

# Analysis of Advanced Classroom Teaching Strategies of Ideological and Political Courses in Colleges and Universities from the Perspective of Integration of Large and Small

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**Abstract:** The integration construction of ideological and political courses is an innovation of ideological and political education in our country at present, and also an important way to improve the effect of ideological and political education in the new historical period. Colleges and universities, as the last section of ideological and political education, build advanced classes based on the teaching results of ideological and political courses in primary and secondary schools, which can effectively promote the development of students' thinking and improve their discipline literacy. In this regard, colleges and universities should play a leading role, optimize the content of textbooks with different students, integrate the teaching content around the unit theme, and innovate teaching methods to promote the development of thinking. Steadily promote the construction of advanced classes.

**Keywords:** The Integration Of Large; Medium And Small Universities; Ideological And Political Advanced Classroom

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The integration construction of ideological and political courses in large and small schools is an important reform direction of China's ideological and political education system in the future. In the process of promoting the reform, colleges and universities should play a good role of overall planning, actively integrate the ideological and political teaching results in primary and secondary schools, and explore the construction strategy of advanced classes in ideological and political teaching in colleges and universities based on the teaching concept of deep learning and the cognitive development needs of college students. While completing ideological and political teaching, we should also do a good job in cultivating students' individual development and comprehensive quality, so as to truly realize the educational goal of cultivating morality and people.

## 1. Significance of promoting ideological and political integration in colleges and universities

Ideological and political course is an important course to carry out the idea of moral cultivation. For students, scientific and efficient ideological and political education is helpful to guide them to establish a correct value system. In order to truly implement the educational concept of building virtuous and cultivating people, it is necessary to give play to the leading position of colleges and universities in the integration construction of ideological and political courses, promote the integration construction in educational content, educational goals and educational methods, so that ideological and political courses can give full play to their educational value and enhance their attractiveness<sup>[1]</sup>. In terms of the current teaching status of ideological and political courses, in the integration

construction of large, medium and small schools, the problem of separation of each school section is relatively obvious <sup>[2]</sup>, which will bring certain negative effects on improving the effectiveness of ideological and political education. Under this background, it is of great importance to accelerate the integration construction of large, medium and small schools with the guidance of colleges and universities. Through the overall planning of the integrated construction of ideological and political courses in colleges and universities, it can help each school section to reasonably adjust the teaching objectives, promote the scientific allocation of teaching resources, and make the teaching content more suitable for the actual development needs of students <sup>[3]</sup>.

## **2. Strategies for constructing advanced classes of ideological and political courses in colleges and universities from the perspective of the integration of large and small schools**

### **2.1 Optimize the content of the textbook by contacting different students**

It is not difficult to find through the investigation of ideological and political textbooks in various school sections that the content of ideological and political textbooks in colleges and universities overlaps with other school sections, especially in the high school section. Take Ideological Ethics and Rule of Law as an example. This course is mainly aimed at cultivating students' ideological and moral accomplishment and social responsibility. The ideological and political textbooks in high school also include the explanation of traditional culture, traditional morality and basic legal knowledge. And the five ideological and political courses in colleges and universities have some overlap with each other. This kind of repeated teaching will undoubtedly crowd out the breakthrough time of important and difficult knowledge, and repeated theoretical explanation will also make students stay in the lower-level learning stage, and it is difficult to affect students' thinking and emotion. In this regard, it is very important to optimize the content of ideological and political teaching materials in each section from the perspective of ideological and political integration. First of all, it is necessary to integrate the overlapping parts of ideological and political course textbooks between universities and high schools. Similarly, take "Ideology, Morality and Rule of Law" as an example. This course contains guidance on students' outlook on life and values, which overlaps with some contents of "Philosophy and Culture", the fourth compulsory course in high school, and can be briefly dealt with accordingly. The senior high school is responsible for guiding the outlook on life and values, while the university stage focuses on the in-depth exploration of the discussion of "human nature" in Marx's view, and guides students to establish correct values in the discrimination and discussion of cases in combination with the cognitive development law of college students and the full combination of life cases. Secondly, for the other six ideological and political courses in colleges and universities, the repetitive parts can be dealt with according to the teaching objectives of different courses. For example, the history of the Party is often involved in different ideological and political courses, which can distinguish the history of the party's development and theoretical achievements, and different courses focus on explaining. This can not only optimize the textbook content of each section, but also exercise the thinking of college students and promote the deep learning of students.

