Research on interactive teaching path of junior middle school ideological and political course under new media environment

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Abstract: With the change and development of the new media environment, the ideological and political course teaching in junior middle school gradually presents the characteristics of rich teaching content, diversified interactive carriers and innovative teaching platforms, which gives the interactive teaching of ideological and political course in junior middle school a new era connotation. Under the new media environment, interactive teaching of junior high school ideological and political courses should be based on the school, teachers, students and society of the multi-synergistic linkage, play the school's leading role, the leading role of teachers, students' initiative and society's boosting role, so as to achieve interactive subject, interactive carrier, interactive form, interactive platform with the same frequency resonance, to achieve teacher interaction, teacher interaction, student interaction.

Key words: new media environment, interactive teaching of junior middle school ideological and political course

"China Education Modernization 2035" emphasizes: "Accelerate the reform of education in the information age. Build an intelligent campus and coordinate the construction of an integrated intelligent teaching, management and service platform ", which provides direction and guidance for the interactive teaching reform of ideological and political courses in junior middle schools under the new media environment. Through the integration of new media and teaching, the interactive teaching of ideological and political courses in junior middle school aims to change the teaching-oriented teaching mode from closed to open, stimulate students' subjective consciousness of learning through interactive teaching, guide and cultivate students' critical thinking ability and political identity, in order to improve teaching effectiveness and implement the fundamental task of cultivating moral and human beings.

1. The background of interactive teaching of Ideological and political course in junior middle school under new media environment

(1) Limitations of traditional interactive teaching methods of ideological and political courses

Since the reform and opening up, interactive teaching has gradually been applied to junior middle school ideological and political teaching, which has played a positive role in mobilizing students' enthusiasm and improving the effectiveness of the curriculum. However, there are still limitations in the interactive teaching process of traditional ideological and political course, which affects the effectiveness of ideological and political course teaching.

One is the passivity of the interactive subject. Traditional ideological and political courses mainly focus on teaching, and the knowledge instilling is more prominent, and the inspiration is insufficient. In addition, classroom interaction opportunities are limited, and students' willingness to interact is largely influenced by teachers' teaching interaction methods and the overall interactive atmosphere of the class. As a result, some students have low willingness to interact and become passive participants in classroom interaction. The interaction between teachers and students is superficial, and it is difficult to truly realize the knowledge theory into the mind.

The second is the limited opportunity of interaction. In the traditional ideological and political classroom interaction, teachers and students must complete all the curriculum tasks in a limited time due to the limitation of classroom time and teaching space, which is difficult to avoid the problem of limited interaction opportunities and uneven coverage of interactive groups. Teachers are unable to take into account all students, and some junior high school students lack the sense of presence in class and often wander away from the class.

Third, the single interaction carrier. Junior high school ideological and political teaching mainly focuses on classroom interaction, because the teaching interaction carrier is relatively simple, it is not attractive to junior high school students who are not strong in self-discipline. Moreover, the spatial extensibility of the teaching interaction carrier is poor, so teachers can only use limited resources to carry out teaching interaction with students, which cannot fully mobilize the interactive enthusiasm of junior middle school students, and also hinder the cultivation of divergent thinking of junior middle school students to a certain extent.

(2) The influence of the new media environment on the interactive teaching of junior middle school ideological and political courses

The new media environment has the characteristics of strong interaction and wide influence, which provides convenience for the reform and innovation of interactive teaching of ideological and political courses in junior middle schools.

First of all, the optimization of the new media environment has improved the conditions for teaching interaction. Under the new media environment, the time and space of interaction, the scope of interaction, the limited interaction object and the single interaction carrier in the traditional junior middle school ideological and political teaching have been improved, which greatly optimized the interactive conditions of ideological and political teaching. New media means help to realize the connection between "interaction in class" and "interaction outside class", the integration of "immediate interaction" and "continuous interaction", and can effectively stimulate students' willingness to participate in interaction.

Secondly, the awakening of students' subjective consciousness enhances the interaction motivation. The rapid development of the new media environment has greatly satisfied people's needs for diversified communication and personality development by using the Internet. As

the main body of learning, junior high school students can more conveniently use the network platform to carry out learning. They are not only the receivers of information, but also the creators and publishers. Students have stronger willingness to express their views and show themselves, and their inner driving force to participate in classroom interaction has been enhanced.

