The Development and Innovation of Marxism Theory Teaching Ideas in Colleges

Tiancong Su*

Marxism College of Fujian Normal University, Fuzhou 350117, Fujian, China. E-mail: stc_123@163.com

Abstract: This article first analyzes the multi-stage development of Marxist teaching theory in colleges and universities in the chronological development order. Then, according to the challenges facing the course at present, it aims to explore the ways and methods of the teaching innovation of the course in order to effectively enhance the educational result of the course, and promote the more harmonious and healthy development of society.

Keywords: Marxism; Teaching Concept; Development and Innovation

Marxist theory is a required course for all majors in colleges and universities. The party and the country have always attached great importance to the construction and development of this course. With the in-depth reform of higher education, the Marxist theoretical courses in colleges and universities are constantly innovating and exploring, training a large number of socialist builders and successors for the country. The educational concept of Marxist theory, while following the law of course teaching, is based on the observation of actual teaching on the effects of Marxist theory and the innovation of concepts and attitudes, thereby developing a new set of teaching theories. The teaching concept is divided into levels of theory, teaching operations, and disciplines. In order to better grasp the connotation changes of the Marxist theoretical educational concept, this article uses the time sequence as a clue to explore the development of the curriculum theory more systematically. At this stage, there are many problems in the teaching of Marxist theory in colleges and universities, such as practical teaching, poor integration of practice and theory, etc.

1. Exploring the development of Marxist teaching concepts in colleges and universities in chronological order

1.1 Beginning exploration stage

This stage was roughly from 2001 to 2005. The 1998 Marxist theoretical reform has not yet established a mature and stable system, and the discipline construction in colleges and universities is not yet perfect. Most of them rely on imitating other discipline models for teaching. At this stage, the academic circle has little research on the teaching concept of the course, and it is in the initial stage. It is considered that the main problems that hinder the teaching effect of the course are: outdated teaching concepts, backward systems, and aging content.

Therefore, at this stage, the focus of the teaching philosophy is quality education, heuristic teaching, focusing on starting from the general problems of the subject, in order to explore teaching and theoretical exploration. The exploration at this stage is outside the educational theory of Marxist theory. There is more research on the teaching subject, and there is also some exploration of content rectification and critical teaching theory.

The inquiring into the subject began to attach importance to the student subject and put forward theories such as student-
centered, students’ psychological growth and subjective initiative in learning, and the rectification of the content. The focus is to correct the incomplete content of the course in order to optimize and integrate the political, humanistic, and intellectual content of the course. In addition, the school should put forward the concept of constructing critical teaching, realize that criticality is the core of promoting the renewal and development of Marxist philosophy, and emphasize that teaching should link students’ ideological problems and social reality to conduct critical thinking education. At this stage, the academic circles have conducted a more in-depth exploration of individual concepts and essences, and began to interpret Marxist theoretical education in combination with interdisciplinary knowledge such as psychology and sociology. In general, endogenous and systematic guidance paradigms have not been established.

1.2 Stages of development and progress

During this period from 2005 to 2010, after the curriculum reform in 2005, the exploration of Marxist theoretical education focused on the study of system construction and teaching methods. The research in this period has brought about a new change in the education system. The teaching methods and content can better implement the exploration of the teaching subject in the previous stage. The exploration of the teaching concept is more in-depth and explore fully the core.

The research on teaching methods emphasizes that optimizing the teaching effect with the teacher as the main body makes the teaching more enlightening. The research on the teaching content has begun to pay attention to the fusion of the scientific and political relations of the course, which has promoted the political theory. The better integration of science makes the specialization and scientific nature of Marxist theoretical education stronger, so that the existing foundation and vitality of the course are more vigorous. In addition, more attention is paid to the exploration of interdisciplinary subjects, and start from the perspective of realizing China’s unique profound cultural heritage and social harmony to explore the integration of the teaching and interdisciplinary subjects. In general, the exploration of Marxist teaching theory in this period gradually moved towards independence and systematization, and many innovations in teaching concepts and methods were carried out.

1.3 Gradually deepening stage

Since this stage from 2001 to the present, the internal theory has been explored more deeply during this period. At the same time, as the theory is improved, practice is emphasized, while teaching methods and content are reformed. At the same time, the systematic construction of content and teaching methods is emphasized. In the study of Marxist theory in the first two periods, problems such as theoretical suspension, scattered content, and a single model appeared to a certain extent. The lack of teaching practice and unsystematic teaching were questioned by college students in the corresponding period. At the moment, Marxist theory is facing the test of the highly individualized and critically independent young generation. Therefore, the teaching concepts, contents and means are all aligned with the practicality of teaching. At the same time, academia believes that the important theory and critical characteristics of Marxism and traditional culture cannot be discarded, so many scholars have begun to explore the fusion of theory and practice.