### **2.2 Integrate teaching content around unit theme**

Thematic teaching refers to the design of comprehensive teaching activities based on the teaching theme of a class or a unit around the content of textbooks and curriculum standards. Compared with the traditional distributed teaching, the topic teaching effectively improves the fragmentation of knowledge points and the lack of closeness of students' knowledge system. For college students who have accumulated certain subject foundation and cognitive experience, theme-based teaching can better promote the development of students' thinking and realize the goal of deep learning. In view of this, teachers should also organize theme teaching and combine theoretical knowledge with practice around the central issue in high level ideological and political classes in colleges and universities. Taking the "professional ethics" part of "Ideological Ethics and Rule of Law" as an example, college students are about to enter the society, in addition to mastering certain theoretical knowledge and practical skills, they should also have professional ethics and uphold the correct career view, in order to truly contribute to the enterprise and the society. In this regard, teachers can make use of the characteristics of college students who "care about current political news and are keen to discuss social cases on the Internet platform", introduce common workplace problems in life in class, and guide students to analyze various unethical phenomena they may encounter in the career process with the theme of "How to solve workplace problems". And from the negative case back to observe the meaning of professional ethics for individuals and society, in order to discuss and summarize, "abide by professional ethics" imperceptible into the hearts of students. In addition, teachers can also adopt thematic teaching in the aspects of employment outlook and policy interpretation, stimulate students' enthusiasm for classroom participation, and guide students to obtain ideological and emotional growth in the discrimination of social phenomena, so as to consolidate the achievements of ideological and political

teaching.

### **2.3 Innovate teaching methods and promote thinking development**

In the construction of high-level ideological and political classes, teachers should abandon traditional teaching concepts, establish student-centered experiential classes, improve the activity of classroom teaching, organize teaching activities such as speech, debate, reading and exchange around the needs and interests of students in the development stage, mobilize students' enthusiasm in class, and inspire students' thinking in practical activities. Taking the knowledge of "the whole process of people's democracy" as an example, when explaining this part of the content, teachers can organize students to have a debate contest and debate around socialist democracy and capitalist democracy. In the debate activities, students can more intuitively understand the essence behind the phenomenon and truly understand the connotation of democracy by collecting a wide range of democracy cases under different ideologies and exchanging views in the debate. This can not only deepen students' understanding of the knowledge of the whole process of people's democracy, strengthen students' recognition of socialist democracy, but also effectively train students' language expression ability, team cooperation ability and dialectical thinking ability in the debate, so as to achieve the improvement of students' comprehensive quality.

### **3. Conclusion**

To sum up, the construction of high-level ideological and political classes in colleges and universities from the perspective of the integration of large and small schools needs teachers to start with the content of textbooks and teaching methods. First of all, teachers should strengthen the investigation of ideological and political textbooks for all school sections, combine the physical and mental development rules and growth needs of students in different school sections, optimize the content of textbooks, ensure that each school section can fit in with the development reality of students, and cultivate students' thinking, emotion and discipline skills. Secondly, teachers should actively innovate in teaching methods. Advanced classes mean that students need to transition from shallow learning to deep learning. Therefore, teaching activities should not be dominated by traditional teaching methods or indoctrination methods, but should stimulate students' learning initiative, create various forms of practical activities, and attract students to participate in them. In practice and exploration, it promotes the internalization of ideological and political knowledge in the minds of students, and guides the development of students' thinking, so that students can master ideological and political knowledge and improve their comprehensive quality at the same time, so as to improve the effect of ideological and political education.

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