Thirdly, the symmetry of information sources between teachers and students expands the dimension of interaction. The effectiveness of interactive teaching of junior middle school ideological and political courses depends on whether the interactive subjects can accurately understand the information transmitted by each other. In traditional ideological and political courses, students' information sources are relatively limited, mainly taught by teachers, which to a certain extent has dampened the enthusiasm for interaction between teachers and students, hindered the expansion of interactive content, and reduced the quality of curriculum interaction. However, in the new media environment, students and teachers have more abundant ways and sources to obtain information, narrowing the information gap between interactive subjects to a certain extent, and providing a broader space for the reform of interactive teaching.

2. Problems existing in interactive teaching of junior middle school ideological and political courses under the new media environment

To carry out interactive teaching of junior middle school ideological and political course under the new media environment is an inevitable requirement for cultivating junior middle school students' mainstream ideological identity, and also a conscious pursuit of improving the effectiveness of middle school ideological and political course teaching. At present, the introduction of new thinking, new technology and new carrier has injected new vitality into the interactive teaching of ideological and political course to a large extent. But in the actual teaching, some new universal problems gradually appear.

(1) The imbalance between teacher-oriented and student-oriented

Teaching is the combination of teachers' "teaching" and students' "learning". However, with the change and development of the new media environment, the authority of the classroom has been challenged to some extent. On the one hand, due to the emphasis on students' subjectivity in ideological and political teaching in the new media environment, the teacher's leadership in interactive teaching is dispersed to the student group, and the teacher's role in interaction is marginalized. On the other hand, due to the openness of the new media environment, junior high school students can obtain more diversified sources of information. While expanding learning channels, there are also cases of students obtaining "ready answers" through the Internet, which to a certain extent affects the cultivation of students' initiative to participate in teaching interaction and their thinking ability. And this imbalance of subject participation will further affect the achievement of the interactive teaching effect of the whole ideological and political course, resulting in the weakening of the value-leading function of the ideological and political course.

(2) The interactive teaching form is greater than the content

The original intention of the application of the new media interactive carrier of ideological and political courses should be to serve the teaching interaction, so as to better implement the fundamental goal of ideological and political courses to cultivate morality and cultivate people. However, in the teaching practice, some teachers confuse the primary and secondary relationship between teaching content and teaching form. Some teachers and students pay far more attention to interactive form than teaching content itself, taking interactive form as the core and key of ideological and political course, ignoring the fact that interactive form serves to better present teaching content. In order to cater to the preferences of junior middle school students and improve the attractiveness of teaching interaction, some teachers excessively pursue the beauty of interactive forms and the freshness of materials, resulting in the dispersion of teaching content and the confusion of teaching focus, which on the contrary affects the effect of interactive teaching of junior middle school ideological and political courses.

(3) Some teachers lack of awareness of innovation

In the new media era, the media literacy level of teachers is an important guarantee to improve the teaching effect. In actual teaching, teachers can often use new media platforms to find and update teaching resources and teaching content, but the classroom application ability of new media needs to be improved. Some teachers use new media resources mostly limited to ppt presentation and homework assignment, and are not proficient in using emerging interactive teaching platforms such as smart classroom and MOOCs. The advantages of rich and fast new media resources, large storage capacity and trans-time and space have not been paid enough attention to and applied in interactive teaching, and the problems of lacking innovation in classroom activity forms and adherence to traditional teaching methods still exist.

3. The exploration of ways to carry out interactive teaching of junior middle school ideological and political courses under the environment of new media

The interactive teaching of junior middle school ideological and political courses under the new media environment emphasizes the rational use of new media technology, strengthens the two-way communication between teachers and students, and ultimately promotes the diversified teaching pattern of teacher-student interaction, teacher-teacher interaction and student-student interaction. The quality of interactive teaching is affected by factors such as students, teachers, schools and society, which requires all parties to work together and resonate with the same frequency.

