The Effectiveness of Ideological and Political Course Teaching in the New Age

Jiequan Wang*

School of Marxism, Tongchuan Vocational and Technical College, Tongchuan 727031, Shaanxi, China

75700789@qq.com

*Corresponding author

Abstract: With the development of economy and society, the data Internet has developed rapidly. Combining courses with Internet technology has become a development trend. This article uses questionnaire surveys and interview surveys to collect statistics. The experimental group uses Internet thinking and combines classroom and Internet to enable students to be able to For real-time learning, the control group used traditional teaching methods. By collecting relevant experimental data, fitting the data, and using mathematical statistics and mathematical analysis methods to fit and analyze the experimental data. According to the survey, it is found that the teaching has improved the teaching efficiency by about 20%.

1. Introduction

Its teaching content and goals are basically consistent with the guiding ideology of the Communist Party of China and the mainstream ideology of socialism, and have distinctive Chinese characteristics. However, from the perspective of specific implementation effects, the results achieved by colleges and universities in this reform are not significant enough [1].

The Internet has brought many changes, such as visual teaching resources, diversified teaching methods, and marginalized quantifiable teaching processes, teaching subjects, and teaching ecological complications, such as college education course teaching has brought new functions [2-4]. For example, more sophisticated learning monitoring plans, more personalized teaching design, more targeted teaching methods, more timely teaching behavior, more experience in teaching evaluation, etc. [5-7].

Liu G and other scholars believe that the new curriculum planning is not only a realistic need of ideological and political education in the new era, but also an urgent requirement for basic tasks [8]. Scholars such as Jimei LIU, promoted the effective implementation of practical teaching by imitating the concept of professional cluster construction [9].

The mode of knowledge production and dissemination has been profoundly changed. By collecting relevant experimental data, fitting the data, and using mathematical statistics and mathematical analysis methods to fit and analyze the experimental data.

2. Proposed Method

2.1. Impact of New Media on Ideological and Political Teaching

(1) Characteristics of new media

The so-called new media is a new media form developed after traditional media. It uses the Internet, satellite, wireless communication and other channels to use personal computers. First, real-time, which means that information can be released and disseminated at any time after it is generated, and there is basically no time lag; second, interactivity, which means that the general public no longer accepts passively after selecting the information, and the information source can fully interact with the audience. Third, universality, which means that the geographical and spatial restrictions on the dissemination of new media are becoming less and less. In general, as long as there are suitable equipment and transmission signals, information can be transmitted, so the number of new media audiences is extremely large. Fourth, the broadness refers to the fact that targeted information release based on specific groups is increasingly difficult to achieve and decentralized. And de-agenda characteristics are obvious; fifth, diversity refers to the diversity of media and information carriers.

(2) Challenges Facing Ideological and Political Work in Colleges

In this era of information explosion, every user is exposed to a large amount of information at all times, most of which has not been strictly filtered and screened. Among them, psychological problems, deviations in ideals and beliefs, and values [10-12].

The specific flowchart is shown in Figure 1. We must continuously absorb the latest achievements in the development of theory and practice, and continuously optimize the curriculum system according to the specific circumstances of social changes. Setting, this is the basic requirement of the attribute setting [13-15].
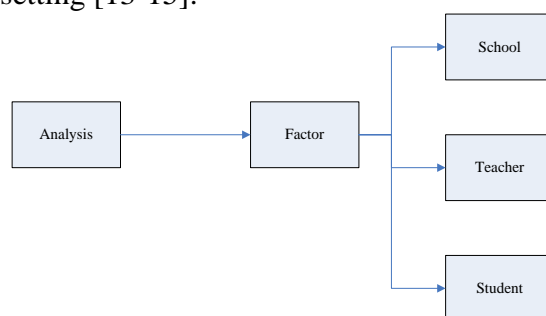

Figure 1: Experiment flow

(2) Effectiveness of ideological and political lessons in colleges

The theory and the practice of socialism that are closely combined with the science park and the new era have Chinese characteristics, construction and ideological characteristics [16-18].

2.2 Factors Affecting the Timeliness

(1) Colleges and universities pay insufficient attention to the timeliness of ideological and

political teaching

Of course, the layout is too old and the lack of timeliness of the teaching content is emphasized. Work tasks. We must constantly absorb the latest achievements in the development of theory and practice, and constantly optimize the curriculum system setting according to the specific circumstances of social change.

