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Educational exploration and teaching practice of college ideological and political course

Jing Lv

Chongqing Institute of Engineering, Chongqing, 402260, (CHINA)

ABSTRACT

Based on the Marxist view of universal relation existing in all things, the modern systematology and synergetics, and combined with the teaching situation of college ideological and political course, the paper puts forward to the new teaching mode of "collaborative teaching", deepens the reform through teaching practice of ideological and political course, and further improve and improve the new teaching mode to keep pace with the times. Facts prove that this teaching model plays an important role in enhancing the effectiveness of ideological and political theory course.

KEYWORDS

College ideological and political course; Exploration new teaching mode; Teaching method of "collaborative teaching".



INTRODUCTION

Currently, the college ideological and political course adopts the new scheme of teaching materials reform in 2005. The scheme includes four required courses which respectively are: introduction to the basic principles of Marxism, introduction to Mao Zedong thought and the theoretical system of socialism with Chinese characteristics, outline of Chinese modern history, ideological and moral cultivation and basic law education. The integrity of college ideological and political course system requires for a systematic and integrated ideological and political theory course teaching which can carry out mutual coordination and cooperation. Establishing the "cooperative teaching" mechanism of college ideological and political theory course is an important way to promote the optimized allocation of teaching resources, reflect the integrity of ideological and political theory course in practice, and give full play to the overall function of ideological and political theory.

THE CONNOTATION OF “COOPERATIVE TEACHING” OF IDEOLOGICAL AND POLITICAL THEORY COURSE

Currently, the college ideological and political course adopts the new scheme of teaching materials reform in 2005. The college ideological and political theory course in the scheme is not a course, but a complete curriculum system. The establishment and implementation of the curriculum system provide good objective conditions for improving the ideological and political theory course teaching. Ideological and political education course is a new subject based on comprehensive application of knowledge and principles of various subjects with the purpose of optimizing ideological quality of students, interfering and influencing thought of students. To ensure its effectiveness, course teaching should have three characteristics.

Firstly, the teaching of ideological and political education course should be experiential, which is also the basic characteristic of teaching of this course. Based on experience and intuition, experience organically integrates cultivation of circumstances and inner feeling, which is conducive to inner improvement of teaching subject. Whether the experience of teaching subject is true and its degree can determine the effectiveness of course. Experience is the embodiment of active process rather than simply expounding activity results. Therefore experiencing inner feelings of teaching subject and providing emotional communication and collision of ideas for teaching subject in ideological and political education course can bring deeper experience of thought, thus having very important role in promoting the development of students' psychological quality and ability.

Secondly, the ideological and political education curriculum should be based on students' development. The implementation process of ideological and political education course is the process for students to form political thought. The teachers' role in this process is to lay a foundation for the students to form political thought. Therefore, in the teaching process, teachers should consider the students' existing ideological condition, make students get inspired in activities and promote the transformation of the original experience through a series of special activities, so as to make students actively explore the unknown and fear, and make them give full play to their subjective initiative on this basis. In the current curriculum design, the traditional subject teaching mode is obviously not suitable for use, thus the college ideological and political education course should keep dynamic rather than keep static and emphasize on teaching activities, so as to make the courses become a real time process of highlighting student's initiative. The general idea of classroom practice design of ideological and political theory course is shown in figure 1:

