

Reform of Ideological and Political Classroom Teaching for College Students in the New Era

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Abstract: As a main channel for ideological and political education for college students, ideological and political classrooms have been highly valued nationwide, especially in universities, in recent years, committed to improving the quality of classroom teaching. However, there are still some problems such as lack of targeted teaching, outdated teaching methods, unsatisfactory classroom teaching results, and inconsistency with the ideological development characteristics of college students. Therefore, this article explores and analyzes how to promote the reform of classroom teaching of ideological and political courses in universities and improve the level of practical teaching of ideological and political courses in the new era.

Keywords: New Era; College Student; Ideological and Political Classroom; Reform in Education

Introduction

To make progress in a society, it is necessary to have the correct ideology to guide it. At any stage of social development, ideological and political work is critical. Only a positive ideology can create a society full of vitality and vitality. Only a positive ideology can create a society full of vitality and vitality. Only in this way can we create a better future and build a healthy China, and ideological and political education is the direction we need to strive for. Thus how to carry out ideological and political education is a problem that every university should pay attention to. The new era has produced new ideas, especially for college students in the new era. We should adhere to people-oriented principles, adopt diverse educational concepts, carry out ideological and political work in different places according to people to effectively improve the political and ideological quality of college students, so as to provide them with rules and laws to follow in their daily life and learning.

1. Current Problems in Ideological and Political Classroom Teaching for College Students

1.1 Backward traditional teaching methods

Traditional teaching of ideological and political courses has problems such as lack of initiative, outdated teaching concepts, and outdated teaching methods in teaching. The teaching form is basically monotonous, and the teaching content is single. There is no good interaction with students. If students have problems, they cannot express them. This has had a significant impact on the value of ideological and political education. In recent years, people have put forward higher requirements for the new model of “teaching” and “learning”, requiring teachers to create a relaxed and harmonious learning environment for students from different perspectives, fully tapping into their potential and advantages, and based on their actual needs, cultivating their ability to combine theory with practice, as well as their practical exploration ability.

1.2 Problems faced by college students themselves

Some students lack positive enthusiasm in ideological and political classes. Their level of classroom interaction and participation is not high, and they lack interest in ideological and political theory. Because ideological and political courses in universities are a public basic education course, its main evaluation indicators are based on exam scores. Each year’s students have the habit of cramming before exams, with the aim of achieving excellent grades. However, they have not conducted in-depth research on the key and difficult points in ideological and political courses. In addition, students do not pay enough attention to ideological and political

courses, especially in the classroom where they often play with their phones. Compared to courses in other majors, their interests are not very high, and sometimes they may skip classes. This indicates that students do not attach enough importance to ideological and political courses, and their willingness to learn is not strong.

1.3 Lack of targeted teaching in ideological and political courses

At present, there are problems in the teaching of ideological and political courses in universities, such as weak pertinence and lack of attractiveness. In the context of the new era, the matching degree between ideological and political classrooms and the ideological characteristics of college students is not high. Some teachers overlook the characteristics of students in modern education and cannot combine the current situation of social development with the actual situation of students, without conducting in-depth thinking. These teachers are unable to answer doubts in a timely manner and pay more attention to teaching methods, pursuing consistency in the classroom. Moreover, their teaching content is basically a theoretical accumulation, without a good connection with practical problems, resulting in the separation of ideological education and educational roles in promoting ideological and political education.

2. Discussion on the Reform Strategy of Ideological and Political Classroom Teaching in Universities

2.1 Reform of ideological and political education curriculum

The teaching content of ideological and political courses should be reformed from the following aspects. Firstly, the teaching content of ideological and political courses should be deeply understood in textbooks. In project teaching, the first thing students need to master is theoretical knowledge. In the process of teaching textbook knowledge, teachers should strive to be fluent and concise, and have a clear idea of the content in class, so that the teacher's lectures will not be so profound. Secondly, the forefront of theoretical exploration in society should be followed. With the development of the times, more and more political courses are offered, and new topics and ideas have emerged one after another. A good teacher must have the ability to keep up with the times, accept and follow new things and theories, in order to improve their teaching ability and overall quality. Thirdly, the pertinence of ideological and political courses needs to be strengthened. According to the cognitive rules of college students, it is necessary to actively respond to the hot topics raised by students. While answering doubts, it is also important to attach importance to shaping students' values, allowing ideological and political courses to enter students' hearts, and thus stimulating their enthusiasm for learning.

