Innovative Development of Ideological and Political Teaching Mode in Colleges and Universities under the New Situation

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Abstract: Under the new situation, the ideological and political teaching mode of traditional colleges and universities had obvious drawbacks. Therefore, the innovative development of ideological and political teaching mode in colleges and universities under the new situation was studied in this paper. Based on its development, the specific methods of innovation were analyzed. The main methods include building a series of teaching modes, building a multimedia teaching mode, paying attention to the feedback-based education model, constructing an interactive open education model, and constructing a student-centered practical teaching model, thereby helping teachers to change their thinking and improve their teaching ability.It has positive significance for the development of ideological and political education innovation in colleges and universities.

Keywords: New situation; Colleges and universities; Education; Problematic innovation

1. Introduction

Since the 18th National Congress of the Communist Party of China, in order to consolidate the party's ability to govern and raise the ideological consciousness of the whole nation, it is particularly important to vigorously develop education. The ideological and political education positions in higher education have been given special attention, and the ideological and political theory courses have played a pivotal role as the main channel of ideological and political education. In order to enhance the effectiveness of ideological and political theory courses, many colleges and universities began to reform the teaching mode and teaching methods of ideological and political courses[1]. Some colleges and universities have tried to adopt such models as MOOC, flip classroom, and micro-class, or use some methods such as online teaching and practical teaching to change the traditional teaching mode. There are many problems in the process of practice, and a lot of experience summarized[2]. In the initial stage of reform, the new teaching model reflects unprecedented advantages, and at the same time, it also reveals many shortcomings. How to effectively concentrate the advantages of various teaching modes in teaching is the key to think and innovate for every ideological and political theory worker [3]. The main purpose of the teaching of ideological and political courses is to cultivate students' correct outlook on life and values. Ideological and political teaching, like other disciplines, should be practical and closely related to practice. Most colleges and universities have obvious drawbacks when teaching this course. The necessary

reforms should be carried out in terms of teaching concepts, teaching methods and contents. From the specific teaching aspect, the transformation of teachers' thinking concepts and the improvement of teaching ability have positive significance for the formation of new teaching modes[4].

2. The Foundation of Innovation and Development of Ideological and Political Education Model in Colleges and Universities under the New Situation

2.1. Basic form of Development

Over the years, college ideological and political theory courses have always been based on classroom teaching and systematic theoretical study. Which is similar to the cramming teaching mode, students have low attendance and low head-up rate. Many students believe that the content of such courses is highbrow and false, and has no meaning for their own growth and development. The attitude toward ideological and political theory courses is negative, and the process of learning is sloppy and even disdain[5]. It has been common for students to skip classes. Even when they come to the classroom, most students are head down, either watching a mobile phone or sleeping, or reading professional books and other books. Teachers'attitude towards students is negative, and the effect of lesson preparation and teaching is also greatly affected, showing poor enthusiasm for lesson preparation, lack of innovation, lack of confidence and so on. Many teachers don't have enough time and energy to invest in the curriculum. Most of the teachers don't

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know how to cope with the students' numb learning status, and they turn a blind eye to the classroom teaching[6]. Even if some teachers try to change the way of teaching through practical teaching, the effect of teaching changes is minimal. This phenomenon is mainly caused by current ideological and political teaching mode in colleges and universities. The ideological and political teaching mode in colleges and universities is shown in Figure 1 below:
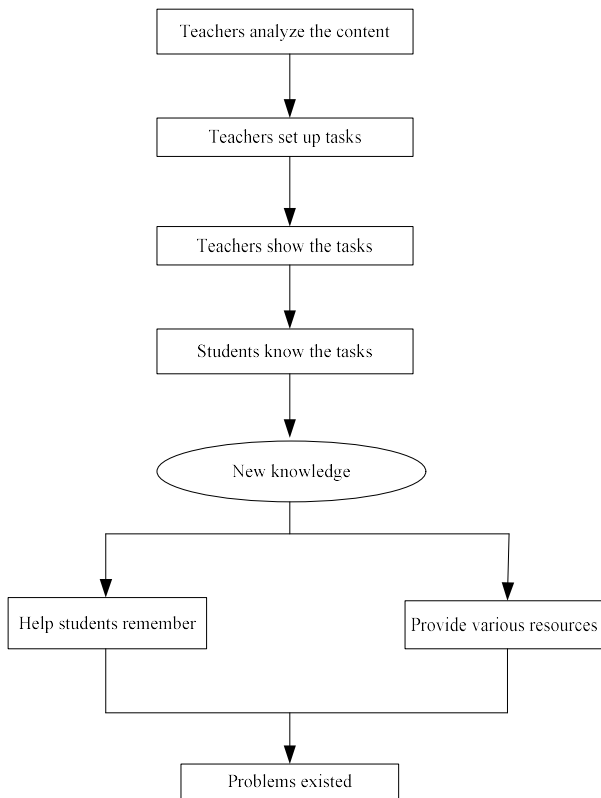