Teachers in the class are still intervening too much in students' ideological and political pathways. Teachers relying on the dominance of classroom teaching resources and search sets cannot guarantee comprehensiveness, and this part of middle school students who lack participation is playing against it. The degree of attention to this problem comes from the attitude of university teaching staff in managing discipline. The existing teaching model does not meet this standard. Teachers' attention to teaching content will directly affect students and is important as an educator. The timeliness of sexual ideological and political theory classes, students despise this, leading to a waste of time teaching resources are difficult to achieve the desired results [19-21].

(2) Students lack deep reflection on teaching content

The current status of teaching has gradually caused the connection between educational courses to reflect the teaching tasks of students. The development of teaching tasks is too monotonous [22-24].

(3) Lack of scientific teaching methods

Technology is widely used in other disciplines, such as multimedia teaching equipment, technical practice Simulation, etc., but in the current education and teaching methods have not yet been reflected, or rely on the teacher to complete the teaching mission, the students 'emphasis on education courses will decline, multimedia teaching equipment needs to be developed and used as soon as possible, in order to help establish the corresponding After improving the teaching environment and improving students' ideological awareness, a complete education course can also actively cooperate with teachers [25].

2.3 Status Quo and Causes

(1) Reasons for mentality and interest

Judging from the actual situation in various universities, basically, the situation that students can "not have to listen" when they come to ideological and political lessons is no longer a secret that cannot be said. Each time ideological and political teacher training I will hear a lot of complaints about the difficulty of taking classes and students.

(2) The nature and characteristics have brought some difficulties to the reform practice

The theoretical knowledge is tedious and various ideas and concepts are relatively abstract. The main teaching content is separated from the actual life of students, making it impossible for students to contact the actual Understanding the theoretical knowledge points caused students to have a certain deviation in the teaching cognition of the course, so that they eventually lost their motivation to learn.

3. Experiment

3.1 Experimental Methods

The experimental group uses Internet thinking and puts classrooms on the Internet so that students can for real-time learning; the control group used traditional teaching methods. By collecting relevant experimental data, fitting the data, and using mathematical statistics and

mathematical analysis methods to fit and analyze the experimental data.

3.2 Source of Experimental Data

(1) Randomly select five colleges and universities in the region. Each school draws 100 people. Ask each group and ask them about the classroom form of traditional college ideological and political classrooms. Attractiveness, efficiency, and your own views on ideological and political classrooms.

(2) Interviews with these five groups of students. Asked them how good they are in terms of learning efficiency, learning time, memory depth, and systemicity. .

(3) Let the students in the experimental group watch the relevant online ideological and political lessons for one week. After a week, interview their feelings and feelings about the online ideological and political lessons, and ask them about their own time schedule, learning efficiency and interest when conducting online courses on the Internet. Degree.

4. Discussion

4.1 Survey Results

(1) Investigate the personnel drawn from the area first, and give them their opinions on ideological and political classrooms. The summary results are shown in Table 1 and Figure 2. From the above survey, we can see that traditional ideological and political teaching methods cannot attract students' learning interest.

Table 1: Number of students agreeing with traditional ideological and political lessons

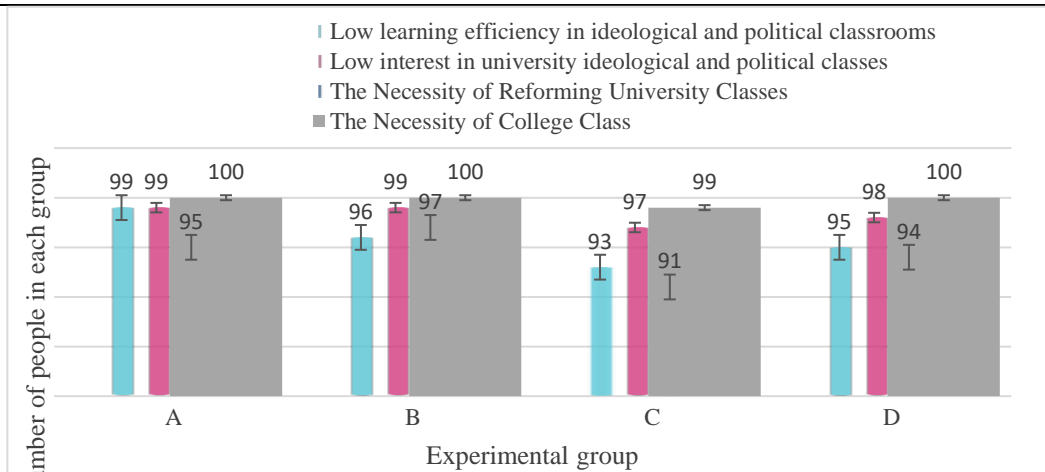|	Low learning efficiency in ideological and political classrooms	Low interest in university ideological and political classes	The Necessity of Reforming University	The Necessity of College Class
Group A	99	99	95	100
Group B	96	99	97	100
Group C	93	97	91	99
Group D	95	98	94	100

