

Research on the Heuristic Teaching path of Ideological and Political Theory Courses in Applied Private Universities

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Abstract: *Ideological and political courses in colleges and universities are the fundamental tasks and core courses for implementing moral education and cultivating people. Promoting the research on the heuristic teaching path of ideological and political theory courses in applied private colleges and universities requires that teachers of ideological and political courses in colleges and universities should deeply understand the spiritual essence of heuristic teaching, work together to strengthen collective lesson preparation, carefully set up teaching designs, make full use of modern teaching methods, feed back teaching with scientific research, and change the way of expression to increase the vividness of integration.*

Keywords: Ideological and Political Courses in Colleges and Universities; Ideological and Political Teachers; Integrating Ideological and Political Teaching into the Teaching; Heuristic Teaching.

1. Introduction

Ideological and political theory courses in colleges and universities (hereinafter referred to as "ideological and political courses") are the forefront of ideological and political education for young students. They are aimed at the majority of young students and play an important role in gathering ideas and spreading mainstream values. Integrating heuristic teaching into ideological and political courses in colleges and universities is an important teaching task at present and in the future. It is an important channel for young college students to comprehensively improve their world outlook, outlook on life and values. It is a key measure to enhance the educational effect of ideological and political courses and implement the fundamental task of cultivating morality and cultivating people.

2. Analysis of the Current Situation of Heuristic Teaching of Ideological and Political Courses in Applied Private Universities

2.1 The Teaching Model and Method are Single and Traditional

The traditional teaching mode of ideological and political courses in colleges and universities is often teacher-centered, focusing on the inculcation of knowledge, and the teaching methods are relatively simple. In the classroom, teachers mainly teach theoretical knowledge, lacking effective interaction with students and deep integration of practical links. This one-way teaching method easily puts students in a state of passive acceptance of knowledge, with low enthusiasm for learning, and it is difficult to truly internalize the theoretical knowledge of ideological and political courses into their own ideological understanding and behavioral norms. For example, in some ideological and political classes, teachers explain concepts and principles for a long time, while students are busy taking notes, lacking opportunities for active thinking and questioning, and the classroom atmosphere is

relatively dull, and the teaching effect is not ideal.

2.2 The Teaching Content is Less Compatible with the Needs of the Times

With the development of the times, social hot issues continue to emerge, and the focus of students' attention is also constantly changing. However, the content of ideological and political courses in some colleges and universities has failed to keep up with the pace of the times, is not closely connected with real life, and lacks timely response and in-depth analysis of hot and difficult issues that students are concerned about. This makes the content of ideological and political courses appear relatively empty and abstract, and it is difficult to resonate with students. For example, in some ideological and political course textbooks and teaching, there is little coverage of hot topics such as current Internet culture, artificial intelligence, and the new international political situation. It is difficult for students to connect ideological and political knowledge with real life during the learning process, and they cannot deeply appreciate the practical guiding significance of ideological and political courses.

2.3 Post-2000 College Students have Low Learning Attitude and Participation

Some students do not fully understand the importance of ideological and political courses and lack interest and initiative in learning. They often regard ideological and political courses as boring theoretical courses and study them reluctantly just to meet academic requirements. They are not focused in class and have low participation. Some students are perfunctory in the process of learning ideological and political courses, such as skipping classes, playing with mobile phones in class, and not completing homework seriously. This negative learning attitude not only affects the improvement of students' own ideological and political literacy, but also brings certain challenges to the teaching of ideological and political courses. According to the survey, only about [X]% of students expressed great interest in ideological and political courses, while about [Y]% of students believed that ideological and

political courses would not play a big role in their future development.

3. Implementation Path of Heuristic Teaching of Ideological and Political Courses in Application-oriented Private Universities

In order to achieve practical results in the heuristic teaching of ideological and political courses, in addition to following the four basic principles, a series of specific measures need to be taken, mainly in the following aspects.

3.1 Give Full Play to the Leading Role of Teachers in Ideological and Political Courses

The core of heuristic teaching lies in the organic unity of teacher-led and student-centered teaching. As the organizer of heuristic teaching in ideological and political courses, teachers must give full play to their leading role. In terms of subjective factors, teachers should first strive to expand their knowledge and broaden their horizons while strengthening their own professional knowledge learning, so that they can fill their academic nature with other professional knowledge and grasp the rhythm of the class more efficiently. Secondly, in the process of teaching design and lesson preparation, teachers should make detailed preparations for every link of heuristic teaching, and have a macroscopic control over the design of course introduction questions and the steps of analyzing and discussing questions, so as to have a clear mind and guide confidently. The selection of questions should be representative and exploratory, in line with the teaching objectives and teaching content. In the process of analyzing problems, we should see the essence through the phenomenon, start from the simple and vivid surface of the problem, and use thorough and accurate academic analysis to guide and win students, so that students can naturally draw conclusions and make classroom teaching a natural outcome.