Figure 1. Ideological and political teaching mode in colleges and universities

2.2. Main Direction of Development

There are several reasons for limiting the current development of ideological and political education in colleges and universities: First, the limitations of hardware and software conditions and the teacher's own factors and other subjective and objective reasons, leading to the teaching model still tends to be rigid, lack of vitality, directly affecting the teaching effect of ideological and political theory courses. It is difficult for students to understand the subtle influence of ideological and political theory education on a person's physical and mental development and growth. Second, during the period of social transformation, the information was smooth, and under the impact of various new things and new trends of thought, students were not determined to be convinced of

Marxism and socialism [7]. Under the background of the transformation of whole society, most of the current college students are only children. Under the influence of modern family education and social education, the thinking mode of this new generation has changed a lot. It is difficult for them to concentrate on systematic theoretical study in school. They are not interested to the ideological and political theory lesson that they think boring. Third, the school curriculum has a great influence on teaching and learning. At different stages of the university's four years, students' growth and physical and mental development have different characteristics[8]. Therefore, when the curriculum is set up in different stages, and the acceptance of students is different. For example, the first-year university students have just entered the university from high school and are in a transitional period. This is the stage in which the college students' world outlook and outlook on life are gradually formed. The courses arranged at this stage are clearly oriented and easy to be accepted by students. The second-year university students are at a confused stage, and they are ambiguous about important and unimportant things. Learning enthusiasm comes quickly and also retreats quickly. The third-year university students began to form their own learning habits and patterns, and they have basic goals and intentions for future study and practice. Although students at this stage have realized the importance of learning, they often devote more time and energy to professional study and disregard courses such as ideological and political theory courses due to changes in academic tasks. The fourth-grade university students face career selection after graduated or continue their studies. Students often show clear learning objectives, and the ideological and theoretical courses offered by the school are even more negligible[9]. Therefore, most colleges and universities arrange the ideological and political theory courses in the first and second grades of the university, which shows that this is in line with the students' cognition and development rules during their school years.

3. Innovative Development Method of Ideological and Political Teaching Mode in Colleges and Universities under the New Situation

The development of society requires appropriate reforms in the ideological and political curriculum of colleges and universities, and the problems in the ideological and political curriculum of colleges and universities also require innovation in the teaching model. Among them, the main problems of ideological and political teaching are as follows: First, the teaching mode is too single[10]. Modern teachers have realized this, but in the specific teaching, limited by the influence of personal qualities and traditional educational concepts, teachers still occu-

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py most period of the course, and neglect the cultivation of students' practical ability. Simple theoretical explanations not only cannot improve students' enthusiasm for learning, but also hinder the realization of teaching goals; Second: It is out of the characteristics of the times. The rapid development of the market economy has spawned a variety of high-tech products, which makes the traditional teaching concept have a serious lag; Third: teaching equipment is backward. The application of multimedia technology in ideological and political teaching has improved teaching efficiency. However, this is only for a small number of schools. For most colleges and universities, because of their ideological ignorance of ideological and political courses and low teaching ability, advanced teaching equipment cannot be introduced into teaching, making teaching equipment fall behind teaching demand[11]. Therefore, many colleges and related institutions have begun to study the teaching mode and teaching methods of ideological and political theory courses from different angles to enhance the attraction and effectiveness of ideological and political theory courses. Most of these reformed teaching models tend to be based on open education, using modern network information technology and advanced media technology as a platform to make teaching and learning free from time and space constraints. In most cases, the curriculum, classroom teaching, student learning process, student learning experience, teacher-student interaction process, etc. are systematically implemented online through the network[12]. These new teaching models undoubtedly show many unprecedented advantages in the process of trying.

