

Improved Teaching Model of Ideological and Political Courses in Chinese Colleges and Universities

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Abstract: The promotion of ideological and political theory courses should respect and understand students' different visions and appeals, uniting the successful learning and wonderful life, and making the Chinese Dream education deeply rooted in undergraduates' mind. Teaching model is one of the important ways to realize the goal of cultivating high-quality talents. The improved teaching model research focuses on exploring the course of Morality and Law by designing targets, paths, content, methods and evaluation ways, to enhance the efficiency and effect. The research group made a questionnaire survey in Beijing among students in 6 colleges and universities and staff in 67 enterprises covering the fields of state-owned, private, sino-foreign joint ventures or foreign-funded companies. The group also made interviews with counselors and deans. By careful analysis, the team summarized an "1133" teaching model demonstrating new definition of the target, methods, and evaluation. The results should be connected with teachers' appointment, promotion and rewards to improve the main channel of ideological and political education.

1. Introduction

Ideological and political theory courses are the main channel of ideological and political construction which the CPC central committee has been very concerned about. Strengthening and improving ideological and political education in guiding ideology, basic principles, basic requirements, main ways and methods is more and more important in the 13th Five Year Plan. A series of documents have been published for the curriculum plan and deployment under the new situation. The course should focus on what students really love, bringing lifelong benefits. The construction of ideological and political theory courses should focus on how to improve the effective realization of the educational objectives. The mission of vocational colleges is to train high-quality and highly skilled personnel. High quality, as the core, includes higher moral quality and clearer sense of law.

2. Data Analysis

The survey data is analyzed by SPSS software, which suggests that further curriculum reform is very necessary. Based on statistics of student questionnaire survey and comparative analysis, the present situation is summarized as follows. 40.4% students are very satisfied with the course and 1.9% students are satisfied with it. 57.2% students want to improve their own thoughts and are attracted to the course content; 42.8% students learn the course to cope with the examination. However, 23.1% students think the course is a little helpful or useless. Most students hope teachers adopt the way of teaching. 15.9% students want to take a purely theoretical teaching, 37.2% want topic discussion-based teaching, 40.9% want case analysis. Pure theoretical teaching is unpopular. The effect of the video teaching method is arousing interests in learning. 40.1% students think video effect is very good, 36.7% think it is good. The task-driven method is improving the ability to learn. 71.4% students think of task-driven teaching as a method to improve learning ability. It can be seen that 59.3% students like surfing the Internet to find information in class. Group discussion achieves the best learning effect. 47.3% students in class seldom listen to the lecture. Students like to participate in the practice of course activities, with 39% loving off-campus visit. With declining cognitive ability of vocational college students, it is necessary for teachers to carry out a thorough reform to explain the theory and to arouse the interest in study.

3. The Establishment of Scientific World View

In view of the above problem analysis, course development is very necessary. First of all, political theory course is intended to enable students to establish a scientific world view, by providing basic Marxist views, positions and methods of understanding social development and the laws. That may result in a love for the motherland, for the people, and for the socialism with Chinese characteristics. To achieve such a purpose, practices under the theoretical validation and reproducibility will take place, becoming the driving force and source of theoretical innovation.

3.1 The connection to practice education

According to Marxist theory, qualitative change is advancing through continuous integration with practice and times. In this regard, teachers in the classroom are responsible for integrating theory with practice. Young students connect their understanding with the reality to be thankful to the development and changes of society. Practical education is to train students to know the community and to understand the country by effective means of ideological and political theory courses, which outline the most important items indispensable. With the deepening of China's educational reform, emphasizing the combination of theory and practice has become a consensus, which is feasible due to the environment of the society as a whole.

3.2 The broken ivory tower

The previously so-called "ivory tower" in colleges and universities has been broken. Teachers' engagement in practice with a strong scientific research has become a trend. Under such circumstances, the practice of ideological and political theory courses can be described as a flow to reflect the development of the society. Many institutions have added the practice of extra-curricular links outside the classroom, which benefits ideological and political class education for guidance in practical fields under an objective condition. Whereas, it is also a major challenge. It requires teachers to change the traditional teaching philosophy of education which simply focuses on talking about textbooks. Instead, teachers shall provide in-depth understanding of the society and social

realities of life, using theory to guide practice and testing theory with practice. In this process, students discuss with peers and the teachers who organize theoretical preparation. Inspired and guided by teachers, students become so motivated to learn and to think about social phenomena and problems by themselves.

3.3 The practice session

Classroom teaching can only be regarded as laying a foundation and groundwork for teaching practice. Success needs such efforts as available time, appropriate topics and appropriate practice of place. The practice session encourages students to go outside the classroom environment in extra-curricular time, so the timing must be expedient. In general, the annual winter and summer vacations are proper for activities of social practice. Colleges and universities adjust the examination procedures and time for the practical performance of students and the completion of the organizational operation. The ideological and political theory course can take advantage of this opportunity to encourage students not only to participate in professional practice, but also to understand and meet the requirements of political theory course. Colleges and universities shall select the best practice themes and practice venues to produce the desired effect, or even the opposite trend, and seize this outstanding achievements in the community or problems. It is also necessary to select several representative industries or regions as a base for the practice, which could facilitate contacts and arrangements. Students are encouraged to express their views fully during the course of social practice.

