

The Practical Teaching Method of How to Innovate the Ideological and Political Theory Courses

—Take Jingdezhen Ceramic Institute as an example

Xiaoming Zhang

School of Marxism, Jingdezhen Ceramic Institute, Jingdezhen, 333403, China

Abstract: The practical teaching of ideological and political theory courses has become a common teaching mode in colleges and universities to improve the teaching quality and teaching effect of ideological and political theory courses. However, in the practice teaching mode of ideological and political theory courses, there are different innovative practice teaching methods among universities. This paper takes the status quo of the practice teaching of ideological and political theory course of Jingdezhen Ceramic University as the entry point, analyzes its effects and shortcomings, and puts forward the ideas and countermeasures of the practical teaching method of innovative ideological and political theory courses.

Keywords: Ideological and political theory class; Practical teaching; Innovation

1. Introduction

Due to the influence of utilitarianism, ideological and political theory courses are often regarded as an adjunct by the majority of students, that caused subjective exclusion of relevant courses. In addition, the theory of ideological and political theory is more theoretical as a result, students' sense of learning has produced greater differences. In order to improve the teaching effect and teaching quality of ideological and political theory courses, in 2005, Jingdezhen Ceramics University carried out the practice teaching of the four main trunks course like other brotherhood universities. After several years of hard work, the practice teaching mode of ideological and political theory courses of one lesson and one product, knowing and doing has been formed. Jingdezhen Ceramics University adheres to the principle of taking students as the basis, taking the times and reality as the starting point, vigorously promoting the practice teaching reform of ideological and political theory courses, and using the heuristic, speculative, situational, experiential and other teaching methods to focus on training students' abilities of practice, social observation, independent thinking, and cooperation, and constructed a practical teaching mode of one lesson and one product, knowing and doing, thus enhancing the teaching effect and teaching quality of ideological and political theory courses.

2. The Practical Teaching Mode and Effect of One Lesson and One Product, Knowing and Doing

Practices over the years have proved that the practical teaching of one lesson and one product, knowing and doing makes the ideological and political theory more vivid. In the process of painting, arguing, acting, and inspecting, students have fully exerted their own subjective initiative, turning passive education into self-education, and the fun of student learning has also been reflected, making them more interested in ideological and political theory courses.

2.1. Heuristic teaching inspire thoughts with drawings

Carry out the practical teaching of painting and philosophical in the course An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics. This practical teaching requires students to draw or take pictures and other works. The works must have refined words to explain the ideological theory and philosophical views. Through heuristic teaching, art students find the intersection of ideological and political theory courses in the professional field, which fully stimulates their interest in learning. In the meanwhile, students can actively think through the unique observation of the society and the theoretical knowledge, and show the works intuitively and vividly, from passive education to self-education, and improve the teaching effect of ideological and political theory courses. In 2010, the school selected more than 100 works from five aspects including campus records, social observation, philosophical interpretation, life perception, and environ-

mental protection. The works of Drafting Philosophy were published in Jiangxi University Publication in 2010.

2.2. Speculative teaching, understand theory with discrimination

Set up the practice link of the debate in the course Introduction to the Fundamental Principles of Marxism. The teaching activities are carried out by teachers to organize between their preliminary classes, select a debate team to participate in the school's rematch, and finally set two debate teams to participate in the school finals. In order to make the debate contest fully reflect the characteristics of the course and the teaching characteristics, the teacher is adequately prepared for the content and form of the competition. At the beginning of each semester, teachers and students work together to identify topics for debate on several course content. Besides, they also fully consider social hotspots and university life. Each pleading team consists of no less than 5 people, including at least two boys and two girls. At the same time, in order to encourage more students to participate in practical activities, students who do not participate in the debate can ask questions and comments. Ma Yuan's teaching team won the title of Excellent Teaching Team of the School, and the course Introduction to the Fundamental Principles of Marxism became a provincial-level quality course.

2.3. Situational teaching with performance

Carry out the practice teaching activities of moral legal drama in the course teaching of Ideological and Moral Cultivation and Legal Basis. In order to make the teaching content a student's conscious concept, when the main course of the Ideological and Moral Cultivation and Legal Basis is completed, the students will adapt the real stories happening around them according to the content of the teaching materials, and write them through their own performances. Put the moral legal script into the classroom, so as to show truth, goodness and beauty. At the end of each performance, the instructor organizes students to discuss, guides them to think about the legal ethics issues reflected in the works, and presents outstanding performances throughout the school to benefit more students. The ethical drama has changed the indoctrinated teaching style, transforming the abstract truth into concrete and vivid examples, which enables students to feel morality and truth in their personal experience and situational experience. Since 2003, a number of outstanding plays such as campus and social have been launched, which have produced strong repercussions among students. The Ethical Legal Drama practical teaching case won the second prize of the 2010 Excellent Innovation Work Case of Jiangxi Province. In April, 2012, the Jiangxi Provincial Education Working Committee and the Social Affairs Office of the Education Department

published a special report on the School Propaganda Ideological and Political Work Briefing.

