

The Problems and Countermeasures of the Teaching Effectiveness of Ideological and Political Courses in Colleges and Universities from the Perspective of Innovation Education

Peng Wang, Dan Li and Xiangyin Meng

*College of Control Engineering, Xijing University, Xi'an 710123, China
China Design Group Co., Ltd*

Keywords: Innovative Education, College Ideological and Political Courses, Teaching Effectiveness, Countermeasures and Research

Abstract: Because the theory courses are not highly accepted by students, the effectiveness of ideological and political courses is generally low. The purpose of this paper is to analyze the status quo, propose countermeasures to solve the problem. This paper discusses the problems and proposes solutions to the problems. According to the survey, 94.9% of the students think that it is necessary to strengthen the social practice link. In terms of aspects, we should strengthen practical teaching and combine theory with practice.

1. Introduction

Because the ideological and political theory courses in colleges and universities are generally “several students and less teachers”, the basic methods are all “instillation of teaching methods” [1-3]. Due to its own particularity, the ideological and political class has caused a lot of content to be too raw, abstract and complicated [4-5]. In the actual teaching, the teaching of theoretical knowledge is far greater than the practice of activities, which leads students to passively accept the instillation of theoretical knowledge, can not understand the connotation of knowledge well, and thus form the form of theoretical deviation from life, to improve students' active desire to explore. In the long run, it is obvious that the effectiveness of classrooms in colleges and universities is not improved [6-8].

The research on the effectiveness has a realistic research significance: the ideological and political course is an important guarantee for the smooth progress of China's socialist cause. It is necessary to adhere to Marxism-Leninism. Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics attach importance to the important role of Marxist theory in the development of our Party and the country [9-11]. If we leave the guidance of Marxist theory, China's socialist modernization will lose its direction and enter a period of confusion. And it is to cultivate a society with Chinese characteristics. Qualified builders and reliable successors in the construction industry are required [12-13]. In order to ensure the succession of the socialist

construction cause of our party and the country, we need to bring the idea of advancing with the times into the classroom. Qualified builders and reliable successors [14-16].

Nelson studied the significance in agricultural and forestry colleges. The combination of science and technology education and humanity quality education is an inevitable requirement of modern society for talent training. Humanity quality education is conducive to the overall development of college students and is conducive to improving the overall quality of college students [17]. Wang explored that ideological and political education faces new and greater challenges in the context of big data [18]. Serafín proposed that their tasks include assisting college students in politics, teaching politics, and conducting political research. Self-efficacy affects the educational level and scientific research level of college students, while college students who work and live in a high-stress environment are more prone to burnout. He detailed the basis of self-efficacy and job burnout. 242 ideological and political teachers from 15 local universities were selected as survey samples. Finally, through data analysis, summarize the relationship between the two, and propose corresponding coping strategies [19]. Learners will be on socialist roads and parties with Chinese characteristics. Under the leadership, we will unify the cause of socialism. The prevailing globalization trend and the prosperity and development of a diverse culture make a significant contribution to changing the ideological environment of our country. On the other hand, China's ideological and political curriculum has not been adjusted accordingly. This tendency, they still have a lot of theoretical content, serious dogmatism in the form of teaching and other issues are gradually prominent [20].

This paper chooses the effectiveness of the curriculum with novel subjects as the starting point. The difference with most scholars is that this paper combines the theory with the latest data survey, starting from the professional quality of teachers, student suggestions and the construction of teaching content.

2. Proposed Method

2.1. The Effectiveness of Ideological and Political Theory Courses

Effectiveness means having an effect, that is achieving a certain intended purpose. It refers to the final result after a person conducts certain practical activities according to certain activity evaluation methods and standards. After the objective and correct evaluation, it shows the social needs and wishes of people. The actual satisfaction level achieved. Therefore, effectiveness refers to the corresponding result characteristics of people engaged in certain social practice activities, and to some extent, this characteristic is the result of social practice activities and their corresponding results in their value perspective. The value relationship is expressed in the relationship that satisfies the needs of the corresponding subject.

To enable students to use the correct positions, viewpoints and methods to deal with the various problems encountered in practice, and to improve their overall quality, correctly identify right and wrong. It has a high ideological and moral quality, and is able to externalize the theory it has learned to solve practical problems and become a high-quality innovative talent.