3.1. Construct a Series of Teaching Modes

Under the new situation, the innovation of ideological and political teaching mode in colleges and universities can meet the needs of enterprises, society and universities. The series teaching mode is devoted to making the course content into a series of topics and setting clear teaching goals. This can make it easier for students to understand the teaching content and grasp the difficulty of teaching. The application of the series teaching mode in the ideological and political teaching of colleges and universities has improved the teaching efficiency to some extent [13]. However, this teaching mode has high requirements for teachers' teaching flexibility and the overall grasp of the curriculum. Reasonable use of the series teaching modes, teaching series topics to meet the needs of different students. In view of the basic characteristics of the ideological and political curriculum,

teachers should infiltrate economic and cultural teaching modes in the process of producing series of topics, so that the goals of ideological and political teaching are clear and the ideas are clear, so as to promote the improvement of teaching efficiency. Schematic diagram of the series teaching mode, as shown in Figure 2:
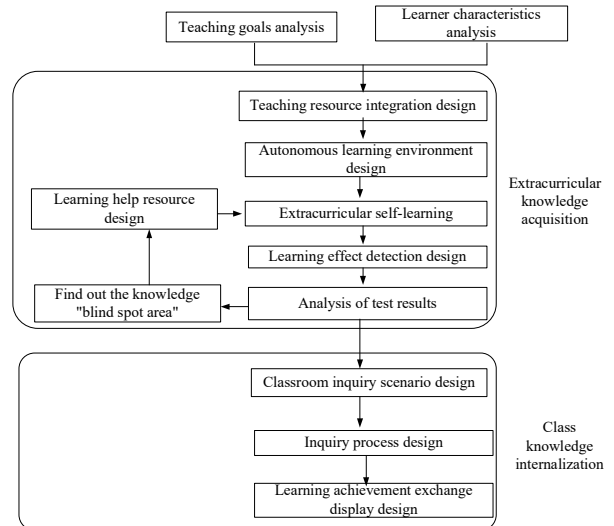

Figure 2. Schematic diagram of series teaching mode

3.2. Building a Multimedia Teaching Mode

The positive role of the multimedia teaching mode has been recognized in the teaching of colleges and universities. In the ideological and political teaching, the advanced equipment of multimedia should be fully utilized to make the teaching more intuitive[14]. Using multimedia technology to provide video, audio and pictures for teaching, can stimulate students' enthusiasm for learning. In this process, teachers should understand the students' learning needs, and make correct teaching plans for the teaching content, and provide students with a large amount of information needed for independent learning. In the multimedia teaching mode, students' thinking is more active and the communication between students and teachers is realized. It has changed the status and teaching role of traditional teachers and met the basic needs of the new curriculum standards. Schematic diagram of the multimedia teaching mode is shown in Figure 3:
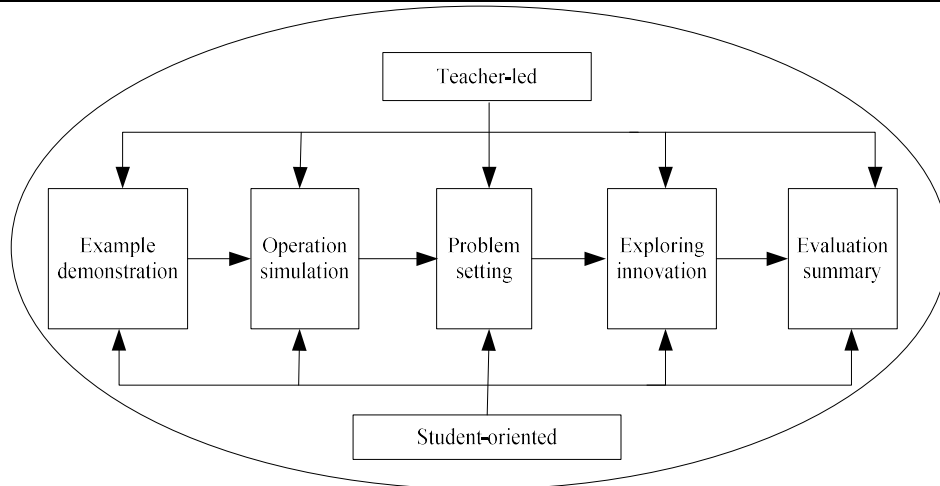
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Figure 3. Schematic diagram of the multimedia teaching mode