3.2 Be Good at Using Question-based Teaching

The problem elicitation method refers to raising questions in a targeted manner based on the actual needs of teaching and the students' interests, on the basis of fully considering the common problems existing in students, firmly grasping the students' "eyeballs" and thus stimulating their enthusiasm for learning. Specifically, first, the design of the questions should be scientific and reasonable. Teachers should conduct in-depth analysis of the common problems existing in students' thoughts, life and learning, and then design some highly targeted questions to lay a good foundation for the implementation of the problem elicitation method. Second, the questions should be raised flexibly and diversely. Teachers should not only raise questions at the right time, but also master certain problem presentation skills and pay attention to the diversity of presentation methods. They can raise questions directly, guide students to raise questions, or raise them in the form of rhetorical questions. Third, the problem should be solved step by step. When guiding students to answer questions, teachers should be linked together and step by step. After students understand the surface problems, they should gradually lead to deep-level problems, arouse students' active thinking, and solve problems layer by layer like "peeling cocoons".

3.3 Strengthen Student-centered Teaching Design

Inspired teaching in colleges and universities should strengthen the teaching design centered on students. First, the teaching content should be carefully designed. Teachers should fully investigate students' concerns before class, focus on heuristic teaching, and respond to real concerns, rather than programmatically and singularly designing teaching content based on reference materials. Second, the teaching links should be carefully designed. Teachers can arrange students' self-narration of learning ten minutes before class to cultivate students' observation and thinking abilities. In the ten minutes at the end of the class, students can be included in the evaluation link with students as the main body to improve the teaching effect through students' self-evaluation and mutual evaluation between teachers and students. Third, the teaching methods should be carefully designed. Teachers can flexibly use teaching methods according to the teaching content in teaching. In addition to problem inspiration, they also include micro-classes, MOOCs, case analysis, situational teaching, blended teaching, project-driven teaching, and autonomous inquiry teaching, etc. These methods, when used properly, can help fully stimulate students' strong desire for exploration and strong interest in learning.

3.4 Innovative Teaching Methods based on Problem-based Teaching

Having a high level of problem awareness is the basic guarantee for teachers of ideological and political theory courses to teach ideological and political theory courses well. This problem awareness runs through the entire teaching process and is implemented in teaching methods. The key to achieving innovation in teaching methods is to effectively play the role of ideological and political theory courses in resolving doubts, imparting knowledge, and guiding values, and to improve the effectiveness of teaching. Teachers of ideological and political theory courses should grasp the problems, focus on the problems, and think about how to ask effective questions around the problems, and constantly innovate teaching methods.

Teachers of ideological and political theory courses should create situations in connection with students' real life, naturally raise questions in the situations, arouse students' emotional resonance, and promote students to actively construct knowledge in the active interaction between the original knowledge structure and the new problem situation. Instead of directly throwing out questions dryly. The problem-based teaching of ideological and political courses in colleges and universities aims to guide students to think deeply with questions and improve teaching effectiveness. It stimulates students' desire to explore by cleverly designing questions, such as asking "how to practice friendly values in daily life" when explaining the core values of socialism. In the implementation process, teachers need to accurately grasp the depth and breadth of the problem and guide students to analyze and explore independently and cooperatively. At the same time, combined with case analysis, group discussion and other diversified teaching methods, encourage students to actively express their views. Problem-based teaching can effectively enhance students' subjective consciousness,

cultivate their critical thinking and innovation ability, make ideological and political courses no longer boring theoretical indoctrination, but enlightenment and collision of ideas, help students establish a correct world outlook, outlook on life and values, and inject new vitality into ideological and political education in colleges and universities.

3.5 Innovative Integration and Adoption of Smart Teaching Tools

Make full use of modern information technology, such as multimedia teaching, online teaching platforms, virtual reality (VR) and augmented reality (AR) technology, etc., to enrich teaching methods and enhance the attractiveness and appeal of teaching. For example, by making exquisite courseware, playing video materials, and conducting online and offline hybrid teaching, the ideological and political teaching can be made more vivid and colorful. Use a variety of teaching methods such as case teaching method, group discussion method, project-based learning method, role-playing method, etc. to guide students to actively participate in classroom teaching and improve students' classroom participation and interactivity. For example, when explaining a certain ideological and political theory, introduce relevant actual cases, organize students to conduct group discussions and analysis, let students deeply understand theoretical knowledge in the process of case analysis and discussion, and cultivate students' teamwork and communication skills.

The core goal of the reform and innovation of ideological and political courses in colleges and universities in the new era is to improve the effectiveness of ideological and political courses in educating people and cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor. Specifically, through reform and innovation, students should be able to systematically master the basic theories of Marxism and the theoretical system of socialism with Chinese characteristics, strengthen their ideals and beliefs, and enhance the "four self-confidences"; cultivate students' patriotism, collectivism and socialist core values, so that they have good moral qualities and social responsibility; improve students' ideological and political qualities and comprehensive qualities, so that they can use Marxist standpoints, viewpoints and methods to analyze and solve practical problems, adapt to the needs of social development, and contribute to the realization of the great rejuvenation of the Chinese nation.

In short, to promote the integration of heuristic teaching into college ideological and political courses and respond to students' concerns, it is necessary to make the heuristic teaching ideas truly "take root" in the hearts of students and be recognized and used by students. Therefore, college ideological and political teachers should build a systematic and complete integration system, and integrate systematically and organically from multiple angles. Heuristic teaching of ideological and political courses is an inevitable choice to improve teachers' teaching ability and guide students to establish a correct world outlook, outlook on life and values. At present, this teaching model is still in the stage of improvement. Only by discovering and solving problems in practice can it be used frequently and constantly, play its due

role, and achieve satisfactory teaching results.

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