2.2. Current Situation of College Ideological and Political Theory Courses

(1) The concept of teaching effectiveness is outdated and the curriculum is limited. Because the difficulty coefficient of the ideological and political theory course itself is high, and it is a lot of empty and difficult to understand knowledge, the teaching content is often straightforward, so the

students are very easy to learn from the industry, and most of the textbooks they are all based on text descriptions, and there are few inspiring east content. The obsolescence of teaching concepts is also the main reason leading to the neglect of students' practical analysis of the specific events that they have not applied to the society.

(2) The teachers' comprehensive quality ability is insufficient, and the practical arrangement of practical teaching is unreasonable. For example, the general teaching methods of teachers in class are relatively boring. Many times, according to textbooks or PPT, some even PPTs are used repeatedly for many years. In the classroom, teachers are basically in the whole class. In the “theoretical instillation” of the students, and in the course of in-depth theoretical knowledge, many teachers can only explain at the description level, and do not tell the key to ideological and political theory, and do not recognize ideological politics. The importance of the theoretical class to the students, the lack of theoretical and practical integration of events, case studies and other aspects of teaching. In the usual teaching discipline management problems, there are often late arrivals, early departures, absenteeism. All of which are due to the students' lack of attention to this course and their recognition of their importance.

(3) There are also some schools that will be allocated in proportion to the assessment methods. It only assesses how much the students remember the knowledge points, and does not really assess the state of the students' ideas and values. Some students pass the assault before the exam, rote memorization, the test can also test good results, can pass, but in fact, this part of the students' own ideological and political awareness is not very high.

3. Experiments

3.1. Data Source

This study used a number of professional freshmen in a university in A city as a survey object. Among the questionnaires that were effectively recycled, there were 212 science and engineering students, accounting for 51.46% of the total. There are 124 liberal arts students, and the rural population is 195, accounting for 47.33% of the total number, which is in line with the research requirements.

3.2. Research Methods

(1) Literature research method: Through the relevant documents issued by the State Council, the Ministry of Education, as well as the Chinese academic journal network, Baidu library and online resources to obtain relevant information, access to relevant academic materials such as monographs, compilations and translations, providing a theoretical study for this paper. basis.

(2) Questionnaire survey method: Some students in a certain university in A city were randomly distributed on the Internet. Questionnaires are divided into multiple-choice questions, multiple-choice questions, and quiz questions. There are 20 questions in total, of which 1~9 are multiple-choice questions, 11~19 are multiple-choice questions, and 20th questions are quiz questions.

(3) Interview method: Targeted individual interviews were conducted among the students and relevant teachers who participated in the questionnaire, and strived to obtain more real information.

4. Discussion

4.1. Analysis of Problems in the Teaching of Ideological and Political Courses in Colleges and Universities

(1) Analysis of problems in teaching methods and teaching methods

The values are generally positive and optimistic, but there are still some students' values. Political beliefs are not firm. As shown in Table 1 and Figure 1, among the problems in the teaching of ideological and political courses, 88.35% of the students think that there is a problem with the teaching methods.

Table 1: Problems in the teaching of ideological and political theory

Question	Number of persons	Percent
Teaching method	324	78.64
Teaching content	302	73.3
Social environment	286	69.42
Teaching means	364	88.35

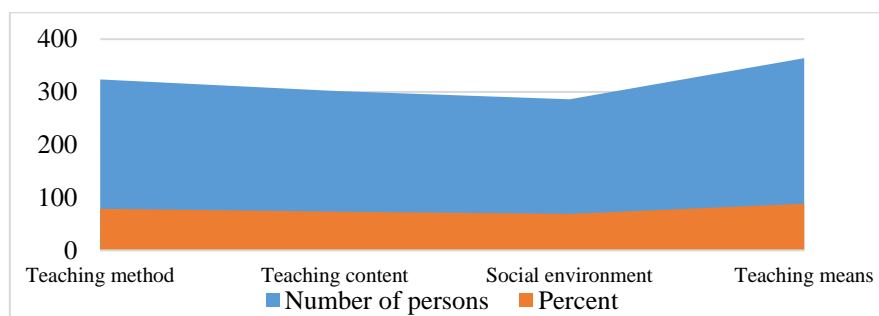


Figure 1: Problems in the teaching of ideological and political theory

From this we can see that the students participating in the survey believe that the current ideological and political teaching methods are outdated, the teaching content is boring, the teachers follow the textbook, and the rigid classroom method is not attractive. Teachers can not deeply understand the current teaching environment and the changes of students' thinking.

