Research on the Optimization and Innovation of Teaching Content of Situations and Policy in Colleges and Universities under the Background of New Liberal Arts

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Abstract: With the continuous development of China’s economy and social progress, the construction of new liberal arts has entered a new stage of the full launch, which has become an important direction of the college education system. In recent years, with the education departments constantly introducing the relevant system and policies, universities have emphasized the importance of ideological and political education more and more. The course of the situation and policy in colleges and universities has won the favor of a large number of students according to its characteristics such as politics and complexity. However, there are also problems that need to be solved in this process, such as the single presentation of some teaching contents, the lack of close connection between the curriculum and students’ lives, and the poor timeliness of teaching contents. Based on this, this paper proposes innovative classroom teaching content and expression methods, promotes the teaching content to be consistent with the school and students, and enhances the innovation countermeasures of the timeliness of teaching content, in order to innovate and optimize the nature and policy teaching content of colleges and universities.

Keywords: New liberal arts; Situation and policy; Content of courses; Innovative countermeasures

1. Introduction

As socialism with Chinese characteristics enters a new era, more and more emphasis is placed on integrated development and the overall improvement of students’ comprehensive quality among disciplines[1]. Therefore, the construction of new liberal arts emerges at a historic moment and becomes the key direction of the development of colleges and universities. In April 2018, the Ministry of Education issued Several Opinions on Strengthening the Construction of the “Situation and Policy” Course in Colleges and Universities in the New Era, emphasizing that “Situation and Policy” is a core course to help college students correctly understand the situation at home and abroad in form and deeply understand the historical achievements, changes, opportunities, and challenges of the cause of the Party and the country since the 18th National Congress of the Communist Party of China. As a course to promote students to fully understand the development of our country, Situation and Policy play an important role in promoting students’ ideology and all-round development.

2. Characteristic of Teaching Contents of Situation and Policy in Colleges and Universities under the Background of New Liberal Arts

2.1 Political

As the name implies, the course of Situation and Policy takes “situation” and “policy” as the research object and teaching content. The so-called “situation” mainly refers to major international and domestic hotspot events. The so-called “policies” refer to the lines, principles, and major initiatives formulated and implemented by the Party and the State in different periods, especially in the recent past, including important meetings, documents, and laws of the Party and the State[2]. These contents reflect the views of the Party and the will of the state, with obvious political. As an important part of the ideological and political theory course, the purpose of situation and policy is not only to interpret the domestic and foreign situations and the Party’s policies but also to better connect with students themselves. Under the background of the construction of new liberal arts, only by mastering the new current affairs
policies can students truly firm their correct “three views”, and then formulate their life planning according to the national policies and countermeasures in the face of problems.

2.2 Complexity

Driven by the construction of new liberal arts, the curriculum content of situation and policy is staggered. First, the theoretical knowledge of the Situation and Policy course involves Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theory, the important thought of “Three Represents”, the Scientific Outlook on Development, Socialism with Chinese Characteristics for a New Era of a lot of things. If students do not “digest” these ideological and theoretical knowledge, when specific events occur, they will be one-sided analysis, and it is difficult to discover their essence from the root. Second, the principles and policies formulated by the Party Central Committee are based on ideology and theory, and are comprehensive, programmatic and forward-looking[3]. This characteristic requires the use of development in a complex international community environment to truly understand its deep meaning. Third, the world is a whole, and all events that occur in the world are extremely complex, involving political, economic, cultural, diplomatic and other fields of relevant countries.

