

Research on "Liangxing Yidu" under the Mixed Teaching Mode of Ideological and Political Theory Courses in Colleges

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Abstract

The hybrid teaching of Ideological and political theory courses in Colleges is different from MOOC and traditional teaching. As put forward in 2035 of China's educational modernization, "accelerate the modernization of education, build a strong educational country and run an education satisfactory to the people." accelerating the modernization of China's education is the demand of the development of the times, The mixed teaching concept of Ideological and political theory course in Colleges conforms to the call of the state, integrates the needs of the times, and leads the development of online and offline mixed teaching with modernization, which is reflected in the transformation of teachers' role, student-centered, modernization of teaching tools and so on. Therefore, under the mixed teaching mode, it is of great significance to carry out the "Liangxing Yidu", which is High-level, innovative and challenging, research on the teaching of Ideological and political theory in Colleges.

Keywords

Ideological and Political Theory Courses; Mixed Teaching; "Liangxing Yidu".

1. Introduction

As early as the National Conference on Ideological and political work held in December 2016, general secretary Xi Jinping stressed: "our higher education is shouldering the great task of cultivating socialist builders and successors in the all-round development of morality, intelligence, physique and beauty, and we must adhere to the correct political orientation. Different from MOOC and traditional teaching, the hybrid teaching of Ideological and political theory course in Colleges is to respond to the national call, integrate the needs of the times, take modernization as the guide, and carry out online and offline hybrid teaching mode, which reflects the transformation of teachers' role, student-centered, modernization of teaching tools and so on.

For the study of mixed teaching mode of Ideological and political theory course in universities, most of them are the exploration and construction of the mixed teaching mode of Ideological and political theory course in universities. For example, Wang Xiaping explored the new mixed teaching mode and traditional teaching mode in the "Internet plus" analysis of the mixed teaching mode of Ideological and political theory course in the Internet era. For example, the presentation of teaching content, the acquisition of learning resources, the interaction between teachers and students, the order pattern of teaching space, and the curriculum assessment system. Gong Li is the first mock exam of the mixed teaching mode of Ideological and political theory course in Colleges. It points out that this teaching mode is based on the needs of students, and the mode of blended teaching should be adopted to improve the teaching effectiveness of Ideological and political theory courses in Colleges. On the basis of previous studies, this paper further explores the "gender unity" of mixed teaching of Ideological and political theory course

in Colleges, in order to improve the High-level, innovation and challenge of Ideological and political teaching.

2. The High-level of Mixed Teaching of Ideological and Political Courses in Colleges

The High-level is one of the characteristics of the mixed teaching of Ideological and political theory in colleges. The higher order of the mixed teaching of Ideological and political theory in colleges is mainly reflected in the teaching objectives and teaching conditions. First, the ideological and political theory course aims to cultivate students' Outlook on life, world outlook and values; Second, online and offline mixed teaching mode.

2.1. Teaching Objectives of Cultivating Students' High-level Comprehensive Ability

In Wu Yan's interpretation of the "golden course" by the director general of the Ministry of education, High-level means that in the teaching of the course, we should not simply impart knowledge, but cultivate students' ability and thinking, and combine knowledge, ability and quality in a meaningful and purposeful way, so that undergraduate graduates are not literate scholars living in the ivory tower at the time of graduation, But college students who have comprehensive ability to solve complex problems and advanced thinking mode, and can really solve practical problems. From the perspective of "golden course", the high-order nature of mixed teaching of Ideological and political course in colleges is not only to cultivate college students' mastery of relevant knowledge of Ideological and political theory, but also to let them use the thinking skills that seem to be less obvious than professional courses, and the ideological understanding can be used in later life to provide guidance for each important turning point and choice point in life. Cultivate college students to establish a correct outlook on life, world outlook and values, exercise their thinking, inspire their thinking, and cultivate their High-level comprehensive ability. Instead of reading dead books and reading dead books, they really learn to find problems, think about problems, and finally solve problems. After 12 years of hard study, many college students have not been able to cultivate the ability to solve problems, not to mention the ability to solve complex problems, and even organically combine knowledge, ability and quality. They are more able to deal with and solve "problems" within the scope of book knowledge. This "problem" is only limited to books, referring to exercises, mathematics problems, Chinese problems English questions, biochemical physics questions, political history questions, etc. these problems need to be solved in taking the examination. Therefore, what needs to be cultivated in the university is more students' thinking, so that they can solve complex problems, rather than being able to answer questions in the examination. Such comprehensive ability is the comprehensive embodiment of ability, knowledge and quality. "Focusing on inspiring education, guiding students to find problems, analyze problems and ponder questions, let students come to their conclusions in continuous inspiration." this is general secretary Xi Jinping's request for ideological and political theory courses in colleges in the new era. However, such knowledge will affect people's life, affect people's every choice, melt into people's blood and brain, and accompany them forever. The ideological and political theory course in colleges is different from other courses with strong professional nature. It is not to teach the methods to solve professional problems, but to teach students dialectical thinking, patriotic feelings and broad vision, and cultivate students to become new people of the times with High-level comprehensive ability with a sense of responsibility, ability and organic combination of knowledge and quality.