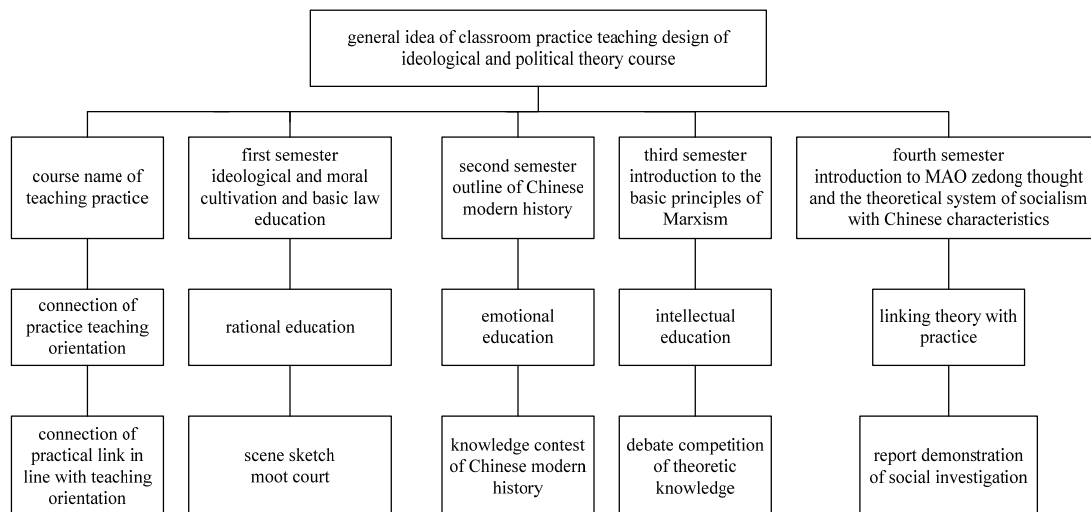


Figure 1 : General idea of classroom practice teaching design of ideological and political theory course

Finally, in the ideological and political education courses, the teachers and students are equal in personality with compatible emotion which embodies their psychological compatibility. In the process of course implementation, teachers adopt teaching art to appropriately reduce the distance between teachers and students, encourage students to speak actively, make students get inspired, and enhance their self-confidence, so as to achieve compatible teaching ideas, provide successful teaching experience, and effectively promote the development of student's thought.

THE THEORETIC FOUNDATION OF THE ESTABLISHMENT OF “COOPERATIVE TEACHING” MECHANISM OF IDEOLOGICAL AND POLITICAL THEORY COURSE

The marxist view of universal relation existing in all things

The view of universal relation is a general feature of materialist dialectics. According to the materialist dialectics, everything in the world does not exist in isolation but contact with other things, and there are no absolutely isolated things. As the solid shape of course, curriculum design contains two aspects including target and content. The evaluation on the curriculum design of college ideological and political education course in terms of target and content is shown below.

In terms of course objective, the aim of evaluating the course objectives of college ideological and political education is not only to complete the study of the systematical knowledge ideological and political system of knowledge learning, but to make the learned knowledge promote the development of students' ideological cognition to a higher level, improve the students' psychological quality to a certain extent, and provide effective treatment for the students with ideological problems. In the process of actual operation, the course objective is commonly evaluated through the following content : firstly, the course objective should be consistent with the overall goal of ideological and political education; secondly, the course objective should be practicable; thirdly, the course objective should abide by the principle of zone of proximal development; fourthly, the knowledge system of course objective is conducive to ideological development of student; finally, the objective should be expressed accurately. Only the course objective in line with the above content is a scientific and practicable course objective of ideological and political education. The indicator system of political course study of students is shown in Figure 2. In this system, the students can learn better.