Figure 2: Number of students agreeing with traditional ideological and political lessons

As shown in Table 2 and Figure 3, about 75% of the students think that the profoundness can be improved through online education. About 63% of the students think that increasing ideological and political teaching on the Internet will be beneficial to students' systematic learning.

Table 2: Number of approved ideological and political education

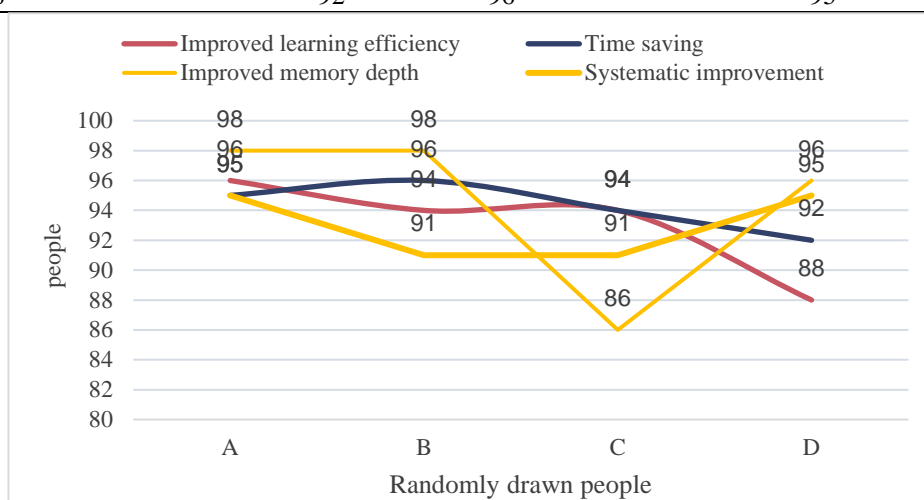|	Improved learning efficiency	Time saving	Improved memory depth	Systematic improvement
Group A	96	95	98	95
Group B	94	96	98	91
Group C	94	94	86	91
Group D	88	92	96	95

Figure 3: Number of approved education

4.2 Strategies for Improving the Timeliness of Theory Teaching in Colleges

(1) The students were interviewed a week later to ask them about their time schedule, learning efficiency, and level of interest when conducting online courses. From Table 3 and Figure 4, it can be seen that about 50% of the students can attend ideological and political lessons according to the usual school hours. Some students choose to watch in their spare time. When asked how they feel about learning, nearly 60% of students think they are learning efficiently, and some students think it is average. When asked about their level of interest in this class of ideological and political lessons, about 80% of the students thought that this course freed their minds, allowed them to learn selectively, and listened to relevant news to supplement themselves.