(2) Analysis of the reasons for students skipping classes

It was found that the students thought that the teacher's teaching effect was not good, the teachers took the textbook, and the interaction with the students was insufficient, accounting for 48.06%, which is second only to the reason of students' self-discipline. This shows that the inappropriate teaching methods of teachers will directly affect the students' interest in participating in this course, as shown in Table 2 and Figure 2.

Table 2: Investigation on the reasons for students skipping classes

Skip class because	Number of persons	Percent
Education courses is not important	118	28.64
Not interested in the content	26	6.31
Teacher speak is not good	198	48.06
And professional	124	30.1
Students are not self-disciplined	203	49.27

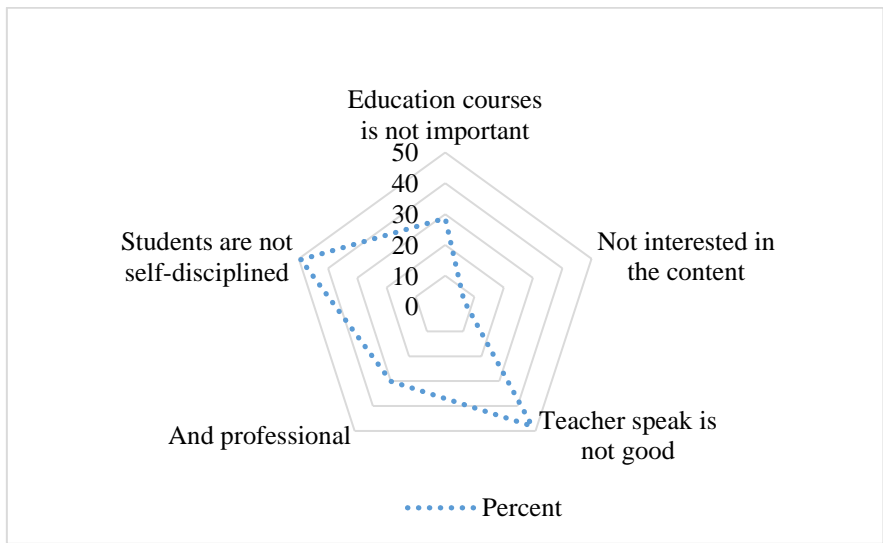


Figure 2: Percentage of reasons for students skipping classes

4.2. Analysis of Students' Suggestions on College Ideological and Political Education

(1) Analysis of students' suggestions on the teaching of ideological and political courses

Students believe that the integration of various rich forms of practical activities can help to improve the attraction and attention. In the question that you think that in addition to the teacher's own quality, as shown in Figure 3. There are 356 students who believe that advanced teaching methods should be adopted. 325 students believe that teachers should interact with students more and more in resonance, and 315 students think that they should reform their exams and evaluate their grades. Assaults, rote memorization can also pass the test, but implement it.

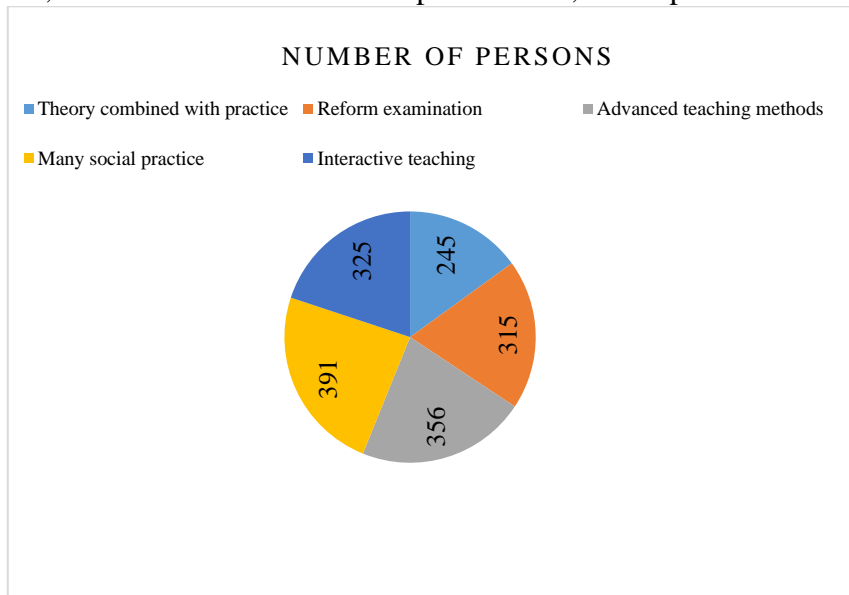


Figure 3: Students' suggestions for the teaching of ideological and political courses

(2) Analysis of social practice methods that students like

In the survey of students' favorite social practice methods, among the many forms of practical

teaching, the students' favorite way is to visit and study. 92.72% of the students have chosen this one, and 89.81% of the students have chosen volunteering. The service practice method, followed by social survey and off-campus visit, as shown in Table 3 and Figure 4.

