



Research on Teaching Quality Improvement Path of Ideological and Political Course in Universities

Yueying Li¹, Yahong Li²

¹Marxism Institute, Taishan University, Tai'an, China

²School of Foreign Languages, Liaocheng University, Liaocheng, China

Email address:

yueying_0910@163.com (Yueying Li), 278544074@qq.com (Yahong Li)

To cite this article:

Yueying Li, Yahong Li. Research on Teaching Quality Improvement Path of Ideological and Political Course in Universities. *Teacher Education and Curriculum Studies*. Vol. 8, No. 3, 2023, pp. 117-120. doi: 10.11648/j.tecs.20230803.11

Received: June 18, 2023; **Accepted:** July 4, 2023; **Published:** July 11, 2023

Abstract: The teaching quality of ideological and political courses in universities is related to the effectiveness of teaching and educating. At present, due to the influence of various factors, the quality of ideological and political courses in universities is faced with realistic difficulties: students' learning initiative and enthusiasm are not high; The professional skills of ideological and political teachers are uneven, and the innovation of teaching methods is insufficient. The teaching content of ideological and political courses does not fit well with students' major. Therefore, the way to improve the teaching quality of ideological and political courses in universities needs to start from three aspects: improving students' learning initiative and enthusiasm; Improve the teaching ability of ideological and political teachers; To innovate the teaching methods of ideological and political courses and strengthen the collaborative integration construction of ideological and political courses and specialized courses. While grasping the commonness and regularity of ideological and political course teaching quality construction, it is necessary to explore the substantial improvement of teaching quality in combination with school reality, teachers' strength and students' ideological reality. Through various efforts, we will continuously improve the teaching quality of ideological and political course, and build it into a course that students truly love and benefit from throughout their lives.

Keywords: College Ideological and Political Courses, Teaching Quality, Improvement, Path Study

1. Introduction

Ideological and political courses universities take imparting knowledge to carry out ideological and political education and improve students' ideological and moral quality and legal quality as the fundamental goal. Ideological and political course is the main channel and core course for China's higher education to fully implement the fundamental task of the Party, which is to cultivate morality and cultivate people [1]. The teaching quality of ideological and political courses in universities is the lifeline of moral education and the key point of theoretical education. Effectively improving the teaching quality of ideological and political courses is both a systematic project and a very important basic project [2]. However, due to the influence of many factors, the teaching quality of ideological and political universities is not high at present. How to effectively improve the teaching quality of ideological and political courses in universities has become a realistic

problem that scholars pay attention to.

The research finds that at present, some universities still adopt traditional teaching methods in ideological and political classes, ignoring students' subjectivity and independence and lacking good teacher-student interaction [3]. Students' cognition of ideological and political courses is biased, teaching content lags behind, teaching methods are obsolete and teaching carrier is too single [4]. The interaction between teachers and students of ideological and political courses needs to be strengthened. Compared with other professional courses, ideological and political courses in universities are more prone to "classroom silence" [5, 6]. Therefore. It is an important subject for every ideological and political teacher to improve the "head up rate" of students in the class. Make students the active party in class, change the "classroom silence" in ideological and political classes [7], and stimulate the vitality of ideological and political classes with scientific teaching interaction [8]. Teachers of ideological and political courses need to change their ideas, get rid of the traditional

teaching mode of ideological and political courses in which students obtain high scores by grasping relevant knowledge points by rote learning, and actively implement the implementation plan of combining Internet information technology with ideological and political classes to improve the teaching effect of ideological and political courses [9]. Strengthening the construction of ideological and political course teachers and improving their quality is the fundamental way to solve the problems plaguing the main channel of ideological and political course classroom teaching [10, 11]. It is necessary to adopt scientific and efficient teaching methods to promote the reform and innovation of ideological and political courses [12]. Other studies have proposed that dialogue teaching is an important way to enhance the teaching quality of ideological and political courses [13].

On the basis of the existing relevant research and the author's practical experience, this study makes an in-depth analysis of the current problems faced by the teaching of ideological and political courses in universities, and puts forward targeted countermeasures and suggestions on how to improve the teaching quality of ideological and political courses in universities.

2. The Dilemma Facing the Teaching Quality of Ideological and Political Courses in Universities

The current practical problems of ideological and political courses in universities are mainly manifested in four aspects: students' low initiative and enthusiasm in learning, teachers' uneven professional skills, insufficient innovation in teaching methods and teaching content of ideological and political courses with students' majors.

2.1. Students' Initiative and Enthusiasm in Learning Are Not High

At present, due to the impact of ideological values, some college students do not know enough about the importance of ideological and political course, and think that ideological and political course is an insignificant public compulsory course with little practical role, so they lack interest in learning. Learning the knowledge of ideological and political courses is only to cope with the exam and get the credits of the course. Therefore, the initiative and enthusiasm of students in learning ideological and political courses are generally not high, which seriously restricts the improvement of the effectiveness of ideological and political courses teaching. To treat the course to the classroom teaching, affect the teaching effect. In addition, the challenges from the field of information technology, students look at mobile phones and other electronic products in class, also have a greater impact on the teaching effect.