Table 3: Volunteer responses after online ideological and political education

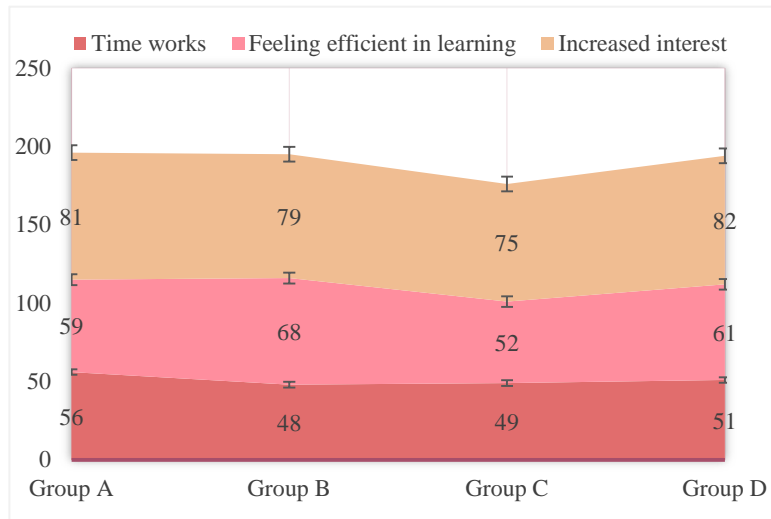|	Time works	Feeling efficient in learning	Increased interest
Group A	56	59	81
Group B	48	68	79
Group C	49	52	75
Group D	51	61	82

Figure 4: Volunteer responses after online ideological and political education

(2) Perform random tests without notifying volunteers. Compared with them, the people who did not conduct the online ideological and political teaching are those students who are For the students of traditional ideological and political teaching, 50 people were randomly selected from each of the four experimental members for testing, and the control group was tested for an equal number of people. From Table 4 and Figure 5, the traditional group, this shows that when students are conscious, which can promote the ideological and political education of most students.

Table 4: Results of two different groups

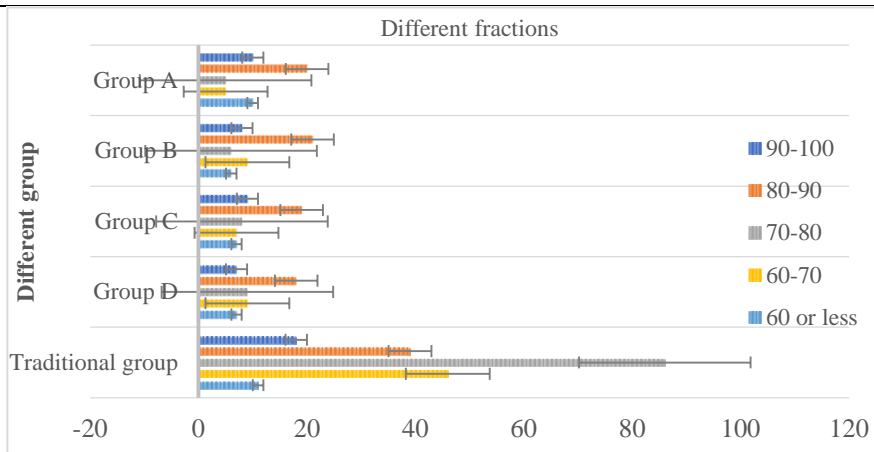|	90-100	80-90	70-80	60-70	60 or less
Group A	10	20	5	5	10
Group B	8	21	6	9	6
Group C	9	19	8	7	7
Group D	7	18	9	9	7
Traditional group	18	39	86	46	11

Figure 5: Results of two different groups

5. Conclusion

From the results of the last survey, it can be seen that most students can self-receive online ideological and political teaching. Learning from the mind and learning from the heart. This paper uses questionnaires and interviews to survey the ideological and political lessons of universities in the Mo region. And the control group, the experimental group uses Internet thinking, combines the classroom with the Internet to enable students to learn in real time, and the control group uses traditional teaching methods. By collecting relevant experimental data, fitting the data, and using mathematical statistics and mathematical analysis methods to fit and analyze the experimental data.

Acknowledgements

References

[1]Ernesto Castro Leal,Translated by Richard Correll, .The Political and Ideological Origins of the Estado Novo in Portugal[J].Portuguese Studies,2016,32(2):128.

[2]Liangliang Wang, Mingfang Fan, Feng Zhang. The Research of Effectiveness of Ideological Political and Theories Curriculum Teaching (IPTCT) in China: Development and Problems[J]. International Education Studies, 2016, 9(10):116.

[3]ZHAO Hong. Significance of Chinese Traditional Culture Education in College Ideological and Political Work[J]. Journal of Huaihai Institute of Technology, 2017, 24(1):41-46.

[4]Behring, Michael C..Twilight of the political? On the ideological disarray of French politics[J].Modern & Contemporary France,2017,25(1):75-81.

[5]Joan Barceló.Ideological Consistency, Political Information and Elite-Mass Congruence[J].Social Science Quarterly,2017,98(1):144-161.