2.2. Create High-level Teaching Conditions Online and Offline

In the High-level teaching conditions of Hybrid Teaching of Ideological and political theory course in colleges, it is also necessary to reflect the High-level conditions of online and offline Hybrid Teaching: "internal" + "external" double line and High-level standard at the same time. The "inner" higher-order teaching conditions include a series of supporting conditions from top to bottom. The high-order characteristics of "internal" teaching conditions are fully reflected from the three levels of leadership, teacher team and technical team. First, from the leadership level, we must have sufficient support for the development of mixed teaching, and be able to timely understand the world's higher education.

And the development trend of higher education in China, with broad vision, bold decision-making, and firm belief. After accurately judging the development trend of education, it can quickly make decisions and apply them to the development of practical courses, provide the required elements for the mixed teaching of Ideological and political courses in colleges, and make preliminary preparations for the mixed teaching of Ideological and political theory courses in colleges. Secondly, we must have a teacher team with innovative consciousness and fighting spirit. If the leadership level is the discoverer and initiator of reform and innovation, the teacher team is the first executor. To build a mixed teaching of Ideological and political theory courses in colleges, we must have an excellent team of teachers, dare to accept new models, dare to explore new models, and be good at perfecting new models. Starting from the teaching concept, we should clarify the transformation of our own positioning, change from the traditional speaker to the guide in teaching, and then really participate in the analysis of teaching objects and contents, teaching resources Many tasks, such as pre teaching design, analysis of key and difficult points of teaching and how to implement all links of teaching, need to be implemented to the teacher team. The most important task is the actual development process of the course, and teachers also need to deal with emergencies in time in the whole implementation process. In addition, the mixed teaching of Ideological and political courses in colleges is also inseparable from the teaching assistant team and a strong technical team. The role of the teaching assistant team in the whole model is more to regularly maintain the online platform and assist the course teachers to deal with students' emergencies in time, such as participating in the early course construction, publishing relevant course information in the process, answering students' questions about the course and the platform, etc., The teaching assistant team not only provides teaching guidance for students, but also shares the burden of the course for the teacher team. A strong technical team is also an essential "internal demand". The technical team should not only be responsible for real-time communication with the teacher team and teaching assistant team, participate in the whole early course analysis, mid-term preparation of teaching materials (mu class video shooting, post production, etc.) and later actual development of the course, but also be responsible for the operation and maintenance of the online teaching platform, Constantly improve the online network teaching platform and explore and develop new functions to meet the mixed teaching of Ideological and political courses in colleges. It is the close connection and full cooperation of "internal" needs that make the mixed teaching of Ideological and political courses in colleges really move and go on smoothly.

The "external" High-level teaching conditions are mainly the more practical needs of hybrid teaching, that is, teaching hardware equipment and teaching resources. The teaching resources of the mixed teaching of Ideological and political courses in colleges are quite extensive and have a clear political nature. Therefore, on the premise of taking the ideological and political courses in colleges as the basis, it is necessary to ensure the normal state of the online network teaching platform of teaching video resources, teaching text resources, homework library, examination library, discussion area and other plates, and there is no deviation of political position, In order to provide operation, curriculum implementation and promotion support for

the mixed teaching of Ideological and political courses in colleges. Secondly, offline physical classrooms need more hardware facilities than traditional classrooms before. For example, in the implementation of classroom teaching, teachers need to project their mobile phone interface; Network is required in live interactive courses; Conduct debate competitions or group speeches, round table or more flexible classroom settings, etc.

