

Investigation on the teaching effect of ideological and political theory course for postgraduates in the new era

-- Take the course Theory and Practice of Socialism with Chinese Characteristics in the New Era as an example

Feng Yu, Yangyang Pan

College of Marxism, Fujian Agriculture and Forestry University, Fuzhou 350002, China

Abstract: Education concerns the development of a country and the future of a nation. As an important part of national education, postgraduate education undertakes the important mission of cultivating high-level innovative talents. Ideological and political education theory course is a compulsory course for postgraduates. It is an important course for carrying out the Party's educational policy and realizing the educational goal of moral cultivation. We should strive to build the course into a popular course for postgraduates. Through online and offline investigation, this study explores the real reactions of graduate students to the teaching content, teaching method and sense of teaching gain of ideological and political courses, so as to better improve the teaching quality of graduate students, and provide reference for the future reform and development of ideological and political courses.

Key words: graduate students; Ideological and political theory course; Reform

I. Overview of research background

China's ideological and political education has always been highly valued by the state, and with the development of all aspects of China's society and economy, China has entered a new era of development of socialism with Chinese characteristics. In the new era, China is accelerating the modernization of education and building a strong education country. Young postgraduates are in a critical period of development in their lives, and their scientific world outlook, outlook on life and values are not yet fully mature, and they are easy to be affected by bad thoughts. Therefore, it is particularly important to strengthen the ideological education of graduate students, and it is necessary to promote the continuous deepening of the curriculum reform of ideological and political education of graduate students.

Since the "Opinions of the Ministry of Education of the Publicity Department of the CPC Central Committee on the Adjustment of Ideological and Political Theory Courses in Colleges and Universities" was issued, the teaching reform of ideological and political theory courses for graduate students has been carried out smoothly, and remarkable achievements have been made in the organization and compilation of teaching syllabi, the pilot promotion of curriculum reform plans, and the training of all teachers. However, there are still many problems, which require that we must strengthen the research and exploration of the teaching effectiveness of the ideological and political theory course of graduate students, constantly improve the teaching system of the ideological and political theory course of graduate students, and strive to build the ideological and political theory course of graduate students into a popular course, so as to better improve the teaching quality of graduate education.

II. The investigation object and the investigation method

1. Survey objects

In order to make the results of the recovered data of the questionnaire more effective and in line with the actual situation and reflect the real problems, the main objects of this survey are the postgraduate students (who have taught the Theory and Practice of Socialism with Chinese Characteristics in the New Era), and the questionnaire survey and interview are conducted.

2. Survey method

This survey adopts a combination of online questionnaire survey and offline interview. On the basis of consulting literature and reading related news reports, questionnaires are distributed and the feedback results are analyzed and summarized. The interviewed students come from different universities and graduate students of different majors in China, so they can objectively reflect their views on the ideological and political course reform and put forward more effective suggestions.

III. Investigate the implementation situation

Initial stage of investigation: Questionnaire design

Collect information about ideological and political education reform online and offline, and design questionnaire samples after referring to many literatures. After consulting the relevant experts, the questions of the questionnaire design were modified and improved, and the questionnaire was finally obtained.

The middle stage of the investigation: the questionnaire was issued

This survey was conducted in the form of offline paper questionnaires and online electronic questionnaires (the same questionnaire)

respectively. A total of 300 questionnaires on the reform of ideological and political education courses for graduate students were distributed, 300 were recovered, and 291 were valid, with an effective rate of 97%. (For details, see Table 1)

Table 1 Statistics of questionnaire distribution and recovery

| Survey Methods | Questionnaire distribution (copies) | Number of questionnaires returned (copies) | Number of valid questionnaires (copies) | Effective rate of questionnaire |
|---------------------------------------|-------------------------------------|--|---|---------------------------------|
| Online distribution of questionnaires | 300 | 300 | 291 | 97% |

Late Survey: Analysis and recommendations

1. Analysis and suggestions on the current perception of ideological and political course teaching content

According to Figure 1, it can be seen that the biggest problems encountered by most graduate students in the learning process of ideological and political courses are abstract and difficult to understand the learning content, lack of motivation, and uncertain goals.

Suggestion: Some case analysis can be used as much as possible to attract students through the vividness of specific cases, enhance students' ability to analyze cases and solve practical problems, and at the same time, abstract problems can be more acceptable to students after concretization.