[6]Athanassakis, Apostolos.Intertextuality and Ideological Shift in Hesiodic Poetry[J].Classical Philology,2018,113(1):67-74.

[7]Sherrill, D. Eli, Yerkes, Rustin T..Municipal Disclosure Timeliness and the Cost of Debt[J].Financial Review,2018,53(1):51-86.

[8]Liu G, Liu X, Huang Z, et al. A Study on the Basic Problems of Ideological and Political Teaching Reform in the Major Courses of Universities[J]. Creative Education, 2019, 10(13): 3420-3432.

[9]Jimei L I U, Xia L I U, Changxian G E. Analysis on Approaches to Improve Practical Teaching Effectiveness of Ideological and Political Course in Higher Vocational Colleges[J]. Higher Education of Social Science, 2016, 10(1): 47-51.

[10]Bai L. Research on the Application of Positive Psychology in Teaching of Ideological and Political Course among Higher Vocational Colleges[J]. Advances in Educational Technology and Psychology, 2017, 1(2): 50-54.

[11]Xin Y, Xue W, Li Y, et al. Research on the Teaching Reform Mode of Ideological and Political in Forest Engineering Robot Technology Course[J]. International Journal of Social Science and Education Research, 2019, 2(5): 92-95.

[12]Kanovsky, Martin, Koci?ová, Nina.Ideological consistency and political polarization in Slovakia[J].Human Affairs,2018,28(1)，67

[13]Vegetti, Federico.The Political Nature of Ideological Polarization: The Case of Hungary[J].The ANNALS of the American Academy of Political and Social

Science,2019,681(1):78-96.

[12]Kang, Kyoung-Don.Enhancing timeliness and saving power in real-time databases[J].Real-Time Systems,2018,54(2):484-513.

[14]Jost, John T..Ideological Asymmetries and the Essence of Political Psychology[J].Political Psychology,2017,38(2):167-208.

[15]Veerasingam, Priya, Grant, Cameron C., Chelimo, Carol, Philipson, Kathryn, Gilchrist, Catherine A.,Berry, Sarah, Carr, Polly Atatoa, Camargo, Carlos A., Morton, Susan.Vaccine Education During Pregnancy and Timeliness of Infant Immunization[J].Pediatrics,2017,6(2):e20163727.

[16]Yu W. Development and Design of Ideological and Political Teaching System Based on Micro Letter Platform[J]. Automation & Instrumentation, 2017, 4(5): 84.

[17]Nielsen, Morten.Ideological twinning: socialist aesthetics and political meetings in Maputo, Mozambique[J].Journal of the Royal Anthropological Institute,2017,23(S1):138-152.

[18]Vitriol, Joseph A.,Tagar, Michal Reifen,Federico, Christopher M.,Sawicki, Vanessa.Ideological uncertainty and investment of the self in politics[J].Journal of Experimental Social Psychology,2019,8(1):85-97.

[19]Ma K. Research and Applications of the Innovative Ideological and Political Education for College Students based on Internet Technology[J]. Educational Sciences: Theory & Practice, 2018, 18(5):34

[20]Li M A, Chun-jian L I. Self Media Research of Ideological and Political Theory Course Teaching in Colleges and Universities——Takeing Marx in the Age of Self Media as an Example[C]//Education Teaching Forum. 2018, 2(3): 14.

[21]Ohaka John, Akani Fyneface N. .Timeliness and Relevance of Financial Reporting in Nigerian Quoted Firms[J].Management and Organizational Studies,2017,4(2):55-.

[22]Sacco Keith A., Chirila Razvan, Libertin Claudia, Hiroto Brett, Bhasin Arveen, Johnson Margaret M.,Pongdee Thanai, Burton M. Caroline .Utilization and timeliness of an inpatient penicillin allergy evaluation[J].Allergy and Asthma Proceedings,2018,39(3):245-251.

[23]Utin, Pablo.The ideological ashtray: Draft's political allegory of disillusionment[J].Short Film Studies,2016,6(2):229-232.

[24]Nelson, Eric.The Ideological Origins and the History of Political Thought[J].Eighteenth-Century Studies,2017,50(3):314-317.

[25]LU, Jie.Ideological and Political Education in China's Higher Education[J].East Asian Policy,2017,09(02):78-91.