Table 3: Social practice of students' favorite

Social practice	Number of persons	Percent
Inspection tour	382	92.72
Social survey	354	85.92
Volunteer service	370	89.81
Outside the school visit	342	83.01

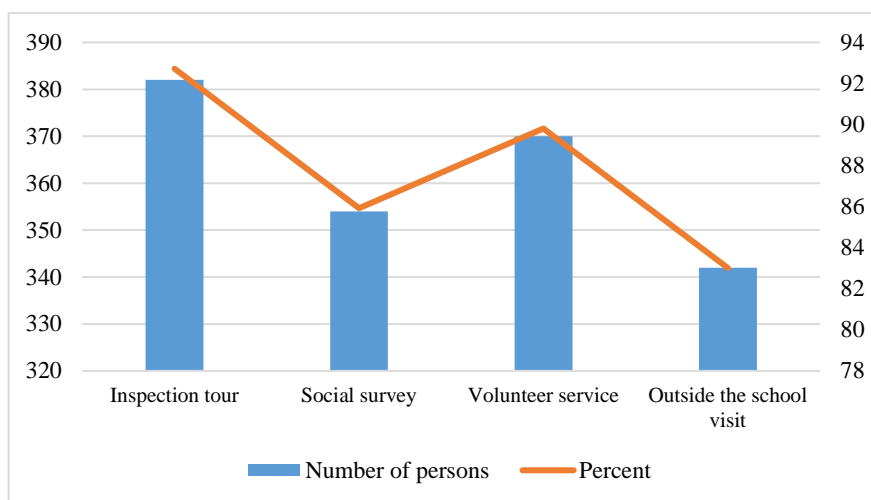


Figure 4: Students' favorite social practices

We can combine the characteristics of the course, discuss or debate the competition around the current hot topics, and use other organizations such as student associations and associations to carry out practical teaching activities. Outside the school, students can also visit famous cultural attractions, military memorials, historical museums. Participate in social surveys, volunteer services and other public welfare activities to broaden students' horizons.

4.3. Effectiveness Countermeasures

(1) Strengthening the construction of teachers' team

Excellent teachers can make a course more colorful and popular among students. Some teachers also make the class boring for various reasons, and even read according to PPT, resulting in students not having interest in learning. It is taught to students so that college students will not lose their way in the path of growing up. Teachers should spend more time and energy to care for students and not let them be wrong. The road is getting farther and farther. Have a noble morality, excellent quality and endless personal charm. Noble moral character and good personality are not only the basic requirements for teachers, but also an effective guarantee for teachers to complete vocational education. It must also have the most basic theoretical qualities of Marxism and a profound theoretical foundation of Marxism. Teachers must have the excellent quality of Marxism advancing with the times, keep up with the pace of the times, understand the world situation,

national conditions, people's feelings, connect theory with practice, combine abstract theory with perceptual reality, and do what is reasonable. At the same time, the teacher himself should be full of enthusiasm for the course, be passionate on the podium, and be full of emotions.

(2) Rational and scientific development

Guide the students to correctly treat and apply Marxist theory in the whole process, so that the teaching content can be better accepted by the students. The examination is an important test method for the effectiveness of teaching, and it is also the embodiment of the teaching results. It can visually and visually examine the learning situation and application of students. Many students rely on textbooks and peacetime to memorize the contents of the examination papers. Therefore, the practical examination content should be increased accordingly, or in daily life.

(3) Strengthen practical teaching and combine theory with practice

This is also a very important issue that has long been confusing and unsolvable for teachers and students across the country. Practice is the sole criterion for testing truth. It is possible to make use of the reform and opening up and modernization of the school's location and surrounding cities, as well as the red teaching resources left over from the revolutionary period, to facilitate the development. You can start with some themes, and you can also organize some lectures, speeches, debates and other activities to allow students to participate in practical teaching. In addition, at the end of the course, you can change the previous single answer test mode and change to a variety of new assessment methods such as social practice, survey report, PPT report, and oral test.

