

Current Situation and Path of Ideological and Political Theory Course in Colleges

DONG Fang^{[a],*}

^[a]Hetian Normal College, Xinjiang Hetian, China.
*Corresponding author.

Supported by the phased achievements of the university-level scientific research project of Hetian Normal College.project number (10765019237).

Received 10 August 2020; accepted 26 October 2020
Published online 26 November 2020

Abstract

This paper summarizes the ideological and political theory courses in colleges, analyzes the problems in the teaching of ideological and political theory courses in colleges, and puts forward the implementation path of ideological and political theory courses in colleges. The ideological and political theory course in colleges is an awkward position for a long time. Many of our students even directly call the ideological and political theory course a preaching course. The students' recognition of the course we carry out is not high, and the feedback effect is not good. In essence, the process of ideological and political education is a complex process of movement with many factors interacting, which is full of various contradictions. The basic contradiction is the contradiction between the ideological and moral requirements of a certain society and the ideological and moral level of the educatee.

Key words: College; Ideological and political theory course; Current situation; Path

Dong, F. (2020). Current Situation and Path of Ideological and Political Theory Course in Colleges. *Canadian Social Science*, 16(11), 29-32. Available from: <http://www.cscanada.net/index.php/css/article/view/11957>
DOI: <http://dx.doi.org/10.3968/11957>

1. AN OVERVIEW OF IDEOLOGICAL AND POLITICAL THEORY COURSE IN COLLEGES

With the rapid development of our country's economy and society, the ideological and political theory course in colleges is becoming more and more important, but the content design of ideological and political theory course in our country is not suitable for the rapid development of society. In the classroom, most of them adopt the theory teaching mode of full hall irrigation, attach importance to the theory teaching, ignore the function of practice, so that the ideological and political theory course in colleges and universities can not achieve the expected effect on the whole. (Meng, 2019) The teaching method is single, only adopts the ideological and political theory course teacher to pass on the textbook related content to the student, our student generally feels this course is monotonous and lacks the interest in the classroom, this shows that our university ideological and political course teacher does not start from attracting students' attention.

2. PROBLEMS IN IDEOLOGICAL AND POLITICAL THEORY COURSE IN COLLEGES

2.1 Lack of Attention to Ideological and Political Theory Courses in Colleges

Although we pursue quality education and try to make every student achieve all-round development, many schools still attach importance to intellectual development and despise the importance of moral

education. As long as the teacher teaches the class students good results, is an excellent teacher, and in the selection of excellent, promotion will give priority to such teachers. (Gong, 2017) With such evaluation criteria, teachers will spend time and energy to improve students' grades and rarely carry out ideological and moral education. As long as students have excellent grades, they are good students, they will be recognized by schools and teachers. Other aspects, such as the level of ideological and moral character, have little impact on their grades.

2.2 Deviation in the Teaching Methods of Teachers

The teacher's intonation in class is flat, a class, from beginning to end is basically a tone, lack of necessary intonation changes, up and down adjustment, no cadence, lack of passion, no obvious facial expression changes and feelings, lack of the teacher's vitality and charm, even appear to be inconsistent with the actual age, language lack of appeal and attraction; the necessary language art is not in place, body language such as the transmission of smiles, eye contact, approval and doubt, affirmation and encouragement are not in place; the voice is small, students sitting behind is difficult to hear clearly, so the effect of ideological and political theory class is greatly reduced. (Chen, 2018)

2.3 Problems With Teachers' Teaching Effectiveness

Some teachers regard teaching as a means of earning a living, with many classes a week and a lot of money earned in class hours, but the ideological and political theory course is not effective and does not run through education and teaching; some teachers do not attach importance to ideological and political theory courses, only teach knowledge in class, do not carry out necessary ideological and political education, and do not regard engineers who shape students' souls as their own goals and missions; some teachers themselves do not understand this and belong to a kind of entangled teacher who directly or indirectly affects students in their actual work; Some teachers only talk about what students like on the platform, whether the content is appropriate or not, whether it is positive or negative, and teach according to their own ideas on the platform. These all affect the effect of ideological and political theory course in colleges and universities to some extent.

3. TO IMPROVE THE IMPLEMENTATION PATH OF IDEOLOGICAL AND POLITICAL THEORY COURSE IN COLLEGES

3.1 Making Full Use of Modern Teaching Methods

People often think that the ideological and political

theory course is to teach, in fact, with the help of modern teaching means, our ideological and political theory course can also become very popular with students. For example, the application of "multimedia" technology in the teaching of ideological and political theory course can make the ideological and political theory course show in the form of picture sound, so that students can better understand. (Chen and Zhang, 2014) In the teaching of Marxist philosophy theory, in order to make students better understand the truth that "quantitative change can cause qualitative change only when it reaches a certain degree, and quantitative change to a certain extent will inevitably lead to qualitative change", Ideological and political theory teachers can make cosmic velocity map courseware. Let students see from the classroom multimedia display screen, when the satellite launch, the satellite motion speed gradually increased, which reflects the accumulation of quantity, once the first cosmic speed, overcome the earth's gravity to become the earth's satellite, Here you can explain the theory of qualitative change. This kind of teaching, with the visual content grasps the student to this course study interest, will let the student understand the abstract philosophy more naturally.