2.2. Ideological and Political Teachers Have Uneven Professional Skills

In the team of ideological and political teachers, most of the

ideological and political teachers are professional, solid teaching basic skills, and love their jobs very much. In view of some hot political issues, combined with ideological and political courses, students benefit a lot. However, there are also some ideological and political teachers with low professional skills, a large gap between what they learn and what they teach, and neglect to improve their professional skills through various ways. There are coping elements in class, teaching content is difficult to attract students, teaching effect is not high.

2.3. Insufficient Innovation in Teaching Methods

At present, some teachers of ideological and political courses in universities have a single teaching model and lack of innovation. It mainly adopts the way that teachers give lectures and students listen and fill the classroom. There is less interaction between teachers and students, and the student head-up rate is low. In terms of specific teaching methods, teachers of ideological and political courses in some universities only pay attention to one-way theoretical indoctrination, and students lack vitality, which leads to the lack of inspiration and penetration of ideological and political courses, and the attraction and appeal of the classroom atmosphere are not strong, thus affecting the teaching effect of ideological and political courses.

2.4. The Teaching Content of Ideological and Political Courses Has Low Compatibility with Students' Major

At present, in the teaching of universities, the cooperative education platform of ideological and political courses and specialized courses has not been fully built. Some ideological and political courses are in the same class system, and students of different majors have classes at the same time, which makes it difficult for teachers to combine teaching content with students' majors. The teaching content of ideological and political courses and the teaching content of professional courses are separate and have little overlap, so the two can not be effectively connected, resulting in some teachers of ideological and political courses having difficulty in properly combining the two in the class process, and students often attach more importance to the study of professional courses, thus ignoring the study of ideological and political courses. This has also become one of the reasons for restricting the improvement of ideological and political teaching quality.

3. The Path to Improve the Teaching Quality of Civics and Political Science Class in Universities

In view of the current difficulties faced by ideological and political courses in universities, in order to further improve the teaching quality of ideological and political courses, it is necessary to improve the initiative and enthusiasm of students, improve the teaching ability of teachers, innovate the teaching methods of ideological and political courses, and strengthen

the collaborative integration of ideological and political courses and specialized courses.

3.1. Improve Students' Learning Initiative and Enthusiasm

In view of the current situation that college students generally have low initiative and enthusiasm in learning ideological and political courses, teachers of ideological and political courses implement strategic management, improve classroom leadership, and induce students' learning motivation through the power of knowledge. On the one hand, while implanting knowledge, ideological and political teachers guide students to correct their learning motivation and set up correct learning concepts. Guide students to learn actively. On the other hand, effective classroom management is the key to improve the quality of ideological and political teaching. In view of the low level of ideological and political classroom management, it is necessary for the student management departments of schools and colleges to jointly strengthen classroom discipline management. From daily class attendance to final course assessment, a set of strict rules and regulations should be formulated to give full play to the power of rules and regulations, so as to improve students' learning initiative and enthusiasm.

3.2. Improve the Teaching Ability of Ideological and Political Teachers

Teaching is not only a science, but also an art. Teaching ability is the most basic and important ability of ideological and political teachers. Especially for those ideological and political teachers whose major is not originally ideological and political, it is more urgent to improve their teaching ability. By improving the training mechanism of ideological and political teachers, it is necessary to enhance the exchange activities of teaching skills of ideological and political courses among universities, strengthen independent learning, and improve the teaching ability of ideological and political teachers. The content of ideological and political course is updated quickly, which puts forward higher requirements for ideological and political course teachers, who need to keep learning and keep pace with The Times. Ideological and political teachers also need to master the latest trends of the subject, and timely transfer the latest knowledge, latest trends and scientific research results of the courses taught to students.

3.3. Innovative Ideological and Political Teaching Methods

The teaching strategy adopted in ideological and political class determines the teaching quality and effectiveness [14]. To improve the quality of ideological and political courses and enhance the students' sense of gain and satisfaction, it is necessary to innovate the teaching means and methods of ideological and political courses. It is necessary to comprehensively use the problem-oriented teaching methods such as case, dialogue and discussion to effectively integrate the theory and art of the teaching content of ideological and political courses, and effectively enhance the appeal and

attraction of ideological and political courses. At the same time, it is necessary to combine the theoretical teaching and practical teaching of ideological and political courses, and further deepen the understanding of theory in practical teaching, so as to improve the teaching quality of ideological and political courses.