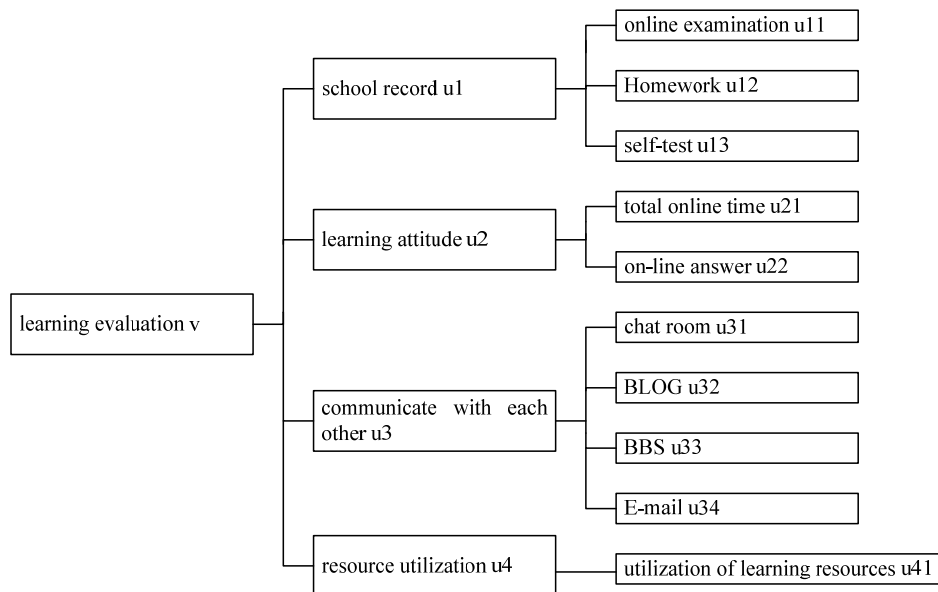


Figure 2 : The indicator system of ideological and political course study

While evaluating the content of ideological and political education course, not only the choice of course content, but also the organization of curriculum content should be taken into consideration. Besides the arrangement of curriculum structure should be given full consideration, and on the basis of fully considering the above content, the choice of ideological and political education content also should reflect the humanistic spirit so as to fully embodies the concept of letting heart teach heart of ideological and political education course.

The ideas of Modern systematology

As a branch of science, systematology is established by the Austria theoretical biologist Bertalanffy. Curriculum design is the solid shape of course, including target and content. The evaluation on the curriculum design of college ideological and political education course in terms of target and content is as shown below

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TABLE 1 : The definition of indicator scale

Scale α_{ij}	definition
1	indicator i is as important as indicator j
3	indicator i is a little more important than indicator j
5	indicator i is obviously more important than indicator j
7	indicator i is very important compared with indicator j
9	indicator i is extremely important compared with indicator j
2, 4, 6, 8	between two neighbor importance degree section
reciprocal of the above numbers	reverse comparison of the two goals

While evaluating the content of ideological and political education course, not only the choice of course content, but also the organization of curriculum content should be taken into consideration. Besides the arrangement of curriculum structure should be given full consideration, and on the basis of fully considering the above content, the choice of ideological and political education content also should reflect the humanistic spirit so as to fully embodies the concept of ideological and political education course, realize system optimization, effectively solve practical problem and achieve maximum effect.

Synergetic theory

"Synergetics" is also called "synergy theory" or "concord theory". In college education, more and more attention are paid to ideological and political education. The ideological and political education of college students is closely related with their success and future achievements. The healthy development of political thought can promote the all-round development of students, which also lays a good foundation for the continuous progress in future work. Now in some western European countries, the political education has reached to a new stage after half a century of rapid development. The political education in China, by contrast, has made certain achievement n recent 20 years on the basis of introducing foreign theories and technologies, its quality and quantity is still relatively behind that of western developed countries with further room for improvement. Political education has received enough attention whether based on the demands of the times or based on the development of society, and the next problem is how to develop the political education.

Currently, in school, the political education is mainly done by course education. Although political education work has been widely carried out, the implementation, operation and actual role of the course should be realized through course evaluation. Course evaluation not only includes the evaluation of curriculum design, and but also includes the evaluation of the implementation status of course as well as evaluation of implementation effect.

MAIN CONSTRUCTION CONTENT OF “COOPERATIVE TEACHING” MECHANISM OF IDEOLOGICAL AND POLITICAL THEORY COURSE

The ideological and political theory class is a whole system, and the effective teaching is a kind of typical teaching theory which is mainly used to evaluate the validity of teaching and judge whether students can gain development from the course. But in the current political course teaching, the development of ideological and political education and the evaluation of the course are attached with great importance and there is no system analysis and research on the effectiveness of teaching. But seen from the results of applying effective teaching theory in other courses, it can be told that the application of effective teaching in the political education course can improve the quality of teaching so as to more smoothly complete the ultimate goal of political education. The following TABLE 2 shows the specific situation of the ideological and political course activities of one student.