3.3. Paying Attention to the Feedback-based Education Model

Essentially, the purpose of ideological and political theory teaching in universities is to solve such problems as how to train and what kind of people to train. It's highest goal is to train outstanding socialist modernbuilders and successors[15]. In order to achieve this goal, the teaching of ideological and political theory courses must ultimately make college students have a healthy psychology and a correct value orientation. Marxist philosophical system thinking, and consciously doing all kinds of work, and can not just stop the ideological work on the surface, relying on the test score to judge the level of ideological and political morality of college students. The advantage of university ideological and political practice teaching lies in the realization of the unity of knowledge and action on the basis of practice. Therefore, in the process of education, more attention should be paid to the observation of students' emotional feedback, and the feedback education model is shown in Figure 4:
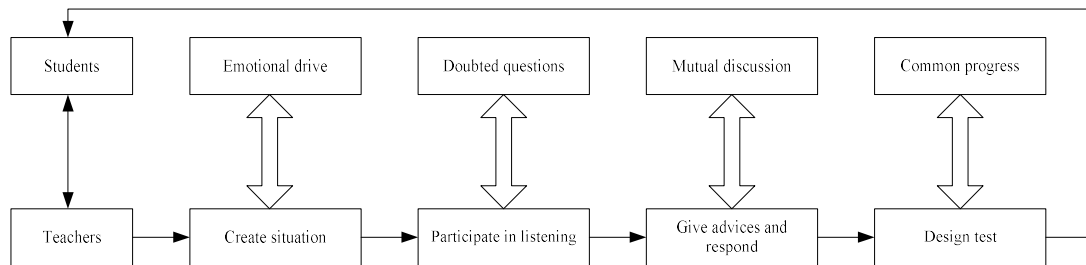

Figure 4. Feedback-based education model

Contemporary college students are in a stage of enthusiasm. They are so young and passionate about the situation. Through the participation of practical education, contemporary college students can have a strong interest in all aspects of their lives. Interest is the main source of power needed by our ideological and political theory. Through certain practice teaching, college students can understand their specific situations and the results of reform. It is conducive for them to better understand their own problems, to understand their important historical missions, to promote their sense of social responsibility, and to develop and improve themselves according to the needs of social development. I hope that if we develop good morality and political behavior, we should take a strong sense of social responsibility as our spiritual motivation. Vigorously carrying out practical teaching can make college students more law-abiding and hard-working. Under the influence of current utilitarianism, contemporary college students are filled with the spirit of hedonism, and pursue the pursuit of "freedom" as their own purpose with poor concept of discipline and organization. The spirit of practice and the experience of practice can help them change this bad habit. In many practical education activities to visit the revolutionary martyrs, many students who originally had hedonistic thoughts were inspired by the spirit of the martyrs, and

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thus opened a path of virtuous circle practice of self-reflection to self-optimization.