3.4. Strengthen the Coordination and Integration of Ideological and Political Courses and Specialized Courses

Universities need to strengthen the consensus of collaborative education, take student development as the center, and strengthen the collaborative integration of ideological and political courses and specialized courses. Construct a diversified assessment system for collaborative education, build a diversified exchange and cooperation platform, and improve the evaluation system and incentive mechanism for collaborative education [15]. Ideological and political course teachers have a deep understanding of students' majors, broaden their own knowledge, combine students' professional background to carry out targeted ideological and political course teaching, so as to teach according to their majors, which is conducive to stimulating students' interest in learning and improving the effectiveness of ideological and political course.

4. Conclusion and Discussion

4.1. Conclusion

This study aims at the current difficulties facing the teaching quality of ideological and political courses in Chinese universities: students' low initiative and enthusiasm in learning, teachers' uneven professional skills, insufficient innovation in teaching methods, and low compatibility between the teaching content of ideological and political courses and students' major. Therefore, in order to further improve the teaching quality of ideological and political courses, it is necessary to improve the initiative and enthusiasm of students, improve the teaching ability of ideological and political teachers, innovate the teaching methods of ideological and political courses, and strengthen the collaborative integration of ideological and political courses and specialized courses.

4.2. Discussion

At present, ideological and political lessons from the state to the school have received much attention, and relevant experts and teachers have constantly explored the improvement of the teaching quality of ideological and political lessons, and have also achieved certain results. I believe that with the joint efforts of the school, teachers and students, the ideological and political course will be built into a course that students really love and benefit from for a lifetime. By analyzing the existing problems in the teaching quality of ideological and political courses, this study explores scientific and feasible concrete countermeasures, which has

certain reference significance and value for improving the teaching quality of ideological and political courses.

Acknowledgements

This paper is supported by teaching reform and research topic of Taishan University (JG202150).

References

- [1] Xi Jinping. (2020). Civics class is the key course to implement the fundamental task of establishing moral education. *Practice*, (9): 4-11.
- [2] Dai Jitian, Zhang Weiqi, Liu Gang. (2021). Thinking about the construction of Civic Science classroom in colleges and universities. *Journal of Jilin Engineering and Technology Teacher's College*, (04): 4-6.
- [3] Gao Yuqin. (2022). The theory and practice of teaching method innovation in Civics and Political Science class. *Reference of political teaching in secondary schools*, (35): 110-112.
- [4] Feng Sha. (2018). Exploration on the expansion of classroom teaching in Civics class in the new era of colleges and universities. *Journal of Yanbian University (Social Science Edition)*, (06): 108-115. Doi: 10.16154/j.cnki.cn22-1025/c.2018.06.015.
- [5] Wang Y, Lai J-C. (2023). Exploration on the optimization path of blended teaching in higher education Civic Science course. *School party construction and ideological education*, (08): 49-51. Doi: 10.19865/j.cnki.xxdj.2023.08.014.
- [6] Lv Yan. (2022). What kind of silence? How to respond? --The epistemological turn of "classroom silence" in college Civics. *Jiangsu Higher Education*, (03): 80-86. Doi: 10.13236/j.cnki.jshe.2022.03.011.
- [7] Gu Xiaoying. (2018). The thinking and practice of improving the "head-up rate" of students in Civics classroom. *Chinese higher education*, (02): 39-41.
- [8] Wang Linping and Gao Yunchong. (2020). Stimulating the vitality of Civics classroom with scientific teaching interaction. *China University Teaching*, (11): 28-32.
- [9] Xiong Hao. (2022). Exploring the ways of integrating information technology into the classroom teaching of Civics and Political Science in colleges and universities in the new era. *Office Automation*, (08): 44-46.
- [10] Chen Hongxin. (2021). On the problem of teachers and countermeasures for classroom teaching of "Civics" in the new era. *Journal of Jiaying College*, (05): 71-74.
- [11] Li Jialun. (2021). Reflections on the problems and countermeasures of classroom teaching of Civics in colleges and universities--a survey on the Civics classroom in some colleges and universities in Yunnan Province. *Journal of Zhaotong College*, (04): 23-29.
- [12] Fan Jinyun, Wang Wenfang, Sun Yuofeng. (2022). An investigation of the current situation of classroom teaching mode reform in Civics. *Journal of Urumqi Vocational University*, (01): 12-15.
- [13] Dong Shao-colonel. (2022). Research on the construction of dialogue teaching mode in higher education Civics class. *China Higher Education*, (19): 56-58.
- [14] Li Caijun and Li Yuxuan. (2022). An exploration of the classroom teaching strategy of "four dimensions as one" in the field of symbiosis theory. Doi: 10.19865/j.cnki.xxdj.2022.24.014.
- [15] Wang Xiaohong. (2022). Constraints and promotion paths of collaborative education between Civics and professional courses in colleges and universities under the perspective of curriculum Civics. *Journal of Anhui Open University*, (04): 64-68. Doi: 10.19371/j.cnki.issn1008-021.2022.04.002.