TABLE 2 : The table of ideological and political course activities of one student

First class indicator and weight	Second class indicator and weight	Credits and grades	Ranking position and percentage distribution	Degree of membership
school record (u1, 40%)	online examination u11,50%	84	13 32%	0.2.0.6.0.2.0.0
	Homework, u12, 30%	24	20 50%	0.0.2.0.6.0.2.0
	self-test, u13, 20%	80.4	16 40%	0.0.2.0.6.0.2.0
learning attitude (u2, 30%)	logining time u21, 50%	18.6	12 30%	0.2.0.6.0.2.0.0
	on-line answer, u22,50%	16	4 10%	0.8.0.2.0.0.0
	chat room, u31, 10%	5	12 30%	0.2.0.6.0.2.0.0
communicate with each other (u3, 20%)	BLOG, u32, 30%	20	11 28%	0.2.0.6.0.2.0.0
	BBS, u33, 40%	11	9 23%	0.2.0.6.0.2.0.0
	E-mail, u34, 20%	6	5 12%	0.2.0.6.0.2.0.0
resource utilization (u4, 10%)	resources download, u41, 100%	10	20 50%	0.2.0.6.0.2.0.0

Coordination mechanism of teaching management

The problem of college ideological and political theory course teaching lacking integrity. In the study process of political education course evaluation, many scholars and experts have realized that what can have a far-reaching influence on design index is to improve the political quality of students through evaluation of ideological and political education course. But some deficiencies still exist in the study. Particularly, a lot of people attach more importance to the evaluation of implementation effect of course among all three parts of curriculum evaluation, which limits the evaluation means and methods of course evaluation. At present there is a problem existing in the study, and that is to directly apply the evaluation theories which are applicable in other areas to local mental health education course evaluation, which will easily make the study of course evaluation loose pertinence and effectiveness.

Coordination mechanism of teaching content

The principle of integrity emphasizes on the coordination of the parts within the system. While for ideological and political education course, it is a new subject based on comprehensive application of knowledge and principles of various subjects with the purpose of optimizing the political quality of students, imposing political interference and influence on students. To ensure its effectiveness, course teaching should have three characteristics.

Firstly, the teaching of ideological and political education course should be experiential, which is also the basic characteristic of teaching of this course. Based on experience and intuition, experience organically integrates cultivation of circumstances and inner feeling, which is conducive to inner improvement of teaching subject. The realistic degree and the implement degree can determine the effectiveness of course. Experience is the embodiment of active process rather than simple interpretation of activity results. Therefore experiencing inner feelings of teaching subject and providing. Emotional communication and collision of ideas for teaching subject in ideological and political education course can bring deeper experience of thought, thus playing a very important role in promoting the development of students' political quality and ability. The academic record ranking of the ideological and political education course of students is normally distributed, as shown in figure 3.

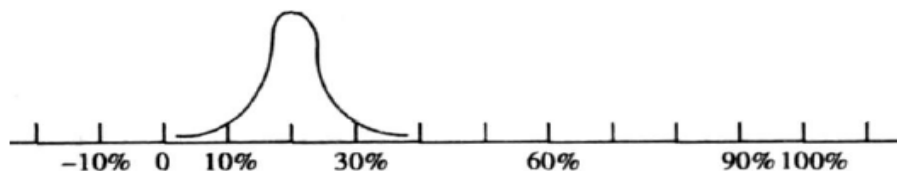


Figure 3 : Normal distribution figure of ranking

Secondly, the ideological and political education curriculum should be based on students' development. The implementation process of ideological and political education course is the process for students to form political thought. The teachers' role in this process is to promote and to lay a foundation for the students to form political thought. Therefore, in the teaching process, teachers should consider the students' existing ideological condition, make students get inspired in actives and promote the transformation of the original experience through a series of special activities, so as to make students actively explore the unknown and fear, and make them give full play to their subjective initiative on this basis. In the current curriculum design, the traditional subject teaching mode is obviously not suitable for use, thus the college ideological and political education course should keep dynamic rather than keep static and emphasize teaching activities, so as to make the courses really become the time process of highlighting student's initiative.