2.4. Experiential teaching learning the history with inspection

In the course of the Outline of Modern and Contemporary Chinese History, the practice of teaching into the millennium porcelain capital has been transformed the historical and cultural knowledge into students' perceptions, allowing students to understand history in practice. The activity can be carried in the following three ways. (1) students' understanding of the history of Chinese revolution by the investigation of the Red Revolutionary Base in Jingdezhen. (2) By investigating the ceramic cultural sites in Jingdezhen, students will have a better understanding of China's porcelain making process, thus deepening students' understanding of China's modern history. (3) Through students' inspection of the old enterprises, suburbs, urban planning and construction in Jingdezhen, deepen their understanding of China's great achievements in reform and opening up. Experiential teaching enhances the distance between students and history. It also enhances students' national pride and their sense of historical mission and social responsibility.

3. Problems in the Teaching Mode One Lesson and One Product Knowing and Doing

3.1. Students: different attitudes towards practical courses or practice sessions

In the practical teaching activities of one lesson and one product, knowing and doing, students' attitudes toward practical activities are not the same. Due to the differences in hobbies, cultural knowledge, and professional fields of them. Even lots of students do not actually carry out relevant practical activities according to the practice plan arranged by the teacher. The activities are carried out in a form, which leads to a certain gap between the practice activities of some classes and the expected teaching effects.

3.2. Teachers: the themes of the practical activities are relatively monotonous

The practical teaching of one lesson and one product, knowing and doing has been carried out and implemented for six years. In terms of teaching content and characteristics, they can achieve close integration with ideological and political theory courses, but ultimately suffer from problems in practice funding, practice venues, related student safety, and practical guidance skills, so that it is difficult for teachers to carry out more thematic activities in practice or courses. So, the form of practical teaching is relatively monotonous, and teachers need to constantly innovate and create more teaching methods.

3.3. Schools: target setting is not very clear

At present, the practical teaching model of one lesson and one product, knowing and doing seems to have a special form and has achieved certain effects. However, the four practical teaching models are summarized, and the target orientation is not very clear. Due to the occupational time allocation problem and the practice base, the activity is usually regarded as a general social practice activity. Therefore, there is still a certain gap between the practical activities of "one lesson, one product, one knowing and oneness" and the purpose and aim of practical teaching of ideological and political theory courses.

4. Thoughts and Countermeasures of Practical Teaching Methods in Innovative Ideological and Political Theory Courses

4.1. Strengthen the guidance of college students and re-establish attitude

In order to ensure the teaching effect of the practical teaching of ideological and political theory courses, and fully take into account the utilitarianism of students and the current situation, schools and teachers must strengthen the correct guidance to contemporary college students. Through intensifying publicity, college students are fully aware of the characteristics and functions of relevant courses, so that college students can change their concepts and take seriously the practical teaching activities of one lesson and one product, knowing and doing.

4.2. Increase the training for teachers and improve teaching quality

The ability of the teacher's professional literacy and other aspects has a significant impact on the quality of the course. In order to improve the quality of the practical teaching of ideological and political theory courses, teachers need not only a high theoretical level, but also the corresponding practical guidance ability. Schools should make full use of various resources, increase training for teachers, and improve the ability of teachers to guide and practice, thus improving the quality of teaching.

4.3. Change ideas clear goals and positioning

The development of practical teaching activities in the ideological and political theory courses in colleges and universities, such as the development of the practical teaching mode of one lesson and one product, knowing and doing, covering all aspects of universities and society, we must integrate and optimize all aspects of resources. In the meanwhile, to ensure that the teaching effect of ideological and political theory courses is improved, colleges and universities should change their ideological concepts in a timely manner, and raise the importance of understanding the practical teaching of ideological and political theory courses, so that they can be equal to the theoretical courses.

4.4. Carry out a variety of practical teaching activities, and strengthen the construction of practical teaching bases indeed

The development of practical teaching activities should also change the theme depend on the different professional characteristics of students. Also, for ensuring the safety of students' practice, the development of experiential and other teaching activities should be implemented in a way that does not flow in form. Colleges and universities should integrate local relevant resources, give full play to the local advantages, and extensively establish a variety of off-campus practice teaching bases, carry out regular exchanges and cooperation, and provide a strong foundation for the normal development of practical teaching activities in colleges and universities.

References

- [1] Hu Xiaojuan. Research on Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Media Age. Education and Occupation. 2017.
- [2] Luo Junqiang. College Ideological and Political Course Practice Teaching Course. Changsha: Central South University Press. 2015.
- [3] Zhang Guofu. Discussion On the Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities. Henan Education. 2013.
- [4] Xie Jun, Wei Gang. Research on the Innovation Model of Practical Teaching in Ideological and Political Theory Courses. Educational Profession. 2012.