(1) The school takes the lead: improve the evaluation system, build a platform for mutual assistance, and attach importance to teacher-teacher interaction

The school teaching assessment and evaluation system is the benchmark for mobilizing the interaction between teachers and teachers. First of all, schools should incorporate the effectiveness of interactive teaching into the evaluation system in light of the changes in the new

media environment. The interactive teaching evaluation under the new media environment should not be limited to the two-way evaluation between teachers and students, but the self-evaluation and mutual evaluation between students and teachers, as well as the interactive evaluation by the third party should be included in the evaluation mechanism, and a systematic evaluation standard should be formed according to the teaching objectives. Secondly, schools should improve the evaluation methods, pay attention to the diagnostic function of teaching evaluation, make full use of self-evaluation, mutual evaluation and other evaluation methods, and improve the main position of teachers and students in the evaluation. Third, schools should attach great importance to evaluation feedback to ensure that ideological and political teachers and students fully understand the evaluation process and results, so as to improve the pertinence and effectiveness of interactive teaching of ideological and political courses. At the same time, schools should take the lead in building a platform for teachers to exchange and help each other, help form a teacher development community, and promote the continuous optimization of the interactive teaching mode of ideological and political courses.

(2) Teacher-led teaching: Improve media literacy, innovate interactive forms, and enhance teacher-student interaction

Teachers' media literacy is the key to determining the effectiveness of teacher-student interaction. On the one hand, teachers should keep pace with The Times, improve their new media literacy, and eliminate the interaction obstacles caused by their lack of skills. On the other hand, teachers should pay more attention to the integration of new media and traditional media. While recognizing the interactive and open function of new media, teachers should not ignore the advantages and characteristics of traditional interactive carriers, and truly grasp the combined force of interactive teaching carriers in the process of change and invariability, so as to promote the fluency of teacher-student interaction. At the same time, it is necessary to constantly innovate the interactive forms and mobilize the initiative of students to participate in the interaction. Ideological and political teachers should base on the characteristics of the ideological and political classes in junior middle school and the new media environment, stimulate the subjectivity of the interactive objects and summarize and adjust them in time, so as to promote the virtuous cycle of teaching and learning. It is worth noting that no matter how novel the interactive carriers and forms are in the new media environment, the interactive teaching of ideological and political courses in junior middle school must be based on the teaching content of ideological and political courses, and can not blindly pursue the innovation of interactive forms while ignoring the adaptability of content.

(3) Student body: Strengthen independent learning, attach importance to interactive participation, and enhance the interaction between students and students

The ability of students to study independently is the premise of influencing the interaction between students and students. In the new media environment, all kinds of information are complicated, and everyone can become the disseminator of information, which puts forward higher requirements for the independent learning ability of junior middle school students. As a junior high school student, they should not only pursue the novelty of information while ignoring the authenticity of information. They should learn to obtain information through formal channels instead of hearsay. Not blindly accept, to learn to identify and analyze. Therefore, as the main body of interactive teaching, junior high school students need to continuously strengthen independent learning, learn to answer their own puzzles through new media platforms such as rainclass, MOOCs, etc., and consciously improve their critical thinking ability. At the same time, actively participate in the teaching interaction, in the interaction to enhance the communication with teachers and students, in order to better understand the society, establish a correct outlook on life, values and world outlook.

(4) Social assistance: strengthen technological innovation, improve the interactive platform, and achieve the same frequency resonance

The construction of new media teaching platform is the guarantee to determine the depth of teacher-student interaction. Innovating interactive forms and channels, constructing immersive interactive teaching environment, and effectively integrating junior middle school ideological and political teaching with information technology will help achieve the same frequency resonance of the subject and object of interactive teaching, and improve the effectiveness of ideological and political teaching. For example: to carry out real-time teaching interaction with smart classroom to enhance the sense of classroom communication, to lead students to experience the real scene remotely with innovative VR technology to enhance the sense of historical "presence", the application of new media technology plays a positive role in the creation of interactive teaching atmosphere and the improvement of teaching effectiveness. With the continuous development of the new media environment, improving the interactive teaching platform has become the guarantee of smooth interaction channels between teachers and students, which requires multi-dimensional synergies such as concept innovation, technological innovation and teaching innovation to jointly help interactive teaching achieve the same frequency resonance.

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