3.4. Constructing an Interactive Open Education model

Open, participatory practice can make ideological and political education have the characteristics of the times. For the time being, due to the continuous advancement of network science, students' "circle" style has become more prominent, and their life circle is extremely limited, making social life and personal life disconnected from each other. It leads to the lack of awareness of social development by college students, or just a one-sided understanding of it. The quality education for college students can be carried out through the combination of the current practice of new things, providing a platform for good participation for all-round development opportunities for college students. It will enable the strengthening of ideological and moral cultivation and

the study of scientific culture to be unified, but also the realization of self-value and the realization of social values, and the unification of hard struggle and lofty ideals. The background of practical teaching in ideological and political theory courses is not limited by time and space. Therefore, in a broad sense, the whole social environment is the platform for practical teaching of ideological and political theory courses. The lag of traditional classroom teaching content and the shortage of teaching space caused that the flexibility and openness are greatly limited. Therefore, the effective acquisition and enhancement of the ideological and political theory education of college students is very important. First of all, the practical teaching concept should have open characteristics, so as to better meet the requirements of modern society and lay a solid foundation for ensuring the effectiveness of teaching. The interactive open education model is shown in Figure 5:
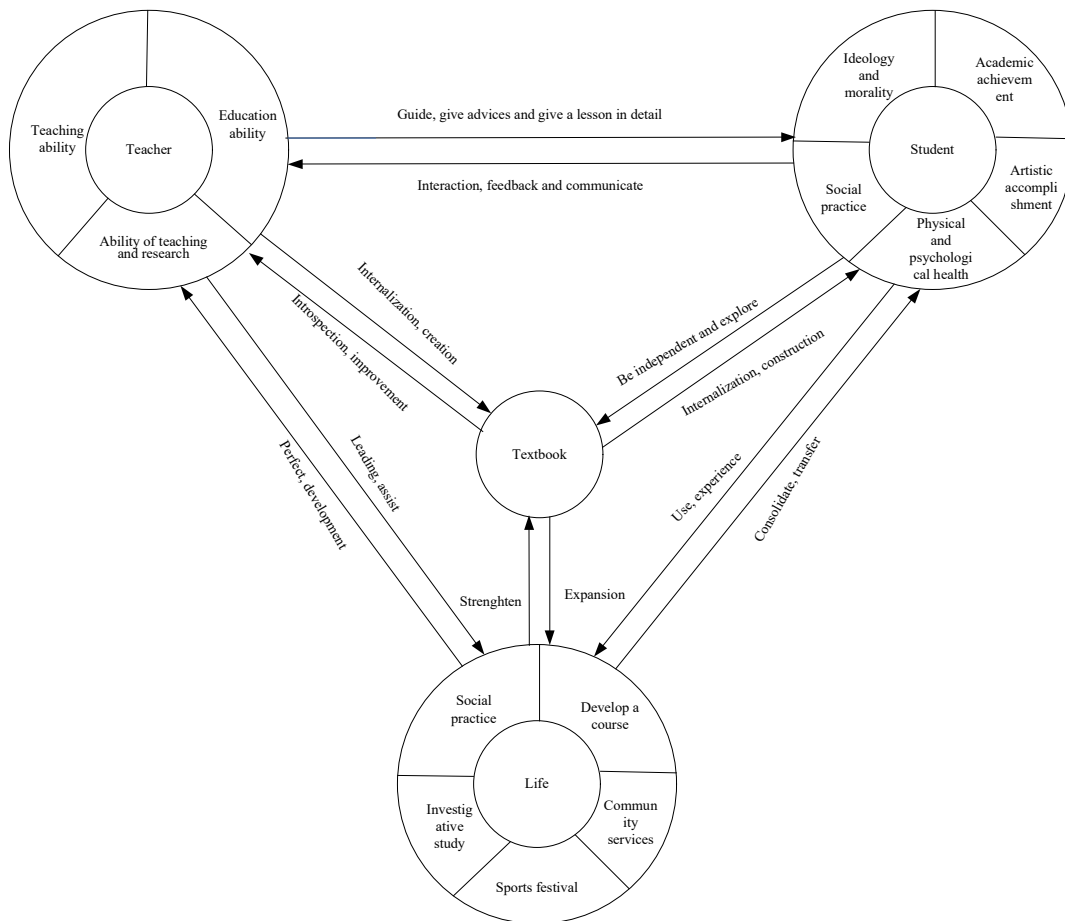

Figure 5. interactive open education model

As can be seen from the above figure, the main feature of the interactive open teaching model is that the teaching

content should advance with the times and develop and innovate. In other words, the main content of teaching

