

# Research on the Practical Teaching of College Ideological and Political Courses Based on the Second Classroom in the New Era: Taking Jingdezhen Ceramic University as an Example

SHAO Yu<sup>[a],\*</sup>

<sup>[a]</sup>Jingdezhen Ceramic University, Jingdezhen, China.  
\*Corresponding author.

Received 28 August 2021; accepted 25 October 2021  
Published online 26 December 2021

## Abstract

Ideological and political courses in colleges and universities are the key courses to implement the fundamental task of cultivating people by moral education. The second classroom activities have targeted, flexible, interactive and practical characteristics, as well as unique ideological and political education functions. This paper mainly focuses on the current practical teaching of ideological and political courses in universities to analyzes its existing problems. Combining with the practical teaching reform of ideological and political courses in Jingdezhen Ceramic University, the means for innovating teaching methods and the second classroom of ideological and political courses are explored, so as to further enhance the attraction of the courses and the effectiveness of practical teaching.

**Key words:** Ideological and political courses; The Second classroom; Practical teaching

Shao, Y. (2021). Research on the Practical Teaching of College Ideological and Political Courses Based on the Second Classroom in the New Era: Taking Jingdezhen Ceramic University as an Example. *Higher Education of Social Science*, 21(2), 79-82. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/12381> DOI: <http://dx.doi.org/10.3968/12381>

## 1. INTRODUCTION

“Cultivating students’ practical ability, innovative spirit and social responsibility” are the latest requirements put forward by the Party and our nation for the training

of talents in colleges and universities. In order to meet this requirement, the ideological and political courses in colleges and universities, as the main means and channel to train socialist builders and successors, must improve both theoretical and practical teaching so as to fully play the role of cultivating by education. Due to its unique practical education function, the second classroom of colleges and universities has gradually become an important platform to cultivate students to connect theory with practice, unify knowledge and practice, as well as combine learning with thinking, which has been regarded as an excellent carrier for practical teaching. In this new era, carrying out special teaching activities based on the second classroom is of great significance to improve the effectiveness and pertinence of the practical teaching of ideological and political courses in colleges and universities.

## 2. RELATED RESEARCH AT HOME AND ABROAD

Ideological and political courses in colleges and universities are the key courses to implement the fundamental task of cultivating people by moral education. The second classroom activities have targeted, flexible, interactive and practical characteristics, as well as unique ideological and political education functions. In March 2019, General Secretary Xi Jinping presided over a symposium for teachers of ideological and political theory courses. He emphasized the need to promote the reform and innovation of ideological and political theory courses, and constantly enhance the ideological and theoretical characteristics, as well as the affinity and pertinence of the courses. He mentioned that we should adhere to the principle of “Eight Unity”, among which “adhere to the unity of theoretical and practical nature” is one of the most important contents.

After a large number of literature access, it is found that foreign scholars rarely carry out the study on the second classroom of ideological and political education

itself, but generally agree with the importance of practical education. For example, American educator Dewey advocates the substitution of indoctrination in education with exploration and discussion; Rousseau believes that finding and solving problems in practice is the key to education; American educator Fred Newman believes that the training of the ability and skills of educators should be enhanced, namely “the unity of knowledge and action”. What’s more, there are only a few domestic monograph research and academic achievements on the practical teaching of ideological and political courses. For example, He Lu (2020) carried out relevant research and exploration on the practical teaching mode of ideological and political theory courses; Wu Yongliang & Wu Chuanpeng (2021) did a new exploration into the practical teaching mode of ideological and political courses based on curriculum characteristics; Cai Wencheng & Zhang Yanyan (2021) analyzed the log relations of ideological and political theory in colleges and universities.; Huang Jiazhou (2020) promoted the innovation of the practical teaching mode of ideological and political courses in colleges and universities with systematic thinking.

In addition, the current studies on the second classroom mainly focus on its construction and innovation. For example, Wang Lei (2020) made a study on the construction of the task-based second classroom of advanced Chinese; Ai Bin & Sun Yan (2021) carried out research on the talent training model of international organizations based on the second classroom; Zhou Guoqiao (2020) studied the innovation and exploration of the second classroom from the perspective of “All-round Education”. Most scholars have expounded the role or function of the second classroom, and generally agree with the unique educational value of the second classroom. The research focus is mainly on the practical teaching reform of ideological and political courses, while relatively little research has been carried out from the perspective of the second classroom.

In general, there is still a lot of space for the study on the practical teaching of ideological and political courses in China. In particular, after the General Secretary’s speech on March 18 this year, the realization path of unifying theory and practice, and the mutual integration of the second classroom and ideological and political courses are still in the initial stage. Therefore, the exploration and research of the practical teaching mode of the second classroom of ideological and political courses in colleges and universities need to be further deepened.