Finally, in the ideological and political education courses, the teachers and students are equal in personality with compatible emotion which embodies their psychological compatibility. In the process of curriculum implementation, teachers adopt teaching art to appropriately reduce the distance between teachers and students, encourage students to speak actively, make students get inspired, and enhance their self-confidence, so as to achieve compatible teaching ideas, provide successful teaching experience, and effectively promote the development of student's thought.

The coordination mechanism of teaching process

Four courses of ideological and political theory course are set according to the internal logic relations. Firstly, for the understanding of curriculum concept, some education workers go wrong in the understanding of ideological and political education course, and their cognition for the course still stay in the shallow surface. They may either agree to prevent the encurriculuming of ideological and political education, or believe that college ideological and political education course is universal. Both of the two views all ignore that the ideological and political education course actually is a kind of approaches and methods and it should realize the goal of ideological and political education. The wrong cognition of the curriculum concept has affected the implementation of ideological and political education courses. The following TABLE 3 shows the grades of the first class indicator system of ideological and political course of one student.

TABLE 3 : The grades table of the first class indicator system of one course of one student

First class indicator and weight	Grades	Ranking position	Ranking distribution	Degree of membership
school record, u1, 40%	80	11	27.5%	0.2.0.6.0.2.0.0
learning attitude, u2, 20%	89	6	15%	0.8.0.2.0.0.0
communicate with each other, u3, 20%	85	9	22.5%	0.2.0.6.0.2.0.0
resource utilization, u4, 10%	75	18	45%	0.0.2.0.6.0.2.0

The second is the positioning of teaching goal. Currently, most teaching goals are positioned on the obstructive ideological education of some students. But the goal of ideological and political education is not set for some people. It is impossible to ignore other students because of certain students. The ideological and political education course is to improve and cultivate all students, thus the current teaching positioned on certain students can easily lead to the lack of effectiveness.

Thirdly, in terms of teaching resources, the short development time of college ideological and political education course lead to insufficient development experience, therefore the curriculum materials and counseling content are still in exploration stage. The existing teaching material can neither keep up with the development of theoretical research nor meet the needs of practical teaching. Actually, there are other problems except for the problem of teaching material. In current teaching system, although there are enough teachers, there are few ideological and political education teachers and some of them even are not full-time teachers. Therefore the good and bad are intermingled. Some teachers at lower level even can't keep up with the development of education. These teachers still adopts the method of lecturing, tutoring skills, which easily affects the effect of education.

Finally, many teachers still adopt the traditional teaching mode in the actual practice of course theory. The ideological and political education course, however, is different from other disciplines. In the traditional teaching, the teacher is the controller of class who not only determines teaching practice, but also has absolute control power in organizing activities. The student are just the recipients of teaching and the participants in activity. Therefore, it is easy to make the teaching of ideological and political education course reduce to the process of instilling ideological and political knowledge. In the actual ideological and political education course, teachers and students should be interactive. The students should really give play to their subjectivity and initiative, so as to meet the development needs of ideology and politics and cultivate their own practical ability.

THE SIGNIFICANCE OF THE CONSTRUCTION OF “COLLABORATIVE TEACHING” MECHANISM

The "collaborative teaching" teaching mode of ideological and political course is put forward on the basis of the integrity of the new course system. Based on the Marxist view of universal relation existing in all things, the modern systematology and synergetics, and combined with the teaching situation of college ideological and political course, the paper puts forward to the new teaching mode of "collaborative teaching", deepens the reform through teaching practice of ideological and political course, and further improve and improve the new teaching mode to keep pace with the times. The new teaching mode also plays a promoting role in making ideological and political theory course teachers change their teaching concept from knowledge education to ideological education and in the construction and management of teaching body.

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