4. The Comfortable Training

Training involves much more than just talking to people; it requires to pose intelligent questions that inspire students to talk about their thoughts, their work and their concerns. Teachers can use a proactive process to help them upgrade their skills, reach their own solutions and understand their own actions. On occasion of 18th National Congress of the CCP, Chinese Dream has been emphasized in the education for college students. Ideological and political theory course in colleges and universities shoulders the important responsibility of instructing students of Marxist theory and Party's guideline. Thus, the promotion of Chinese Dream into classroom, into teaching material and into students' mind and the implementation of a long-term mechanism is one of the most important tasks for colleges and universities in China. Therefore, reform in education and teaching does improve the attractiveness and appeal of Chinese Dream. In order to broaden teachers' horizon, investigation and academic exchanges among teaching staff should be highly encouraged to improve teaching methods, explore teaching methods that comply with teaching principles and students' interest and inspire students' desire to think with preferable and favorable examples and language. It is also necessary to activate the atmosphere in classrooms with unique teaching strategies.

4.1 The help of information means

In order to provide enough interesting training, teachers take three information means to mobilize students' learning interest. The first is the improvement in classroom teaching strategy with simplified and exquisite PPT, which attracts the attention of students. Students learn professional knowledge by virtue of PPT and video effectively. The second is the use of computer network teaching platform which realizes online teaching, answering questions and submitting homework. The third is use of communication network, such as WeChat, QQ and Fetion, stimulating students' enthusiasm on main theory content. These means help to facilitate students'

class activities with vivid animation and music. Taking online education, instead of in classroom is a change for many people. So teachers are required to adopt strategies to convert traditional to online training.

4.2 Strengthening practice in training

Teaching in classroom must be combined with more and more practice. Through the survey, it can be found that students want the teacher to take practice teaching. Due to the limited capital, off-campus practice cannot be carried out too frequently. Practice teaching take the following three ways. The first is the classroom practice, using the typical case to illustrate the theory to solve a series of problems. The second is campus practice, organizing campus research, interviews, and moot court. The third is outside-school visit in patriotism bases, anti-drug bases and the courts to strengthen the book knowledge. So the task-driven teaching method increases the proportion of practice inside and outside the classroom. The method, with the core of "teaching, learning and doing", can improve students' practical application ability and also improve the teaching effect of teaching in the practice training bases.

4.3 New teaching model

The existing teaching model is "113", which has 1 subject, 1 guidance, and 3 practice models. Along with the rapid development of informatization, the generation born after 1995 is more interested in the information way to accept knowledge. Therefore, based on the 113 model, teachers adjust the teaching mode to "1133" to highlight 3 kinds of informationization means using three kinds of practice teaching models, closer to vocational students' characteristics. The purpose is to improve students' practical application ability. Instead of the evaluation on theoretical knowledge, examinations need further changes to attract attention and improve the process of learning behavior and application ability. And teachers are required to further develop students' participation, to arouse the enthusiasm of students, and to form a good habit. With the popularity of smart phones, it is feasible to make full use of network access to course related information, giving assignment on online platforms and stimulating interaction between teachers and students.

4.4. Supporting materials

In order to improve classroom efficiency, teachers have to apply some new and special teaching materials for students. A complete set of teaching guidance can help students grasp key points and difficulties of learning. Five modules to be a better man obeying morality and law help students to be a professional person in a series of tasks. By clarifying learning targets, students digest and absorb the teaching material content through exercises in order to improve the effectiveness as well as quality goals. Self-discipline students are more able to cooperate with other classmates. The training make them competent and confident.

5. Conclusion

The teachers' efforts are the vital part of improving the attraction and appeal of college ideological and political theory courses. The courses can play an important role in the process of constructing socialist harmonious society. Therefore, it is necessary to strengthen and improve new ways and new methods to conduct college ideological and political education well. Primarily, the 1133 model is offered as an alternative method of ideological and political teaching model to provide a novel approach for the analysis of ideologies, through examining their internal conceptual

morphology. The result is to interpret ideologies as the particular combinations of meaning from an indeterminate range of meanings at the disposal of a society. Hence, ideologies are located at the meeting point between logic (internal constraints on their permutations), culture (the impact of social practices and events over time and space) and the regularities of morphological patterning that they display. Besides, it is feasible to discover and set fine examples and commend the model teachers to enhance their sense of responsibility and honor. Thirdly, it is required to increase the assessment and examination of students' learning progress. The assessment should be integrated with the contents of Chinese Dream and their behaviors with innovative forms and methods. Finally, attention should be paid to the assessment of design science and its feedback. Advices and opinions should be gathered vastly to promote the "three entries" work of Chinese Dream continuously and steadily on the basis of people-oriented and talent-based teaching.

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