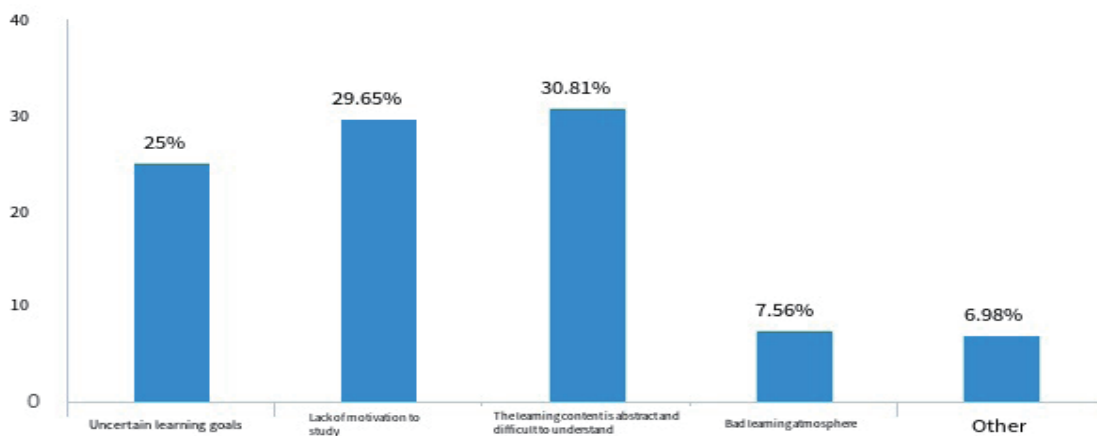


Figure 1. The biggest problems encountered in the study of ideological and political courses

2. Analysis and suggestions on the current perception of ideological and political teaching methods

According to Figure 2 and 3, it can be seen that “offline learning” and “video teaching” are the main ways for graduate students to contact ideological and political education at present, which exceeds 64% of the participants in the survey. In addition, “visiting patriotism education bases” and “independent learning” also account for more than 40% of the total. At the same time, the current graduate students are more inclined to relatively flexible teaching methods for ideological and political courses, among which “thematic discussion”, “material analysis and case teaching”, “extracurricular learning and practice” account for more than half.

Suggestion: In the design of the teaching method of the graduate ideological and political course, the teaching method can be more flexible and the learning method can be more diversified. It is not only limited to the classroom, but also can go out of the classroom to the library, museum, patriotism education base and other places to visit and learn and feel. At the same time, some practical plans are introduced to encourage students to express their opinions and trigger discussions, so that ideas can be deepened and improved in the exchange of ideas, and passive learning and active participation can be implemented.