### **3. CURRENT SITUATION OF THE PRACTICAL TEACHING OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES**

There is no doubt that the practical teaching is the key

to improve the effectiveness of ideological and political courses in colleges and universities. In recent years, colleges and universities are constantly exploring how to improve the effectiveness and pertinence of the practical teaching of ideological and political courses. Although some progress has been made, the results are not obvious. In terms of practical teaching, colleges and universities generally lack standardization and systematization and the practical links are relatively weak. In the long run, the practical teaching of ideological and political courses not only fails to achieve the established teaching objectives and teaching effect, but also fails to effectively stimulate the enthusiasm and initiative of the educators. In the end, the effect of the practical teaching of ideological and political courses will be unsatisfactory and achieve very low effectiveness.

Facts have proved that the weakness of practical teaching link is one of the huge bottlenecks of ideological and political course teaching in colleges and universities. At present, there is a serious lack of practical teaching of ideological and political courses in colleges and universities. The practical teaching of ideological and political courses in some colleges and universities is virtual and marginalized, which is completely contrary to the effect of the practical teaching of ideological and political courses required by the nation. At present, the problems existing in the practice teaching of ideological and political course are mainly manifested in the following aspects.

First of all, some managers and teachers of colleges and universities have an insufficient understanding of the importance and particularity of the practice teaching of ideological and political courses. More attention has been paid to the teaching of professional knowledge closely related to students’ employment, while ignoring the public courses, especially the education of ideological and political public courses. In this way, teachers are becoming less active in further exploring new teaching ways of ideological and political courses, which also greatly affects teachers’ initiative in exploring the practical teaching. Secondly, as far as students are concerned, since the current employment situation is becoming increasingly severe, they generally spend more energy and time on courses related to future employment, such as foreign languages, computer-based or economic-related courses. In addition, ideological and political courses are generally highly theoretical. Under the premise of being not popular with students, the weak practical teaching link makes students’ enthusiasm to participate in practical activities not high, which finally leads to the serious lack of the educated subject. Moreover, the practical teaching of ideological and political courses in some colleges and universities is not included in the teaching system, and there are phenomena such as non-standard practical teaching management system existed. At present, most of the teachers of ideological and political course in

universities are very young. They may all lack practical experience themselves, so it is more difficult for them to stimulate students' enthusiasm to participate.

Therefore, according to the problems existing in the current situation of the practical teaching of ideological and political course, it is particularly important for us to study and explore how to improve its effectiveness and function.

#### **4. BUILDING A NEW MODE FOR THE PRACTICAL TEACHING OF IDEOLOGICAL AND POLITICAL COURSES BASED ON THE SECOND CLASSROOM IN COLLEGES AND UNIVERSITIES**

Jingdezhen Ceramic University has a profound tradition in the practical teaching of ideological and political courses, which has formed the unique educational characteristics. The activities, such as Youth Confession of the Motherland, singing for the Motherland, and the Red Drama *Rain Flower Pavilion*, have provided a solid practical reference for the research. Based on this, there are the several ideas on how to build a new mode for the practice teaching of college ideological and political courses based on the second classroom.

First of all, it is necessary to solve the problems of ideological and political courses, such as being mere form, low participation and failure to give full play to students' subjective initiative. Give full play to the oriented, interesting, interactive and practical characteristics of the second classroom, as well as its ideological and political educational functions. Promote college students to internalize theoretical knowledge into moral character and externalize into cultivation and behavior habits in specific practical activities, so as to improve their comprehensive quality. Consolidate classroom knowledge and increase the theoretical, political and emotional recognition toward Marxist theory. Consciously use theoretical knowledge to understand, analyze and solve problems, so as to achieve the unity of knowledge, trust, feeling, meaning and practice, thus enhance the durability of practical teaching.

Secondly, explore to create the movable ideological and political courses and theoretical publicity and practice groups, so that the ideological and political courses can have the power like the taste of sugar and salt. Students will be guided to have a deep understanding and learning about the vivid practice of Xi Jinping's Thought on Socialism with Chinese Characteristics in our motherland through movable ideological and political courses, and grasp the historical orientation of socialism with Chinese characteristics in this new era as well. Meanwhile, it's necessary to explore the ideological and political

education research base. Through bilateral cooperation, regional culture and red culture can be learned, helping to feed the ideological and political courses with the latest research results of it, as well as to prevent the de-theoretical and pan-practical tendency. Through the characteristic practice display of the second classroom, such as intimate comics and public welfare photography, build a platform for college students to express their inner thoughts, so that the real interaction between basic theory and specific situation, theoretical identity and behavior formation rises. In this way, the form of ideological and political courses will be like sweet sugar, letting students be interested in it; while the content is like salt, which is conducive to the healthy growth of students.