3.2 Making Ideological and Political Theory Courses More Approachable

The basic theory of ideological and political theory, if a class is only a simple theoretical teaching, the effect of students in class will be greatly reduced, but if another way, the form of "debate", Through free debate let students think and draw corresponding conclusions, learning results will be better. Because in the process of debate, students can think and discuss the problems fully, and use the knowledge they have learned to think, which is conducive to the reuse of knowledge. (Chen, 2018) For example, the relationship between the rights and obligations of citizens, the relationship between internal and external causes "and other knowledge points, can be used in a debate-style teaching. It has been proved that through the debate, it not only deepens the students' impression of the theoretical content, exercises the students' courage, language expression ability, and language organization ability, but also improves the effectiveness of political thinking. In the ideological and political theory course of colleges and universities, if the teacher gives some examples that are not related to the students' life, the students can not be connected with their own reality, and the effect of listening to the class is difficult to achieve. It is a good way to explain some examples with students in class, but it is more persuasive to use students' stories to give examples. For example," the state should guide citizens to establish a healthy and civilized concept of consumption, to understand some of the students' own life, so that they can be invited to the podium to share their stories. Some students'

story is like this: his grandfather is sick, because do not want the money of Chinese children, has not been hospitalized, not long after the death of serious illness. However, his family was affected by the old customs in the countryside, and it cost more than 10,000 yuan to treat dinner before and after the funeral. Had known this, it is better to let Grandpa in hospital, may also cure Grandpa's illness. Another student said that his brother invited the master when he was married, the scene was very luxurious, did not take into account the actual economic situation of the family, after the wedding, resulting in a large amount of debt to be repaid, resulting in family economic tension. Through such a way of teaching, let students be narrators and talk about their own things, can increase students' participation in the classroom, improve students' participation, but also improve their enthusiasm and initiative. Finally, by the teacher summary, students are also easier to accept.

3.3 Play the Role of Music in Ideological and Political Theory in Colleges

Music is a kind of sound frequency which can produce resonance effect, which comes from the initial life movement of human ontology. They are produced with human beings, originated with human origin, and developed with human development.

We emphasize that ideological and political education should "moisten all things silently". To internalize the students' own inner world, but not to dare to speak political truth. On the contrary, we should preach the spirit of the long March, the glorious historical process of the suffering of the Communist Party of China, the cause of socialism with Chinese characteristics, Chinese Dream, and further explore the internal relationship between the theory of ideological and political theory and the realization of students' ideal of life. (Song and Cai, 2018)

In classroom teaching, we can properly introduce serious music, with the aspirations of different times, different nationalities, to inspire students, arouse their resonance to scientific theory, can make the theory sacred, such as in solving why history chose the Communist Party? Why can only socialism save China? We can first play the International Song of Baudie and Diget in class as the introduction, and introduce the story behind the music to the students, tell us the relationship between qu Qiubai, the early leader of the Communist Party of China, how to translate, and how to sing their own translated international songs. As Lenin put it, "a man of consciousness, no matter which country he comes to, no matter where fate throws him, no matter how he feels alien, speechless, unaccompanied, far from the motherland, he can find himself comrades and friends with the familiar tune of the international song." Let the image of the party, let the image of communism through the song over and over again, in the hearts of students become tall and sacred.

For example, when we talk about two hundred-year goals, we can start from the army song "Chinese Men" in 1895. The realization of national rejuvenation actually began when the nation appeared in crisis, but only today, we are closer to this goal than at any time in history. Let the students in "Chinese men, Chinese men, to support the sky with one hand, sleeping lion for thousands of years, sleeping lion for thousands of years, a man shaking his arms" In the song, experience the end of the nineteenth century reduced the roar of the Chinese nation, unwilling. Stimulate their patriotic enthusiasm, consciously combine personal ideals with common ideals.

3.4 Teachers Should Keep a Keen Eye on Society and Strengthen Their Sense of Mission

On the one hand, the market economy has promoted the change of people's ideas, produced new ideas, morality and values, at the same time, it has brought our economy alive and laid a material foundation for our comprehensive deepening reform today, which is a good place. The lack of collective concept and social responsibility has also caused some people's ideological and moral depravity to a certain extent. As an ideological and political teacher, we should have a clear and sober understanding of this, strengthen our own sense of mission, and consciously fight against the wrong ideas. For example, when teaching the national regional autonomy system as one of the basic political systems of our country, after introducing the basic content and its historical significance, it is necessary to carry out the corresponding education in combination with the problems existing in some autonomous regions at present. For example, when teaching the basic contents of socialist core values, we can analyze the values of patriotism, dedication, honesty, friendliness and individual level of citizens. In short, our ideological and political theory course solves the problem of human thought. Any phenomenon in society, as long as it is any aspect that puzzles students, should try to understand and think. To care about our students and to care about any ideological problems and puzzles they encounter in real life and study is to care about our future.

REFERENCES

- Chen, C. X. (2018). A reflection on students' subjectivity in ideological and political theory course in colleges and universities. *Heilongjiang Higher Education Research*, (12).
- Chen, W. B., & Zhang, Y. C. (Eds.) (2014). *Principles of ideological and political education* (pp.141-146). Higher Education Press.
- Deng, X. M. (2019). A study on the present situation of ideological and moral education and its teaching methods. *Good Parents*, (20).
- Gong, Z. W. (2017). Analysis on the causes of the weakness of the teaching validity of ideological and political theory

- course. *Colleges and Universities Heilongjiang higher Education Research*, (5).
- Meng, J. Y. (2019). Current situation and countermeasures of ideological and moral education in colleges and universities. *Journal of Jilin Institute of Education*, (7).
- Song, B. N., & Cai, X. J. (2018). *Study on the theory and practice of general education in colleges and universities* (pp.164-170). Qingdao: Ocean University of China Press.
- Zhang, M. G., & Marxism, S. O. (2019). Problems and countermeasures in the teaching of ideological and moral education. *Guangdong Education*, (6).
- Zhu, X. J. (2019). A study on the present situation and countermeasures of ideological and moral education in the new period. *New Curriculum Learning*, (4).