry out education and teaching in a targeted manner, and to improve the effectiveness of education and teaching, college ideological and political theory courses must actively respond to major practical problems in social development, and strive to answer the practical problems that students care about, and avoid talking about theory or simplicity. Knowledge is instilled. If the ideological and political teaching cannot effectively explain and solve the practical problems that students care about, its initiative and discourse power are easily lost. In the teaching of ideological and political theory courses in colleges and universities, it is necessary to attach great importance to integrating social hotspots and focus issues into the education and teaching process of ideological and political courses in order to stimulate and improve students' interest in the content of ideological and political courses. Guide students to seriously think about and analyze social problems, cultivate students' good learning ability, and create a positive learning atmosphere. Actively responding to major realities in the teaching of ideological and political theory courses. In the process of dealing with specific teaching contents, we must adhere to the close integration of the basic theories of Marxism with the real problems, and use Marxist theory to analyze, study and solve real problems; It is necessary to closely link the educational and teaching content of ideological and morality with the various phenomena in social reality and the ideological confusion and problems in the process of student growth, and guide the education students to think deeply and agree with the content and requirements of ideological and moral education and teaching; Integrating the latest theoretical achievements of Marxism in China and the frontier issues of economic and social development into the education and teaching of the theoretical system of socialism with Chinese characteristics in the ideological and political theory class; it is necessary to put the education and teaching of historical events with the needs and problems in the real world. Combine and guide students to seriously consider social realities, development trends and requirements. For example, the question raised by the students about why the Chinese Communist Party played a prominent role in the War of Resistance Against Japan, and the answer to the question: In time, the Communist Party of China is the only political party organized to carry out the fourteen-year war of resistance; in space, the Chinese Communist Party bears In the most difficult strategic mission of the enemy's battlefield; in terms of effectiveness, the Chinese Communist Party resolutely safeguards

national independence and dignity, and is worthy of the "mainstay" of the War of Resistance Against Japan. Practice has proved that actively responding to major practical problems in the teaching of ideological and political theory courses in colleges and universities is the basic requirement and important means to improve the pertinence and effectiveness of the ideological and political theory courses in colleges and universities.

In short, colleges and universities can only avoid the rigid content of ideological and political courses in colleges and universities by preventing positive responses to major practical problems, prevent the hollowing out of theoretical teaching, and be closer to the society, close to students, close to reality, mobilize and inspire students. Learning enthusiasm and interest, enhancing the realistic pertinence and vitality of ideological and political teaching, in order to continuously research new situations, discover new problems, solve new problems, meet new challenges, promote new practices, and seek New development, enhance the explanatory power and practicality of ideological and political education teaching, further improve the quality, effect and level of ideological and political education, so as to effectively realize the goals and requirements of the ideological and political theory teaching and teaching in colleges and universities.

IV. CONCLUSION

Through the research on the introduction of colleges and universities based on problem-awareness, the author draws the following conclusions:

A. Problem Consciousness is Conducive to the Ontological Innovation of the Teaching of the Introduction Course

Problem consciousness is a meta-question in the study of ideological and political education, and it has a fundamental ontological significance for ideological and political education. Adhere to the problem-oriented orientation, and strive to start from the students' problems, organically combine the teaching of theoretical knowledge with the students' state of mind and subjective consciousness with the subjective consciousness as the main content, and have an ontology for the effective implementation of the introduction to colleges and universities. The practical significance.

B. Problem Consciousness is Conducive to the Value Theory Innovation of the Teaching of the Introduction Course

Problem consciousness is an important dimension to promote the development of humanistic education in colleges and universities. It is conducive to promoting the implementation of modern subjective ideological and political education teaching; it is conducive to making ideological and political education more close to students' ideological reality and improving ideological and political education teaching effect. It is conducive to further mobilizing the initiative, enthusiasm and creativity of students, giving full play to the subjective consciousness

and ingenuity of students in the process of ideological and political education, and effectively cultivating and developing the subjective abilities and qualities of students.

C. Problem Consciousness is Conducive to the Methodology Innovation of the Teaching of the Introduction

In the teaching of the introduction course, we must adhere to the theory and practice. "One must connect with the current social reality, help college students understand the development of the situation at home and abroad, understand and master Xi Jinping's new era of socialism with Chinese characteristics. Second, we must contact the actual situation of college students to help college students. Correctly deal with the contradictions and problems that may be encountered in life. Third, we must contact the students' ideological reality, and help college students solving ideological confusion, and improve their ideological understanding. And "question teaching is centered on the content requirements of the textbooks and the development and development of China. Starting from the practical problems of college students' study and life, focusing on the application of Marxist theory, focusing on the theoretical thinking and application of practical problems, can prevent and overcome the concept game of making Marxist theory teaching into a book-style, and make a pretense The profound and eloquent stereotypes of teaching are in line with the basic requirements of the theory and practical teaching principles. Therefore, the problem consciousness is an intermediary and bridge that adheres to the theory and practice in the teaching of ideological and political education in colleges and universities, and has a methodological significance for the teaching of ideological and political education.

ACKNOWLEDGEMENT

Fund Project: Jiangxi Ideological and Political Education Fund Project

REFERENCES

- [1] Liu Yunqing, Zhou Xiaoyang. Open Teaching Theory——A Study on the New Model of Open Teaching in College Ideological and Political Theory Courses[M]. Chengdu: Sichuan Publishing Group Bashu Shushe, 2016: 173-174.
- [2] Shi Yunxia. Research on the history of the construction of ideological and political theory courses in colleges and universities [M]. Wuhan: Wuhan University Press, 2016: 335.
- [3] Zeng Zhuanghai, Li Yan. Paying Attention to Humanistic Care and Psychological Guidance: New Requirements for Innovative Ideological and Political Work [J]. Research on Ideological and Political Work, 2016 (2): 20.
- [4] Zhang Qicai. Ideological and Political (Characteristics) Teaching Theory [M]. Hefei: Anhui People's Publishing House, 2017: 198.
- [5] Luo Yuting. The Theory of Ideological and Political Theory in Colleges and Universities [M]. Wuhan: Wuhan University Press, 2016: 186.