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should break the traditional book-oriented framework. According to the characteristics of the times and the needs of students, the corresponding choices can be made. The content of practical activities should also be constantly adjusted with the development of the times to ensure that the ideological work is more effective. Second, the openness of the teaching platform. The activities of teaching practice can no longer be carried out with traditional thinking, and should have the atmosphere of the times. If the development of the platform is restricted, the effect of ideological and political education will be greatly reduced. In the current period of new media popularization, moral education workers and builders in the universities should seize the opportunity, find the right time, and quickly establish a platform for practical education in this area. It coincides with the increasing emphasis on the educational media by the Party Central Committee. With the power of the new media, the cost of moral education practice will be effectively controlled and the effect will be significantly improved. Third, the openness of the teacher-student relationship. The teacher-student relationship is more democratic in practical teaching. The two sides can discuss a certain problem together democratically, and can also give full play to the individuality of the students. It can also reflect the principle of teaching benefits teachers as well as students, and the self-education and self-discipline of the students can be implemented. Fourth, the openness of teaching effects. It is different from the traditional way of pursuing standard answers. The purpose of practical teaching activities is to make students form a certain comprehensive impact, and some of them have some influences that students cannot presuppose, so they are uncertain and open. Fifth, practical teaching should maintain relatively flexible characteristics, which can make teaching activities more targeted and conducive to the development of students' individuality.

3.5. Constructing a Student-centered Practical Teaching model

It's necessary to adhere to the student-centered, teacher-led, advocating heuristic, discussion-style, research-based teaching, arranging student assignments in a research format, emphasizing student initiative and learning outside the classroom. Its main role is to help more students participate, let them truly understand all aspects of knowledge through practice, and constantly adjust the knowledge structure and improve themselves. According to Marxist subject theory and practical theory, subject and subjectivity are promoted and verified from practice, rather than being born with. Similarly, as the main body of practical education, students will be unaccustomed when they become a subject. Students need to understand the role of subjectivity, and subjectivity needs to be fully demonstrated through practical application. First,

the implementation of practical teaching allows students to better think and learn. In practice teaching, the main task that teachers should undertake is not to impart theoretical knowledge, but to focus on cultivating students' interests and hobbies, and to encourage them to explore and "suspicious" in their thinking. Teachers should give full play to the role of instructors, help students collect all aspects of information, implement various forms of practice, such as reading exchanges, paper exchanges, etc., so that students have a deeper grasp of some relevant theories; In addition to informing students of these theories and conclusions, students should be guided to think about and summarize various vivid examples. Therefore, in the teaching practice, the students'subjectivity will be reflected, changing the old teaching mode of passive acceptance of various theories and ideas. It's also necessary to give full play to their subjective initiative, to achieve better teaching results; Second, practical teaching can enable students to answer some questions with their own ideas. If you do not question nor analyze a certain theory or thought, and accept it without thinking, it will have a serious negative impact. Especially for some college students who are in the "growth" of thinking, they will have a certain rebellious mentality, are more susceptible to the influence of other groups, and ultimately cannot believe in the decisions they make. Therefore, in the practical teaching, this kind of psychological tendency of college students should be better guided. Compared with the traditional classroom teaching theory of "cramming", the practical teaching mode gives students more room to play, so that they can learn the ability to deal with contradictions autonomously and find and resolve problems in practice. It is through this kind of thinking, doubt, and self-criticism that college students can achieve self-teaching and self-discipline. The conclusions thus obtained will be closely linked to beliefs and ideals, and will be able to influence college students more stably and sustainably.

4. Conclusion

With the social development, the innovation of ideological and political course in colleges and universities have become inevitable. Above we analyze the ways of teaching reform for the problems existing in the traditional teaching model. In fact, the innovation of the ideological and political curriculum is not only reflected in the above aspects. Teachers should continue to explore in teaching, improve their teaching ability, build advanced teaching concepts. The traditional teaching model was reformed on the premise of realizing the people-oriented teaching model. The ideological and political curriculum has its own characteristics. At the same time, its teaching efficiency affects students' moral quality, has a greater impact on social development, and realizes ideo-

logical and political innovation, which can promote the improvement of teaching efficiency.

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