The theoretical research at this stage attaches importance to the dual-subject and human-oriented concepts of teaching, that is, to pay attention to both the dominant role of teachers and the subjectivity of students in teaching. It is proposed that teachers should focus on guiding students to ask questions, look at problems, think critically to solve problems and promote the comprehensive and personalized development of students with a humanistic concept. The content rectification and interdisciplinary integration of this period also pay more attention to the service of education subjects and goals, that is, better service and the teaching and practice of Marxist theory Fusion. Generally speaking, the research in this period is more in-depth and systematic, which enables the teaching theory, practice, interdisciplinary and other dimensions to form a system with more comprehensive elements and a more reasonable structure.

2. An innovative exploration of Marxist theory and teaching theory in colleges and universities

2.1 Strengthen the integration of theory and practice

The teaching of Marxist theory in colleges and universities should emphasize practical teaching and its integration with teaching theory and curriculum theory. In the development stage of teaching theory, some teaching researches believe that Marxism is a subject with a high theoretical foundation and practical requirements, and that the connection between the two is an important attribute and
fundamental teaching method of Marxist theory. Therefore, it is necessary to strengthen practice to improve students’ thinking.

First of all, it is necessary to clarify the relationship between Marxist theory and interdisciplinary, and the relationship between current Marxist education and the current stage of socialist development and current policies, so as to better establish the position and basic views and methods of education. The exploration of Marxist educational theory should adhere to the attitude of persistence and development, the exploration concept and the improvement content that advances with the times.

2.2 Strengthen the observation and guidance of students’ thoughts

The asymmetry of teaching effect and demand is an important contradiction in teaching at this stage. To better integrate theory and practice, attention should be paid to the exploration of teacher-student relationship and teacher-student mentality, systematically solve universal problems, and deal with the problem reasonably. Teachers should be the main body of teaching guidance, and give full play to the main role of students in raising and solving problems. Therefore, teachers need to respect the main body of students and actively observe the ideological status of the students and start with the actual situation to develop effective and targeted education. First of all, teachers should convey correct ideas and thinking methods and do not avoid students’ questions, but guide students to criticize and scientifically propose and solve problems, in order to guide students to systematically, profoundly understand and internalize Marxist theory. Secondly, in order to arouse the students’ desire to ask questions and think, it is necessary to combine information on employment, social affairs and daily life of students, strengthen simple thoughts and emotional communication with students, and allow students to maintain a scientific attitude of suspicion and criticism to guide students to enhance ideological understanding comprehensively.

2.3 Construct an interactive teaching model

Marxist education should not be afraid of or avoid students’ questions and doubts. Only students can ask questions in order to understand students more accurately and give practical guidance. Therefore, the need to build a teaching model that is more conducive to teaching interaction and communication is an indispensable element of any successful teaching activity. Therefore, paying attention to teaching interaction is also an inevitable requirement for doing well in the teaching activities of the principal course. Teaching interaction can be carried out in many forms, such as case analysis, situation introduction and other teaching methods, allowing students to think openly and ask questions about specific content. Teachers should take more responsibility for commenting, guiding and summarizing. Their comments should be appropriate, but not radical nor extreme, to give students who have deviations in their ideological understanding and knowledge structure with appropriate guidance, and pay attention to the systematicity of ideological guidance, such as giving them relevant literature reading suggestions and guiding their critical and systematic thinking for problems.

3. Conclusion

In summary, in recent years, the speed of social transformation has been very fast, and many new trends have emerged, which have brought new development opportunities and innovation challenges to Marxist theoretical teaching. Therefore, colleges and universities should also combine the theoretical development and practical problems of the course, focus on the integration of theory and practice, and explore the innovative ways and methods of Marxist theoretical teaching, through in-depth understanding of students’ ideas and interactive teaching, etc. These will help improve the effectiveness of teaching and promote better development of Marxist teaching concepts in colleges and universities.

References

3. Yi C. The application research of action-oriented teaching method in the ideological and political theory course of higher vocational colleges——Take the course of Introduction to Mao Zedong Thought and the Theory System of Socialism with Chinese Characteristics of our school as an example. Journal of Chengdu Textile College 2014; 31(03): 76-78.