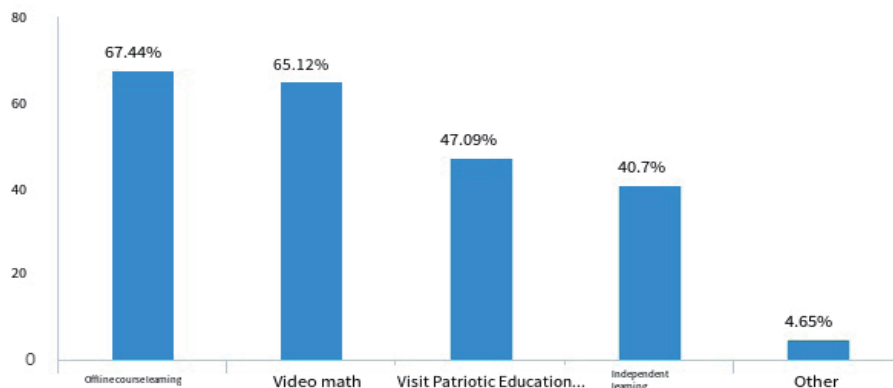


Figure 2. Education mode of daily contact with ideology and politics

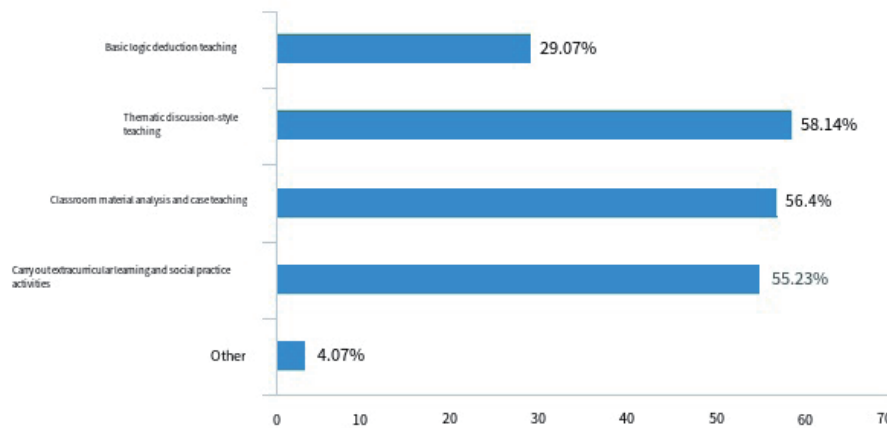


Figure 3 Favorite teaching methods of ideological and political courses

3. Analysis of the current situation of the sense of gain in ideological and political teaching

The improvement of the sense of curriculum gain is a powerful indicator to measure the effect of ideological and political course teaching reform. The survey results show that “teachers’ teaching methods” have the most obvious influence on students’ sense of ideological and political course acquisition, accounting for 73.68%, and “teacher allocation” of school ideological and political course is 47.37%. At the same time, “teaching environment”, “course assessment” and “course materials” all have a certain degree of influence on the improvement of students’ sense of curriculum acquisition.

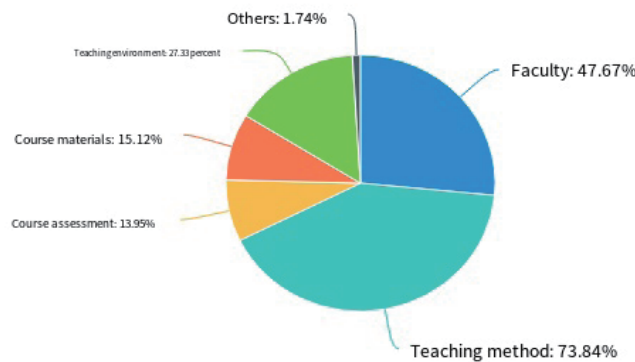


FIG. 4 Factors that enhance students’ sense of gain in ideological and political courses

4. Analysis and suggestions on the current perception of ideological and political course teaching reform

According to Figure 5, the survey results show that in terms of teaching mode, respondents generally hope that the future teaching can “actively use new media to carry out interactive teaching” (52.6%), “advocate” problem thinking “and carry out problem teaching” (42.1%), “combined with the Internet, Promote the blended teaching of ‘traditional teaching + network teaching’ (40.9%) and ‘combine theory and practice to carry out experiential teaching’ (34.5%). It can be found that the four preferred teaching modes have two characteristics: one is that the teaching mode combines the characteristics of The Times -- active use of network and media resources; the other is that the teaching process is highly interactive -- interactive learning is carried out with the help of problem teaching method and experiential teaching method. This may be related to the characteristics of the current information age and the characteristics of group learning of graduate students.

According to Figure 6, in terms of curriculum reform, 46.2% of students hope to combine ideological and political courses with professional courses to enhance the interest of courses; 36.8% of respondents hoped to combine ideological and political courses with social practice and professional practice; At the same time, 17 percent of the students chose not to reform, and still offered ideological and political courses as a separate course. This shows that most of the interviewees hope that some of the content of the ideological and political courses can be related to their major, possibly because this will help enhance the interest and likability of the course, and guide students to combine the content of the ideological and political courses with real life and their major.

Suggestion: The level of professional knowledge, moral cultivation and practical ability of the subject of ideological and political education directly determines the effect of ideological and political courses, and determines the completion of the task of cultivating morality and people. Only by cultivating and shaping a group of high-quality teachers whose party organizations are assured and students are satisfied, can we guarantee the continuous advancement of ideological and political course reform. First, ideological and political teachers should enhance their awareness of the importance of moral education. As the front-line personnel of school moral education, ideological and political teachers must consciously set up the educational concept of educating people and moral education first. Second, ideological

and political teachers should give full play to their innovative consciousness and build a teaching system with cross-permeation of teaching content. The ideological and political theory courses should be excellent and practical. Thirdly, teachers of ideological and political courses should enhance their practical ability and improve students' ideological and moral quality through practical teaching. They can make full use of opportunities such as work-study, employment practice and association activities, so that students' theoretical knowledge and practical experience can penetrate each other, so as to improve their comprehensive quality.