3. Innovation of Mixed Teaching of Ideological and Political Courses in Colleges

The innovation is reflected in the teaching strategy of mixed teaching of Ideological and political theory course in colleges. When defining the "golden course", director Wu Yan said that the innovation in the "golden course" is reflected in three aspects: course content, teaching form and learning results. The innovative interpretation and standard requirements of "golden course" undoubtedly coincide with the direction of the reform of Ideological and political theory course in colleges. It can be said that it strengthens the existing mode of mixed teaching of Ideological and political theory course in colleges, and provides a new direction for further reform and innovation. When investigating the current situation of mixed teaching of Ideological and political theory course in colleges, some students said that the content of the course is rigid, inflexible and difficult to understand. They hope that the content can be updated and closer to the times and life. In fact, this problem is the embodiment that the ideological and political theory course in colleges has always made college students feel unattainable and ungrounded, and the innovative teaching strategy has been put forward, which has the key point to solve the fundamental problem.

3.1. Enhance the Affinity of Teaching Content

The innovative teaching strategy of mixed teaching of Ideological and political theory course in colleges is first reflected in the course content. The course content of Ideological and political theory course in colleges has a certain political nature. We should maintain high vigilance on the ideological issues taught, and should not deviate at all, but we should not avoid problems, and dare to face those wrong views and thoughts, Spread mainstream ideology. The academic rationality of Ideological and political theory course in colleges is often profound and difficult to understand, so it will make college students feel estranged. How to explain the content of the course is the innovation that needs to be stimulated in Ideological and political theory course in colleges. The ideological and political theory course in colleges should adhere to the unity of politics and theory, explain the theory thoroughly and appropriately, really convince students with theory and guide students with truth, so that students can identify with and resonate with the theories and beliefs conveyed by the ideological and political theory course, so as to truly integrate into their lives, To improve the affinity and pertinence of Ideological and political theory course in colleges, we need to make more full preparation and Analysis on the teaching content, make the teaching content live and practical, but we can't lose its theoretical height and political position. We should make the teaching content truly applicable to the education of students, rather than mechanically indoctrinate words. Therefore, the theory and principle of China's ideological and political theory course is becoming more and more acceptable to university students. The content of the course needs to be cutting-edge and contemporary, such as the ideological and political theory course focusing on Xi Jinping's new era socialism with Chinese characteristics. In the course of situation and policy, we should analyze and guide students' thinking and the contents of modern Chinese history more closely in the current situation of policy at home and abroad. We should combine the ideas and essence of China's modern history with the principle of Marx doctrine. Or how to use the learned Principles to recognize, analyze and solve the practical difficulties encountered in daily life.

Let the knowledge to be conveyed in the ideological and political theory course in colleges live in the present, keep up with the trend of the times and be close to the study and life of college students. The cutting-edge and contemporaneity of the course content are the development direction of the innovative teaching strategy of the mixed teaching of Ideological and political theory course in colleges.

3.2. Carry out Online and Offline Mixed Teaching

The mixed teaching mode of Ideological and political theory course in universities is developed by the combination of line and line teaching mode. The advanced teaching strategy of blended teaching is embodied through the advanced nature and interaction of teaching form. The ideological and political theory course in colleges is carried out in the mixed form of online and offline courses. It is the most cutting-edge teaching mode in today's educational circles. It also strengthens the communication between teachers and students, students and students, so that the communication is not limited to the classroom space, and is student-centered anytime and anywhere. The biggest difference between the online and offline hybrid online course teaching part and the previous traditional teaching mode is that one pays attention to the fragmentation and re integration of knowledge, and the other emphasizes systematic integrated learning. Hybrid teaching requires the online teaching part to highly refine the knowledge points, extract the key points and difficulties of each knowledge, and explain them. At the same time, it is necessary to ensure that all knowledge points must be integrated to form a logically complete knowledge system (for example, in the course of situation and policy, each topic can be independently set as a learning chapter: reform and opening up, Hong Kong's return, cross-strait issues, etc.; the principle of Marxism can further subdivide the three major points of Marxist philosophy, Marxist political economy and Marxist scientific socialism into each small knowledge point; modern Chinese history can be divided into topics or Divide learning topics according to historical process) Secondly, online discussion topics on key knowledge points are sent out to enhance the communication between teachers and students, students and students, so that students can learn the key knowledge points, understand themselves and generate their own views before entering offline classroom teaching. Therefore, teachers can also collect students' feedback, understand students' learning progress, each student's mastery of knowledge points, and so on It can be carried out more reasonably in the next classroom teaching. The mixed teaching of Ideological and political theory courses in colleges, the development of offline courses, and the further discussion of knowledge on the basis of online teaching. Such a course teaching form can pay more attention to the interaction between teachers and students, students and students, so as to better achieve the highest level of the five levels of college classroom teaching, students and teachers, students and students Dare to argue, argue and even quarrel in the classroom. Such classroom teaching is more colorful and diversified, avoiding the cold situation after putting forward discussion topics or asking questions in the classroom in the past. The rich learning content of online course teaching improves the effectiveness of students' participation in offline classroom teaching. On the one hand, teachers need to design sufficient problem guidance, and Various forms of classroom activities, such as key knowledge explanation class, students' speech report in group form, classroom discussion, positive and negative debate, games (such as theme report in a certain period of modern Chinese history, discussion class on changes in our life in the 40 years of reform and opening up, and analysis of key and difficult points of Marxist principles) And so on; on the other hand, the students come prepared.

