

A new way of "problematic" teaching in Ideological and political theory courses in Universities under the background of big data

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Abstract: At present, there are "four puzzles" in the teaching of Ideological and political theory in Colleges and universities in China. Under the background of large data, the reform of Ideological and political theory in Colleges and universities has ushered in a new way of reform, and the problem-based teaching model can be applied to four ways and play its important role.

1. Introduction

Macus Kim, a psychologist in the Soviet Union, thinks that the concept of "problem situation" in thinking and teaching is the core concept of "problem teaching" theory. The problem is the starting point of thinking. The process of problem solving is also the process of creative thinking. It stresses the importance of creative thinking. Constructivism emphasizes that students are the centre of students' active exploration, active discovery, active construction, and the essence of human cognition is the "construction" process of the subject, which should give full play to the students' subjective role. The United States, Australia and other countries have made an in-depth study of this problem, and put forward the Anchored Instruction. Anchored teaching is based on problem (as an anchor), so it is also called "Problem-based Teaching". In the era of big data, ideological and political theory courses in Colleges and universities are facing great opportunities and challenges.

Because of the development of Internet and information industry, big data has penetrated into every industry nowadays. Entering the 2012, the term "big data" was widely mentioned. The big data is a "revolution", "huge data resources have made various fields begin to quantify the process, no matter the academic world, business or government, all areas will begin this process." In September 2015, the Central Committee of the Communist Party of China and the State Council issued the notice on the program for the development of large data to promote the development of large data. It made a request for the development of large data in the field of education, and stressed the importance of "exploring the supporting role of large data for the reform of education mode". Under this background, the ideological and political theory course in Colleges and universities should break through the traditional teaching mode and find the main contradiction that restricts the teaching effect in the past teaching process. The contradiction between "teaching" and "learning" in

the course of Ideological and political courses in Colleges and universities has a special form of expression different from other courses. This is the contradiction between instillation and instillation in the traditional classroom teaching. This contradiction is an important reason why the ideological and political theory courses in Colleges and universities have not been effective enough and the function of Ideological and political education has not been sufficiently developed for a long time. Under the background of large data, the reform of Ideological and political courses in Colleges and universities must find effective ways to solve and deal with the contradiction properly. In the course of teaching, the solution of the problem of students' needs is the starting point and starting point. At the same time, two problems are solved: the basic theory and viewpoint method of the teaching of Ideological and political teaching can be imparted to the students. It also enables students to play the main role and creatively accept and learn ideological and political lessons actively and consciously during the process of solving problems. From the contradiction between "teaching" and "learning", the current reform of the teaching mode of Ideological and political courses in Colleges and universities can change the traditional teaching characteristics, make full use of modern network technology, give full play to the initiative of the students, eliminate the traditional learning dependence on the classroom and teachers, and become the leading of the study, which is beneficial to the real play. The attraction, the inspiration and the sense of gain in the ideological and political lessons.

2. The realistic pursuit of "problem based" teaching mode: four puzzles.

First, the contradiction between the same teaching content and different teaching objects.

The ideological and political theory course of colleges and universities is oriented to all the college students, and the individual differences of the students have also caused the contradiction between the teaching content and the different teaching objects in the practical teaching. Problem based teaching is to teach students in accordance with their aptitude and to design problems in the face of different audiences.

Second, the contradiction between strong theory and poor practicability.

The perplexity of the ideological and political course in Colleges and universities is that the students generally think that the theory of the course is strong, and how to solve the effective connection between the theory and the practical application is a prominent practical problem. "Problem-based approach" is to enable students to explore problems with practical needs. Let the theory really guide the practice.

Third, there is a contradiction between teaching content and teaching time. Ideological and political teachers in Colleges and universities face the contradiction between heavy teaching tasks and less teaching hours. Taking the curriculum of the outline of modern Chinese history as an example, there are only 48 hours of school hours, and the teaching tasks of teachers include theoretical teaching and practical teaching hours. For nearly 150 years since 1840, the teaching time has been very tight. Teachers must complete the prescribed teaching tasks in only one hour, which can be described as heavy tasks.

Fourth, the contradiction between "knowing" and "doing".

The contradiction between "knowing" and "doing" also exists in traditional ideological and political teaching. Let students take the initiative to learn, create on their own initiative, and strive to achieve unity of knowledge and action.

3. Problem design of problem based teaching mode: four characteristics

Aiming at the basic characteristics of the audience group in the ideological and political theory course, four characteristics of the problem design are defined.

First, authenticity. One of the most important principles of problem design is its true reliability. The problem must be based on the textbook of Ideological and political theory designated by the Ministry of education.

Second, the current situation. The design of problems should be closely related to the times in which we live. In particular, the problem design of the course of the situation and policy should be combined with the international, the mainstream and hot issues at home, so that the problem can really answer the practical puzzles of the students.

Third, moderation. In view of the respective characteristics of the audience group in the ideological and political class, the design of the problems should be difficult and moderate, suitable for the age characteristics of the students, as far as possible with their life background, the environment, the major, the interests and other factors. The problems of liberal arts colleges and science colleges and universities, the problems of colleges and universities in the eastern and western regions, the design of problems in normal colleges and military colleges and universities, and art colleges and universities should have their own characteristics, pertinence and moderation.