Thirdly, taking the theoretical propaganda and practice group as the carrier, struggle to promote collaborative education in the first and second classes of ideological and political courses. It's possible to establish a Marxist research group based on the course-*Basic Principles of Marxism*, a publicity group for the Party history based on the course-*Essentials of Chinese Modern History*, and a publicity group with new Ideas based on the course-*An Introduction to Mao Zedong's Thought and the Theoretical System of Socialism with Chinese Characteristics*. Under the guidance of the backbone teachers in the School of Marxism, the members of the publicity group of the university can be carefully selected. Meanwhile, the relevant departments, such as the Youth League Committee, shall give certain safeguard measures to strengthen the guidance and training. Young college students are encouraged to go deep into rural community enterprises to extensively carry out theoretical publicity and social practice. Through learning, thinking, practice and understanding, finally achieve the training purpose of "unity of knowledge and practice, applying learning into reality".

Fourthly, taking the report card system of the second classroom as the traction, deepen the reform of the practice teaching of ideological and political courses. Integrate the second classroom activities into the practice teaching of ideological and political courses, exploiting it as the significant measures for the comprehensive reform of "All-round Education". Deepen the fundamental task of the Communist Youth League in colleges and universities, focusing on cultivating through moral education. Based on the subject theory of ideological and political courses, highlight students' subjectivity, participation and innovation. Take the second classroom as the carrier to realize collaborative education. Integrate the first (theory) and the second (practice) classrooms to deepen the practice education. Students should be encouraged to enhance their feelings for people, responsibility for society, and loyalty to the country in the process of dedicating their youth, in order to be the firm and progressive fighters for socialism with Chinese characteristics in the new era.

## 5. CONCLUSION

The purpose of the practice teaching of ideological and political courses is to analyze the social practice problems in teaching content. Like other professional course teaching, it needs clear teaching themes and objectives, as well as scientific planning and systematic training. In the teaching process, based on the subject theory of ideological and political courses, the leading role of teachers should be given full play to and the subjectivity, participation and innovation of students should be highlighted. At the same time, as an important stage to improve the practical ability of college students, the second classroom is an inevitable choice to build the teaching operation mechanism of the practical education under the new situation. Taking Jingdezhen Ceramic University as an example, through a series of practical teaching activities, the practical teaching mode of ideological and political courses has been explored in this paper, which is with distinctive characteristics and can benefit the whole school students. It has great significance for enhancing the pertinence and effectiveness of the practical teaching of ideological and political courses, as well as promoting the comprehensive development of students.

## REFERENCES

Ai, B., & Sun, Y. (2021). Research on the talent training model of international organizations based on the second classroom. *Foreign Language Research*.

Cai, K. Y., & Feng, X. D. (1988). *Second classroom in university*. Beijing: People's Education Press.

Cai, W. C., & Zhang, Y. Y. (2021). Analysis on the log

relations of ideological and political theory in colleges and universities. *Ideological & Theoretical Education*.

Chen, L. M. (2010). Thoughts on the practical teaching of ideological and political theory course in colleges and universities. *Leading Journal of Ideological & Theoretical Education*.

Feng, G., & Chen, M. L. (2021). The connotation, value and realization of the practical teaching of ideological and political courses in colleges and universities. *The Party Building and Ideological Education in Schools*.

He, L. (2020). Research and exploration on practical teaching mode of ideological and political theory courses. *Journal of Higher Education*.

Huang, J. Z. (2020). Promoting the innovation of the practical teaching mode of ideological and political courses in colleges and universities with systematic thinking. *Teaching Reference of Middle School Politics*.

Wang, L. (2020). Study on the construction of the task-based second classroom of advanced Chinese. *Language Teaching and Linguistic Studies*.

Wu, Y. L., & Wu, C. P. (2021). A new exploration into the practical teaching mode of ideological and political courses based on curriculum characteristics. *The Party Building and Ideological Education in Schools*.

Yu, C. Z. (2019). Research on practical teaching countermeasures of ideological and political courses. *The Party Building and Ideological Education in Schools*.

Zhou, G. Q. (2020). *Study on the innovation and exploration of the second classroom from the perspective of "All-round Education"*. *The Party Building and Ideological Education in Schools*.

Zhou, Y. H. (2010). Discussion on the practical teaching effectiveness of ideological and political courses. *Jiangsu High Education*.