

The Application of Inquiry Teaching Mode in High School Ideological and Political Teaching

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Abstract: Ideological and political class in high school as an important subject, it not only bears the role of knowledge transmission, more important is its special role of education, ideological and political class in the healthy growth of students play a vital role, is an important symbol of the socialist nature of school education. After the implementation of the new curriculum reform, the inquiry-based teaching model has not been accepted by the whole society in the ideological and political teaching. In view of the inquiry teaching model has special significance to the ideological and political course in high school, so the meaning, characteristics of the inquiry teaching model and the theoretical basis of the inquiry teaching of ideological and political course were investigated, and then combined with the current ideological and moral course inquiry teaching problems were analyzed. Finally, in view of the problems, This paper puts forward a series of feasible solutions from improving the social mechanism guarantee, perfecting the teaching evaluation mechanism, enhancing the professional quality of teachers and cultivating the students' independent inquiry ability, so as to improve the problems existing in the inquiry teaching mode in the present ideological and political course.

Keywords: Inquiry teaching model; Ideology and politics; Question teaching

1. Core concept definition

1.1 Inquiry-based teaching model

Inquisitive teaching model is a modern heuristic teaching model^[1]. It is a teaching method that teachers put forward relevant problems according to the existing knowledge level of students, combined with the problems encountered by students in real life, and then guide students to actively explore, boldly try, learn to question, learn to explore. Inquiry-based teaching model is not a fixed model, it is not like the previous teaching model, can be consistent according to the meaning of teaching model. Compared with the previous teaching mode, the inquiry teaching mode is a new type of double cooperative inquiry teaching mode with students as the main body and teachers as the leading.

1.2 The basic characteristics of inquiry-based teaching model

The characteristics of inquiry-based teaching mode are more manifested as double subjectivity, autonomy, cooperation and inquiry. It is these new characteristics of inquiry-based teaching that give it profound connotation.

2. Problems existing in the application of inquisitive teaching model in high school ideological and political lessons

2.1 The influence of traditional teaching model, lack of innovation ability

Before the pilot implementation of the new curriculum reform, the traditional teaching mode of ideological and political class has been based on the educational concept of "I love my teacher" as the main body, which means that in the teaching activities of ideological and political class, the teacher takes the students as the container to receive knowledge, transfers the theoretical knowledge he has learned to the students, and the students master the knowledge in the teacher's teaching concept^[2].

2.2 Formalized inquiry teaching model, ignoring the actual effect

The inquiry-based teaching mode in ideological and political teaching class is formalized. It means that in ideological and political class, the teacher uses inquiry-based teaching method on the surface, but in fact, it still does not get rid of the past indoctrination

teaching method, and does not really achieve the satisfaction of students.

2.3 The teacher positioning is not accurate, unable to achieve the expected effect

The inaccurate positioning of teachers refers to the fact that teachers cannot really take themselves as the imparts of knowledge, the guides and organizers of activities, but put themselves in a position of absolute authority^[3].

2.4 Students form the habit of passive acceptance and lack the ability to explore

Under the influence of indoctrination teaching method for a long time, students form the habit of passive acceptance, which will surely lead to the lack of independent exploration ability of students over time. The lack of inquiry ability means that because students have accepted the indoctrination teaching mode for a long time, they believe that their natural duty is to listen to the teacher and absorb every knowledge point well, which is the necessary quality for a “good student”. What answers students need to get in the learning process should obey the teacher’s teaching purpose.

3. Analysis of the causes of problems in the application of inquisitive teaching model in high school ideological and political lessons

3.1 Some teachers lack of ability, lack of inquiry teaching ability

For a long time, under the influence of exam-oriented education, some ideological and political teachers in our country have been accustomed to taking the exam as the center and all for the test. Perhaps at the beginning, these teachers wanted to let students know more knowledge, at the same time, let students pay attention to the learning process, cultivate students’ interests and hobbies, and improve their ability to solve problems independently. But under the pressure of schools, parents, public opinion, students and grades, they had to make compromises.