2.2 Exploration of ideological and political teaching methods

In the process of classroom teaching, teachers should allow students appropriate time for questioning and debate, fully mobilizing their subjective initiative. In classroom teaching, attention should be paid to the mutual influence between students and teachers. Simple classroom teaching is difficult to achieve the goals of ideological and political education. By enabling students to utilize practical teaching methods such as social practice and investigation to transform rigid theoretical knowledge into popular forms, students' interest in theoretical courses can be better enhanced. At the same time, it is also necessary to make full use of online resources. Due to teaching time limitations, many ideological and political information cannot be fully presented to students. Therefore, rich online resource platforms provide students with good auxiliary teaching space, such as uploading ideological and political courseware, publishing lectures from relevant educational experts and related teaching exercises. This can help to achieve independent exploration and multiple interactions between teachers and students. New learning methods such as resource sharing have turned communication between teachers and students into a bridge, promoting many excellent teaching sharing resources. In addition, efficient introduction teaching methods can also be adopted to make the ideological and political classroom full of vitality. This can improve the efficiency of classroom teaching, make the learning process easier and happier, and make students more willing to accept the teacher's guidance. In the teaching process, teachers should not only let students understand political knowledge through rote memorization, but also make full use of classroom activities to provide correct guidance to students and have a correct understanding of the content of ideological and political theory.

2.3 Adhering to problem-oriented approach in ideological and political education

In the process of classroom teaching, teachers should combine with the ideological characteristics of students, be problem oriented, and grasp various situations in teaching. Taking into account the thinking and acceptance habits of college students, the key to the problem can be identified to effectively improve the pertinence of teaching. This places higher demands on teachers, who should enhance their subjective initiative in the classroom and create a good teaching atmosphere centered around students' thinking. The problems encountered, as well as social hot topics and sensitive issues, need to be designed.

Due to the active thinking of college students, they are easily influenced by external factors. When students understand and view social issues, they may inevitably experience some deviations, resulting in distorted views on life values. Therefore, teachers should flexibly set topics, bring social hot topics into the classroom, guide students towards mainstream ideology, make students' beliefs in science more firm, and have a more firm political stance. They should link practical problems with the theory of ideological and political courses to promote the transformation of knowledge. This can strengthen students' understanding and mastery of basic knowledge, cultivate their thinking ability, decision-making ability, and problem-solving ability. Teachers not only need to correct erroneous ideas, but also analyze the essence, providing students with an analytical process of logical reasoning for problems.

2.4 Realizing the transformation of ideological and political theory courses into daily life

The knowledge of ideological and political courses for college students is relatively systematic, mostly abstract theories with strong logic, and explores the development of human society from various aspects. How can dull theories be turned into vivid language? Teachers can try to bring political hotspots closer to life and change their way of thinking. There are too many political discourses in the classroom, creating a vacuum where language is disconnected from reality, but by combining political discourse in the classroom with real-life situations and transforming political language, students can effectively understand, apply what they have learned, guide them to pay attention to national affairs, and understand social hotspots. In the teaching process, teachers should put students first. When facing practical problems, they should respond promptly to students, avoid facing the dilemma of students talking to themselves, understand their real needs, and let them truly feel the charm of ideological and political education.

2.5 Strengthening the cultivation of talents in ideological and political work in universities

A teacher is the soul of teaching and educating, and being a role model. Ideological and political teachers should always be strict with themselves and establish a list for their students. Therefore, in the new era, higher requirements have been put forward for teachers, who need to continuously improve their level after completing a teaching task and make ideological and political education a key task. It is necessary to reflect on the current situation, improve and improve the education system, respond correctly and promptly to problems that occur, and eliminate negative problems in their early stages.

2.6 Enhancing students' political awareness

In the classroom of universities, it is necessary to guide students to pay attention to ideological and political education, establish a rigorous evaluation mechanism, improve the ideological and political education system of universities, improve the cultivation of ideological and political qualities of college students, and lay a solid political foundation for future work and learning. It will also play a very positive role in promoting the smooth development of work and learning.

Conclusion

In short, there are many factors that affect the classroom teaching reform of ideological and political courses. Efforts should be made from the perspectives of accelerating the reform of ideological and political teaching content, accelerating the reform of ideological and political teaching mode, problem-oriented, and making ideological and political theory courses move towards life. Efforts should also be made to comprehensively evaluate students in ideological and political education. Only in this way can students be helped to establish correct ideological and political concepts and enhance their enthusiasm for learning. It is also essential to use simple language and flexible expression to improve the pertinence of ideological and political courses. In ideological and political education, attention should be paid to the subjectivity of students' teaching.

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