5. Conclusions

While attaching importance to the theory, colleges and universities should also vigorously arrange practical courses, and test the true knowledge through practical courses. Practice is the real purpose of carrying out the theory. This is the main force for the cultivation of the motherland for our country, and it is necessary to cultivate students' understanding of the world.

There are also a certain number of students who have insufficient understanding, and some extreme knowledge about current affairs. Some attitudes toward national political affairs are cold, these erroneous thoughts may cause more serious political consequences.

Therefore, we should take targeted measures to solve this problem so that students can Adhere to the Marxist theory and be able to use this theory to turn into future behaviors.

References

- [1] Allen, D. E., J. Ploeg, and S. Kaasalainen. *The Relationship between Emotional Intelligence and Clinical Teaching Effectiveness in Nursing Faculty*. *Journal of Professional Nursing*, 28.4(2012).
- [2] Cai Hong Ma, Jing Zhao. *Quantitative evaluation of resource and environment pressure in Qinghai Province, China based on footprint family*. *Chinese Journal of Applied Ecology*, 27(4):1248-1256. (2016)
- [3] Newman L R, Brodsky D, Jones R N, et al. *Frame-of-Reference Training: Establishing Reliable Assessment of Teaching Effectiveness*, 36(3):206-210.(2016)
- [4] Easton L. *Redefining "Work": English Studies, Teaching, and the Shifting Canadian Postsecondary Landscape*, 43(1):8-12.(2017)
- [5] Benjamin T. Fine, Jory Denny. *Narrow the Scope to Deepen the Study: A Recommendation for Undergraduate Robotics Courses [Education]*. *IEEE Robotics & Automation Magazine*, 26(2):102-110. (2019)

- [6] Boyte H C, Finders M J. "A Liberation of Powers": Agency and Education for Democracy. *Educational Theory*, 66(1-2):127-145. (2016)
- [7] Moore, Matthew J. Textbooks and the Dilemmas of Teaching Political Theory. *PS: Political Science & Politics*, 50(02):531-535. (2017)
- [8] Germann M, Mendez F. Dynamic scale validation reloaded. *Quality & Quantity*, 50(3):981-1007. (2016)
- [9] Lerman A E, Sadin M L. Stereotyping or Projection? How White and Black Voters Estimate Black Candidates\' Ideology. *Political Psychology*, 37(2):147-163. (2016)
- [10] Jaclyn D. Cole, Kamila A. Dell. Implementation and effectiveness of a didactic pharmacy leadership elective. *Currents in Pharmacy Teaching & Learning*, 8(5):708-714. (2016)
- [11] LU, Jie. Ideological and Political Education in China's Higher Education. *East Asian Policy*, 09(02):78-91. (2017)
- [12] Petit C, Aubry C. Typology of organic management styles in a cash-crop region using a multi-criteria method. *Organic Agriculture*, 6(3):155-169. (2016)
- [13] Swigart V, Zhan L. Digital Resources for Nursing Education: Open Courseware and Massive Open Online Courses. 3(3):307-313. (2016)
- [14] Rainwater, T. S M. Teaching and learning in competency-based education courses and programs: faculty and student perspectives. *The Journal of Competency-Based Education*, 1(1):42-47. (2016)
- [15] Korologou M, Flocas H, Michalopoulou H. Developing an index for heavy convective rainfall over a Mediterranean coastal area. *Natural Hazards and Earth System Sciences*, 2(2):495-497. (2014)
- [16] Fuster, Valentin. What Makes General Cardiovascular Education Courses Successful?. *Journal of the American College of Cardiology*, 67(13):1651-1652. (2016)
- [17] Nelson E. The Ideological Origins and the History of Political Thought. *Eighteenth-Century Studies*, 50(3):314-317. (2017)
- [18] Wang, Y.-H. The effectiveness of integrating teaching strategies into IRS activities to facilitate learning. *Journal of Computer Assisted Learning*, 33(1):35-50. (2017)
- [19] Serafín M. Coronel-Molina. Introduction: The Politics of Language from Multiple Perspectives: Latinidad and Indigenidad. *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, 1(2):6-17. (2017)
- [20] Staff C B. Small Business Entrepreneurs Turn Environmental Problems into Opportunities. *Journal of Ningbo Polytechnic*, 23(39):471-473. (2016)