Fourth, enlightenment. The design of problems should give full play to the inspiring functions. Only with inspiring, innovative and expansibility problems can we maximize the enthusiasm of students and enthusiasm for scientific research. Inspiring questions are prerequisites for students to play an active role.

4. Application situation and new characteristics of problem-based teaching mode: four support

Under the background of big data, problem based teaching mode can be applied to:

First: relying on the theoretical class teaching of Ideological and political class. The traditional face-to-face theory classroom teaching is still the main teaching method of Ideological and political courses in Colleges and universities. At present, traditional classroom plays a leading role in Colleges and universities. In the theoretical classroom teaching of Ideological and political theory, teachers should focus on the interactive guidance of problem chain guidance, so that students can actively participate in the classroom and make the classroom full of vitality.

Second: relying on the social practice of the big classroom. The practical teaching of the ideological and political course also occupies a large proportion in the teaching of Ideological and political courses. How to make the practice teaching sound and colourful, still needs the problem-based teaching mode. Let college students take problems to participate in the social practice of the curriculum, from the problem of interest in research, and then into the model of autonomous learning, free choice of target object for cooperative discussion, finally with research conclusions back to the classroom, in-depth exchange of summary.

Third: rely on the network platform (or online classroom). Network classroom, teaching platform or Moore teaching methods enrich the single classroom teaching situation in traditional classroom. With the students as the main body of "turn over the classroom" teaching, teachers can put the problem on the learning platform, let the students fully grasp their own learning arrangements, control the rhythm of learning, with the students, team, teachers to interact, comprehensively improve the teaching effect.

Fourth: relying on micro transmission. WeChat, QQ, APP, blog and other technical means are fully integrated into the ideological and political lesson. Mobile phones have become an important part of life for contemporary college students. Teachers should fully understand this reality and give

play to the teaching situation of micro propagation. And make good use of mobile phones to let the ideological and political classroom really enter the life of college students, close to students. Teachers interact with students in the problem-based teaching mode anytime and anywhere to meet the needs of different students' learning and life. Micro communication is also an effective channel for teachers to understand students' dynamics.

5. The teaching design of problem-based teaching mode: four links

Increase the interactive teaching between the network and the classroom. We should optimize teaching contents and select Interactive themes based on problems. Teachers show the teaching content in the form of problems, the problem design originates from the teaching materials, based on the hot spots and current events of the college students, combining the students' subject background, considering the students' confusion and interest, so that the selection of teaching content should pay attention to both the teaching material and the social reality, not only pay attention to the knowledge of the subject, but also pay attention to the others. Knowledge of related subjects; not only concerned with students' ideological trends, but also concerned about students' value guidance.

Effective organization and implementation, grasp the degree and direction of problem-based teaching.

The organization and implementation of the interactive teaching process adopt four links: "teacher design problem - the question of student answer - teacher review - student summary problem", the main line of teaching, taking the teacher as the dominant, the student as the main body, the diversified teaching method as the means, the student through the interpretation of a certain problem. It is an independent and exploratory learning process to grasp the basic theory and conduct in-depth research.

The design of specific teaching mode is like the following:

Problem design→self-directed learning→cooperative discussion→presentation inquiry→topic comment→and summary analysis.

6. The operation mode of problem-based teaching mode: Four concepts.

Based on the concept of big data, we should make full use of modern information technology to serve the teaching reform, and provide basic service for improving the "problematic" teaching mode of Ideological and political course.

Construct rational organization operation mechanism concept: the network platform select the best selection mechanism to arouse the students' interest in learning; adopt the group cooperation mechanism to improve the student team cooperation ability; introduce the debate competition mechanism to improve the students' flexible application of the theoretical ability; take multiple evaluation mechanism to improve the students' self-learning motivation; performance brush. The new improvement mechanism promotes students' continuous pursuit of self-perfection and self-actualization.

Create a new teaching concept: responding to the humanistic care concept of students' demands, the concept of equal teacher-student relationship and the idea of creating a democratic teaching atmosphere.

To guide the concept of benign interaction: to mobilize the subject of multiple education, to realize the interaction between students and students and between teachers and teachers; to enhance the pertinence of the teaching content, to realize the interaction between the content of the teaching

materials and the practical problems, the interaction between the content of the teaching and the ideological and reality of the students; and to perfect the form and the reality.

The network technology as a new teaching means and teaching carrier has opened a breakthrough for the reform of the "problematic" teaching mode of the ideological and political course in Colleges and universities, and promotes the multi-dimensional interactive teaching of Ideological and political courses in Colleges and universities and opens a new chapter of the reform of teaching mode. Based on the large data background, the research and practice of College Ideological and political teaching model can provide students with a chance to participate in knowledge dissemination and gain recognition. It is beneficial to mobilize the enthusiasm of students to seek the initiative, effectively exercise students' ability in many aspects, and transform the content of static teaching into the exploration value for the students. The research questions stimulate students' interest in learning, give full play to the educational role of peer group, and enhance the effectiveness of Ideological and political education. In addition, the teaching model sets up a multi angle interactive platform for teachers and students, provides a good opportunity for the ideological and political theory teachers to understand the students, and also provides a wide channel for students to communicate with teachers at any time.

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