3. Problems in the Teaching Content of Situation and Policy in Colleges and Universities under the Background of New Liberal Arts

3.1 Some teaching contents are presented in a single way

The course of Situation and Policy mainly focuses on the theoretical knowledge and innovative achievements of the Party, as well as the hot issues of the Party’s policies and guidelines at home and abroad. The new liberal arts requires that the course content be combined with teaching in a variety of ways, showing diversified characteristics. However, the situation and policy course generally adopts the thematic teaching method, and often in the process of teaching, there will be a simplification of the presentation of the content by the teacher, such as the relevant teachers of different topics using the same method to make “opening remarks”[4]. In some colleges and universities, the teaching of the situation and policy course is mainly based on theory teaching, and the large class mode is adopted. The number of students is too large, the class management is difficult, and classroom interaction is difficult to effectively carry out, so the “full room” teaching method is adopted[5]. For example, in real life, hundreds of students enter large conference halls or classrooms for classes, and some teachers use the same PPT to explain, and the teaching effect achieved is minimal.

3.2 Course content is not closely related to students’ life

Under the background of the construction of new liberal arts, college education requires that courses should be closely related to student life. However, in the Situation and Policy courses of some colleges and universities, the course content is not closely related to students’ lives. At present, the textbooks used in this course are mostly distributed in the form of special topics, such as the topic of “Agriculture, rural areas and farmers” and the theme of “Two Sessions”. The contents involved in the textbook are mostly based on national, policy, and political perspectives, and interpret and analyze the current situation of China’s development from a political perspective[6]. However, the student’s understanding of ideology and politics is still weak, which will easily increase the difficulty of students’ understanding of the content. Taking the theme of “Two Sessions” as an example, teachers will generally explain the spirit of the two sessions respectively through PPT and simple videos. However, the contents of the “Two Sessions” are mostly summarized from the macro perspective and policy level, and it is difficult for students to understand their contents. At the same time, due to the influence of time, it is difficult for teachers to explain hot issues in detail. As a result, some students are “careless” in class and do not pay enough attention to the course content, which will lose students’ learning enthusiasm.

3.3 Poor timeliness of teaching content

Under the background of new liberal arts, timeliness is the primary condition and basic requirement for teaching situation and policy courses. The content of teachers’ lectures must be hot issues that have just occurred in the international community, which requires teachers to keep abreast of national and international events. However, the textbooks used by students in class are prepared in advance, and there is a certain lag in the relevant cases and analyses in the textbooks, and some school situations and policies only issue one copy, but use one year, so that the timeliness of the course cannot be reflected. Some teachers do not convey the latest national or international current affairs to students in a timely manner, and use outdated teaching materials to explain knowledge, and the content is not new, so that the teaching effect is greatly reduced[7]. At the same time, with the rapid development of the Internet, the channels for students to obtain information technology are becoming more diversified. Students can receive the current international hot topics every day, which is more likely to make students lose interest in the knowledge taught by teachers and reduce their enthusiasm for learning.
4. Innovative Countermeasures for Teaching Contents of Situations and Policy in Colleges and Universities under the New Liberal Arts

4.1 Innovate the expression of classroom teaching content

The new liberal arts require students to integrate their development, integrating modern information technology into courses such as philosophy and literature. Therefore, teachers should innovate teaching content and expression to attract students to learn courses. First, innovative content ideas. Teachers should fully consider the needs of current students and social changes, and construct the curriculum from the whole. In the context of the new liberal arts, the content of the situation and policy course should start from the design of teaching forms, teaching methods, and other aspects to innovate ideas to meet the needs of students’ development. For example, based on the previous teaching content, we will use two-dimensional code technology to set up network teaching resources to supplement and deepen offline teaching. Second, innovate content and methods. Teachers can use IT technology, cloud computing and other methods to collect knowledge that students want to know by which way. By analyzing, sorting out and discussing the data fed back by students, teachers can fully understand the content that students are interested in or want to master. Teachers need to analyze the data of students’ needs, and reformulate the sequence or proportion of topics or curriculum contents. At the same time, teachers can also use big data to feedback and analyze the teaching effect, find problems, and continue to optimize and improve the teaching content. Third, innovate the content and form. Teachers can use QR code technology to introduce videos, data, text expressions and other resources related to topics into the teaching content, so as to ensure that students can complement learning from different angles and ways. Fourth, innovate the content route. When conducting form and policy teaching, teachers should not stick to the traditional mode of “teachers speak and students listen”, and should broaden the teaching path, such as watching online videos, celebrity analysis and other forms. For special themes, such as the theme of the Red Revolution, teachers can lead students to the Red Education Base to carry out field teaching, thereby enhancing students’ interest in learning.