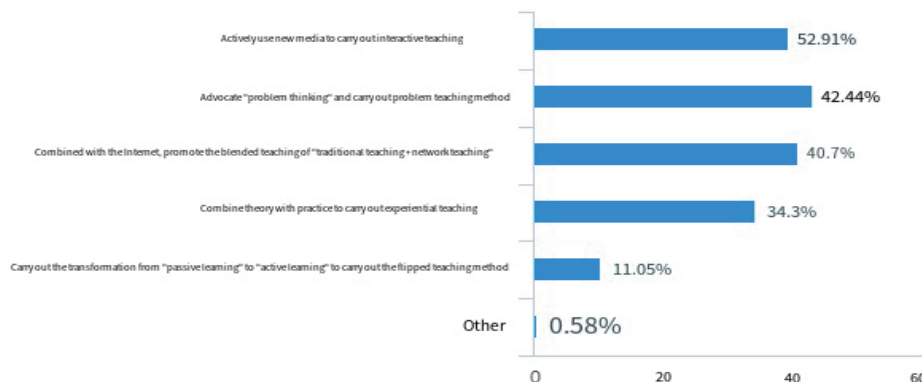


FIG. 5 The education model of enhancing the affinity and pertinence of ideological and political courses

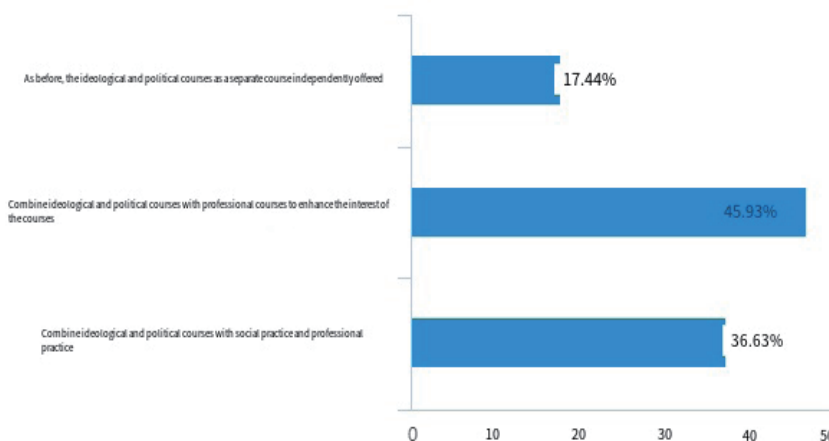


Figure 6 Direction of ideological and political teaching reform

IV. Conclusion

With the development of The Times, ideological and political theory courses should be constantly reformed and innovated to meet the development of The Times and the needs of graduate students in the new era. Contemporary graduate students need to use the great Chinese dream to light the lamp of ideal and illuminate the road ahead; They should be down-to-earth, cherish their youth, implement their lofty aspirations into practical actions, keep learning, keep practicing, and constantly improve themselves, and strive to be new young people in the new era.

References:

- [1] Ming Gao, Yan Xiong. Some Thoughts on the Construction of Ideological and Political Course for postgraduates in the New Era [J]. Modern Communication, 2020(18):24-26.
- [2] Huan Liu. Opportunity and Reconstruction: An Analysis of Ideological and Political Theory Teaching in Colleges and Universities in the New Era [J]. Youth and Society, 2020(26):151-152.

About the author: Yu Feng: Associate Professor, College of Marxism, Fujian Agriculture and Forestry University, member of the Research Base of the Central Communist Youth League Research Center for the Theoretical System of Socialism with Chinese Characteristics, Fujian Agriculture and Forestry University. Her research direction is Marxist theory and ideological and political education; Pan Yang Yang: Student of School of Economics and Management, Fujian Agriculture and Forestry University.

This paper is the phased achievement of Fujian Provincial Education Science Planning Project (No. FJKCG20-241). Fujian Agriculture and Forestry University Science and Technology Innovation Fund Project (CXZX2020033, CXZX2022051, K8820L04A).