3.2 Some students lack interest and enthusiasm

If the application of inquiry teaching mode in high school ideological and political lessons wants to be effective, it must be consistent with students’ interests, questions and abilities.

3.3 Some schools do not create a good environment

At present, most schools set up different levels of classes based on scores, such as key classes, regular classes and parallel classes. The resources of the school will be tilted towards the key classes accordingly^[4].

3.4 The deficiency of the inquiry teaching method itself

Nowadays inquiry teaching method was started in our country in the 1970s and 1980s, and only after the 1980s has it been popularized in Beijing. There are still many shortcomings of inquiry teaching mode and a complete theoretical system has not been formed.

4. The inquiry-based teaching model in the high school ideological and political lessons to solve the problems

4.1 Innovate teachers’ ideas and enhance their teaching ability

First of all, teachers must fundamentally change their teaching ideas, teachers must innovate their own teaching ideas, change the past teaching ideas; Secondly, relevant departments should increase the training of teachers of ideological and political courses, change the teaching ideas of teachers of ideological and political courses in the past, innovate the teaching model, so that teachers of ideological and political courses can establish a new teaching model fundamentally; Finally, schools should regularly organize mutual learning meetings between teachers of ideological and political courses, encourage a group of excellent teachers with outstanding comprehensive quality to regularly share teaching experience, improve the teaching ability of ideological and political courses teachers.

4.2 Enhance students' enthusiasm and initiative

The role of teachers is to enable students to understand and master more knowledge in class, improve students' ability to use knowledge to solve problems, so that students can proficiently use knowledge to solve practical problems in study and life, and improve the comprehensive quality of students. It is far from enough for teachers to learn how to mobilize students' initiative. They also need to use multiple teaching modes and different teaching methods to mobilize students' enthusiasm in class participation according to the difficulty of classroom knowledge points and the actual situation of students. This requires our teachers to be in line with The Times and in line with the classroom. To meet the needs of contemporary students.

4.3 Establish a perfect and effective inquiry-based teaching evaluation mechanism

First, teaching evaluation should be a teaching means with the main purpose of promoting the improvement and development of education and teaching, rather than the purpose of selecting students with good scores in the written examination. Second, the purpose of education in our country is to train moral, intellectual, physical, American and labor all-round development of socialist successors. Thirdly, the standards of educational teaching evaluation should include relative evaluation, absolute evaluation and individual difference evaluation. Fourth, the subject of teaching evaluation is diversified, so that teachers, students and parents are involved in teaching evaluation. Fifth, diagnostic evaluation, formative evaluation and summative evaluation are the three main ways of teaching evaluation^[5].

4.4 Establish a guarantee system to optimize the effectiveness of inquiry-based teaching

4.4.1 Optimize the resource guarantee system of inquiry-based teaching

Establish a rich resource guarantee system for inquiry-based teaching. First of all, high school ideological and political textbooks are the main source of the implementation of inquiry teaching, therefore, in the process of inquiry teaching to dig deep textbook resources, on this basis, we also want to make full use of other high school ideological and political inquiry teaching related to all resources, the use of other resources to make up for the lack of textbook resources. Secondly, we should explore the figure resources related to the teaching of high school ideological and political courses, with advanced representative figures as a common means of ideological and political class education, but also good use of parents, celebrities, experts and scholars and other resources. Thirdly, we should pay attention to the development of practical activity resources, so that students can get exercise and development in practice, and make up for the defects of paper. Finally, we have already entered a new era, we should learn to keep pace with The Times, master the use of Internet technology, use Internet technology to carry out exploratory teaching activities.

4.4.2 Establish the material guarantee system of inquiry teaching

First of all, material security is the external basis of inquiry-based teaching, the traditional single educational places and teaching equipment can not meet the needs of inquiry-based teaching, its development needs a lot of advanced equipment and rich data support. Therefore, only by giving sufficient material guarantee, can we ensure the smooth progress of inquiry teaching. Secondly, system guarantee makes inquiry-based teaching more standardized, which can organize inquiry-based teaching training for teachers, so as to improve their teaching ability. Finally, the reward and punishment mechanism can be properly established to give material rewards to teachers.

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