4.2 Promote the teaching content to be consistent with the school and students

Under the background of new liberal arts, in the teaching of situation and policy courses in colleges and universities, we should adapt ourselves to local conditions and create unique teaching content. On the one hand, the situation and policy course are closely related to the regional socio-economic development and geographical location of the university. Therefore, colleges and universities should pay attention to the influence of these factors when teaching situations and policies. For example, as universities in the eastern coastal areas are located in the coastal areas and have the earliest reform and opening up, their economic foundation is relatively complete and their economic level is relatively high, and they have close economic trade with other international social organizations and countries. Therefore, colleges and universities should actively approach relevant overseas trade in the process of teaching situations and policies to reach cases. On the other hand, the teaching content should be designed according to the characteristics of students. In the context of the new liberal arts, education is more focused on teaching students in accordance with their aptitude and all-round development. For different students, we should not only adopt different teaching methods, but also design teaching content suitable for different grades. The teaching content of Situation and Policy should be selected according to the students’ age, major and other aspects. For economic management majors, the process of Sino US trade in 2018 and its impact on China were the biggest hot topics at that time, and also the key topics that must be explained. For students majoring in oil and gas, the conflict between Russia and Ukraine at the beginning of this year is a hot topic they must learn. Making the situation and policy course suitable for students’ majors and school areas can greatly mobilize students’ enthusiasm for learning this course, and can also really help students understand the Party’s policies and guidelines.

4.3 Make teaching content more timely

In view of the reality and unique characteristics of the situation and policy curriculum education, teachers should make full use of the “new liberal arts” background to design teaching content systematically, prepared and planned. First, design the teaching content systematically. Although the teaching content of the situation and policy course has obvious timeliness, the basic theoretical knowledge involved and the basic policies of our country are relatively stable. These relatively stable theoretical knowledge are the core content of the course teaching, as well as the main line running through the entire teaching content and the basis for analyzing hot topics. Therefore, in the teaching process, we must firmly put the basic principles and hot issues together, so that students can understand and understand the basic principles of Marxism in hot events, learn to use dialectical thinking to see problems, and achieve specific analysis of specific problems. Secondly, design the teaching content in a prepared way. The curriculum of situation and policy has always been inseparable from hot issues. The occurrence of any emergency is both temporary and constantly changing. The historical background and causality of the event cannot be explained clearly in one or two sentences, which puts forward higher requirements.
for teachers. First, teachers should work hard at ordinary times, make adequate preparations, carefully collect information and clarify the context of events, so that students can better combine theory with reality. Secondly, teachers should have sharp judgment, be able to quickly find the latest and most suitable teaching content for students in the rapidly changing international hot issues, and conduct in-depth analysis to guide students to see the essence through things. Finally, the teaching content is designed specifically. First, by introducing the development status of countries around the world, teachers should educate students to objectively analyze the development status of our country at this stage. They should not be arrogant and complacent, and should make a down-to-earth contribution to the country while full of hope for the future. Second, the teaching design should be filled with patriotic feelings, and students’ patriotic feelings should be cultivated through specific examples.

5. Conclusion
In the context of the new liberal arts, the situation and policy curriculum should be based on the socialist ideology with Chinese characteristics in the new era, and promote the integrated development of liberal arts. Because of its special “identity”, the situation and policy course is characterized by politics and complexity. But there are some problems with the content of the teaching. Therefore, it is necessary to innovate the expression of classroom teaching content, promote the compatibility of teaching content with schools and students, and enhance the timeliness of curriculum teaching, so as to promote the innovative development of teaching content of situation and policy.

References:

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