The teachers publish discussion topics on the online course teaching platform in advance, interact and communicate with the students, and the students collect data, read, watch videos and prepare classroom speech materials in advance. Through the advance preview of the online course, the students' proficiency in knowledge points has been greatly improved, and most of

them have formed their own views. A long and minute statement of interaction principle is of great importance to the ideological and political theory course in universities. The mixed teaching mode of online and offline makes the ideological and political theory course more advanced and directive, without analyzing the basic principles in a long way, and doing something "speaking" or "not speaking", the knowledge to be conveyed in the ideological and political theory course in colleges can be more appropriate to a class or some students, or even to a student. The use of era media technology for offline classroom teaching, such as using mobile phones to specify time limit check-in, can carry out check-in fun and reduce the absence rate; through the functions of shaking, selecting, answering and students' answering, it can feed back to the students in time. Students' ability to master knowledge and analyze problems, and exercise students' language expression ability. The innovative teaching form of mixed teaching of Ideological and political theory course in colleges is conducive to teachers' refining research direction and optimizing teaching content system; it is conducive to students' balanced enjoyment of teachers' resources and sharing diversified teaching characteristics; it is conducive to stabilizing teaching order and driving the improvement of teaching quality.

3.3. Explore Diverse Learning Evaluation Methods

Innovative teaching strategies are reflected in students' learning results. Students' learning results should be innovative. This innovation is reflected in the inquiry, personalization and diversification of students' learning results. The ideological and political theory course in colleges is different from other courses, especially the professional courses of science and engineering. The correct answer is almost the only one. It can simply tick or cross students' homework and final examination. For the ideological and political theory course in colleges, students' learning results cannot simply judge right and wrong, especially when students' learning results reflect their thoughts and values, outlook on life and world outlook, it is too mechanized to rashly judge the right and wrong of students' thoughts and values. The purpose of Ideological and political theory teaching is to cultivate people and socialist successors. Therefore, in innovative teaching strategies, we should not pursue the right and wrong of the final learning results, but pay attention to cultivating students to explore, rather than the pursuit of the right and wrong of the results, and stimulate students' personality characteristics. Students' inquiry process and self-personality characteristics are reflected in the diversified results of learning results.

Through a variety of flexible learning results to stimulate students' potential, the inquiry, personalization and diversification of learning results make students not learn one-way from the only old inherent goal, but really learn, not for the results. The focus is a kind of inquiry process. In the inquiry process, they are not afraid that their learning results do not meet the only standard, it is to train students to combine their own personality in the process of exploration, and finally meet the expectations of the development of Ideological and political theory courses in colleges, and truly grow into a new generation who is firm in Marxist and communist ideals and beliefs, and dare to struggle for the rejuvenation of the Chinese nation.

4. The Challenge of Mixed Teaching of Ideological and Political Courses in Colleges

Challenge is one of the characteristics of mixed teaching of Ideological and political theory course in colleges. Similarly, challenge is one of the essences of "golden course" different from "water course". The challenge of teaching evaluation means that the course should have a certain difficulty, which is not only for students, but also for teachers. Both sides need to pay more in the process of teaching and learning, to build the ideological and political theory course in colleges into a "golden course" and truly improve the effectiveness of teaching. Therefore, the teaching evaluation of mixed teaching of Ideological and political theory course in colleges

needs a certain degree of challenge, which is mainly reflected in two aspects: first, the teaching evaluation will pay more attention to the two subjects in the process of teaching and learning, and the investment degree of teachers and students in Teaching needs to be evaluated; second, the teaching evaluation will not only stay in the links of students' achievements or teachers' lesson preparation, But more diversified and hierarchical.

4.1. Subjectivity of Teaching Evaluation

The challenge of teaching evaluation of mixed teaching of Ideological and political theory course in colleges is reflected in the attention to the teaching subject. At the same time, it is also the evaluation of the subject in the two-way communication process of teaching and learning. It is not only a more dynamic process to measure whether students have mastered knowledge by taking students' achievements as the standard and evaluate teachers' excellence by teachers' classroom development. In this dynamic process, the challenge is reflected in the difficulty for both teachers and students. The definition of this difficulty is just as pointed out in the "zone of proximal development theory" put forward by the former Soviet educator Vygotsky. At the same time, it is also the embodiment of the principle of capacity (principle of acceptability) in the principles of education and teaching. The curriculum, that is, the content of teaching, needs to be difficult, not too low or too high is not conducive to students' learning, and the "Recent Development Zone Theory" points out that teaching should pay attention to students' recent development zone and provide content with certain difficulty, so as to stimulate students' potential, mobilize students' enthusiasm, surpass the current nearest Development Zone and develop to the next better stage. In the development of many university courses, we have forgotten these most basic educational principles. Either it is too simple for college students to feel that they can obtain corresponding credits without attending classes, or it is too difficult for college students who thought they could relax after experiencing the college entrance examination to lose confidence and fear difficulties. Therefore, the mixed teaching of Ideological and political theory course in colleges should grasp the difficulty of the course, improve college students' thirst for knowledge and curiosity, have the motivation of learning and the desire of exploration. Not only does the teaching evaluation of the student level curriculum need a degree of challenge, but the curriculum needs a certain degree of difficulty, which is also consistent for teachers. In order to have a good course and make the ideological and political theory course a "golden course", it is inseparable from teachers' investment in the curriculum, build their own systematic knowledge structure, find teaching methods that are easy for students to accept, and touch the curriculum to the depths of students' hearts. This is particularly important for the ideological and political theory course, because the ideological and political theory course is more integrated into people's subjective thinking, people's thoughts and people's values. It is difficult for students to agree with the ideas to be conveyed by the course without touching students.

4.2. Diversification of Teaching Evaluation

The teaching evaluation of the challenging mixed teaching of Ideological and political theory courses in colleges is no longer a simple achievement certification, but needs to include diagnostic evaluation, formative evaluation and summative evaluation. The evaluation subjects are diversified and the evaluation indicators are diversified, including online course teaching evaluation and offline classroom teaching evaluation, teachers to students, students and students' evaluation of teachers. This comprehensive evaluation makes a better and more comprehensive evaluation of the whole teaching process. Diagnostic evaluation, formative evaluation and summative evaluation. Diagnostic evaluation is an affirmation of students' pre class learning process, including students' pre class preparation: learning enthusiasm, interaction with teachers and co learners, and participation in online course teaching. Formative evaluation is mainly reflected in online and offline classroom teaching: the

achievement of pre class learning, active participation in classroom Q & A or discussion, and the degree of previous question resolution. And after-school review: continue to participate in online course teaching activities, complete after-school review, review the knowledge you don't understand, and so on. The final evaluation is mainly the homework submitted by students and the good degree of the exam, and the corresponding score will be directly proportional to it. The diversity of teaching evaluation indicators is reflected in online course teaching evaluation and offline classroom teaching evaluation. The evaluation indicators of online course teaching mainly include the number of times students visit the platform, the number of times teachers participate in publishing discussion topics, whether they publish discussion topics themselves, watch teaching videos, read teaching materials, learn teaching ppt, complete homework Complete the test and other indicators. The evaluation indicators of offline classroom teaching mainly include classroom attendance, classroom expressiveness, answering questions, answering questions, etc.

The diversification of teaching evaluation subjects means that the evaluation of teaching does not only come from teachers, but includes multi-directional and diversified subjects, including teachers' evaluation of students, students and students, and students' evaluation of teachers. Teachers' evaluation of students mainly comes from whether students' online and offline learning performance has completed their learning tasks according to relevant indicators. In hybrid teaching, not only teachers' evaluation of students, but also students' evaluation of teachers can be carried out, and can be quickly reflected on the platform of online courses, Students can feed back relevant evaluations by participating in the questionnaire survey of curriculum evaluation. They can also score the curriculum and evaluate it. Of course, they can also directly publish relevant topics in the topic discussion area to express their views on the curriculum. In addition, it also has the mutual evaluation between students. Especially in the evaluation of homework, examination and classroom performance, the proportion of teachers' evaluation and the proportion of students' mutual evaluation can be reasonably distributed.

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