

High School Ideological and Political Topic Teaching Dilemma and Optimization Countermeasures

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Abstract: Subject teaching is a kind of around issues as the centre, establishment situation, courses to stimulate students' learning, its main is to improve the students' science literacy, this way of teaching to make students become complicated and boring classroom interesting, by letting students participate in discussions to solve the problem and get inspired, form of the solution, Improve the ability to acquire knowledge independently. However, there are still some difficulties in the application of topic teaching in high school ideological and political education. Therefore, after analyzing and browsing relevant literature, I put forward solutions to these problems, mainly in order to cultivate students' subject core literacy through issue-based teaching.

1. Introduction

Topic teaching method mainly refers to throwing out a main topic and sub-topic, so that students can better acquire knowledge in the process of cooperative learning and inquiry learning. Topic teaching is mainly about real people and events in real life, so that students can integrate into the society to learn. Topic teaching has a wide range of design. It connects the knowledge of various disciplines to solve a problem. It includes the application of known knowledge in the past as well as the exploration of unknown knowledge. Therefore, teachers should provide timely help for students in teaching, so that students can solve various contradictions and controversial problems, which can provide an effective way for students to solve problems. Therefore, it can be known that issue teaching plays a crucial role in high school ideological and political classes. However, due to the relatively late introduction of issue teaching, most teachers do not have a very deep understanding of issue teaching. In the teaching process, issue teaching cannot be flexibly applied. This makes the application effect of topic teaching in high school ideological and political lessons not very ideal, can not effectively complete the teaching objectives and teaching content. Based on the above thinking, I start from the actual ideological and political education, to analyze the factors that affect the topic teaching method in high school ideological and political education dilemma, and provide some reference opinions.

2. The Connotation, Constituent Elements and Basic Links of Topic Teaching

Topic teaching is a kind of issue-centered teaching that creates situations to ask questions. This kind of teaching method helps students to turn complex and boring classes into rich and interesting

ones. By allowing students to participate in discussions to solve problems and get inspiration, they can form methods to solve problems and improve their ability to acquire knowledge independently. For a qualified high school politics teacher, it is essential to understand the teaching core, constituent elements and basic links of topic teaching so as to improve the quality and effect of classroom teaching.[1]

2.1. Connotation and Constituent Elements of Issue-Based Teaching

In the process of using topic teaching, teachers should deal with the relationship between topic teaching and other existing teaching methods. In addition, they should also have a deep understanding of the theoretical basis of topic teaching, which is conducive to teachers' flexible use of topic teaching in ideological and political teaching.

2.1.1. Connotation of Issue-Based Teaching

In the process of implementation, the topic teaching should not only highlight the openness of the topic teaching and the guidance of teachers to students, but also design the topic teaching according to the key and difficult points of the course content. The design of topics should follow the following points: First, the choice of topics should be combined with the actual life of students, from the actual situation of students, choose those situations that students can understand, students are concerned about, which is conducive to students' active participation in the class, to create a good classroom atmosphere. Second, in terms of the form of the topic, the topic can be in the form of questions, such as asking students what they think about it and asking students to express their own views. The topic can also be argumentative, in which the teacher throws out a topic in class, and the pros and cons express their views and discuss. Thirdly, the activities designed by teachers should be carried out closely around topics, because topics are different from other general issues and are a core issue in the teaching process. Fourth, topics must carry disciplinary knowledge. Through issue-based teaching, students' knowledge and ability can be improved. Based on the interpretation of high school politics curriculum standards in 2017 and the interpretation of topic teaching by major experts, this paper interprets the meaning of topic teaching as follows: Topic teaching is in the teaching process, the teacher according to the curriculum standards and the content of the textbook, on the basis of the actual life of students, from the ideological and political subject knowledge of senior high school, to set a topic, in the teaching to guide students to carry out independent learning and cooperative exploration in class and extracurricular activities. To enable students to solve various contradictions and controversial problems, which can provide students with an effective way to solve problems, which can open up students' innovative thinking and divergent thinking.

2.1.2. Elements of Issue-Based Teaching

The composition of topic teaching mainly includes four elements: topic, situation, activity and accomplishment. Among them, the topic is the most central element of the whole teaching process, which plays the role of a link. Activities are the way to solve the key and difficult points. Designing an activity can let students do the kind of learning and constantly cultivate their divergent thinking in learning. Improving students' core accomplishment is the teaching goal of topic teaching. The relationship between these four elements is closely linked, therefore, teachers should skillfully carry out the benign interaction of the four elements, so as to make the issue-based teaching in the process of high school ideological and political lessons better launch the issue-based teaching.[2]

Topic design mainly plays a guiding role in the teaching process. The other three elements are: Establishment situation, the design of the activities and promote literacy should be around this issue, issue is not the same as the general problem, understanding of the issues can be through the

"discussion" and "problem" this two word, topic stems mainly from the students' practical life or the social hot spot and difficult point of teaching them for as material, The main emphasis is to mobilize students to participate in the classroom, make those dull knowledge points alive, improve the willingness of students to take the initiative to learn. Therefore, teachers should pay special attention to deal with the logical relationship between the main topic and sub-topic, so that the whole teaching can skillfully connect some scattered knowledge through the topic teaching, so that students can master the logic and structure of knowledge.

Situation, the teacher in the process of establishment situation should pay attention to the design of the situation should obey the issue, and the situation of the selection criteria should be students, should choose those students interested in, can understand the situation, it helps students to better grasp the situation, in addition, teachers should pay attention to the situation to choose reliable is not making this up, Because science can cause the resonance of the students, the situation can only as far as possible to avoid the situation is beyond the scope of students' cognition, the choice of the teacher establishment situation, question, lets the student in situations through collected before class and discuss issues related information, in this process, teachers should play their leading role, good grasp of the students to explore the steps of learning Provide timely help to students. Students should put forward corresponding hypotheses and demonstrate according to the questions raised by teachers. In the process of topic teaching, teachers should attach importance to the participation of students in the process of setting up the situation, and understand that students are participants in the situation rather than bystanders of the situation. By allowing students to participate in learning in the situation, it is conducive to the cultivation of students' subject core literacy.[3]

Whether the activity of topic teaching can be carried out effectively is closely related to the setting of topic and the creation of situation of topic teaching. Campaigns also affect whether can cultivate the students' subject core literacy problem, here refers to the activity does not mean that the traditional curriculum, it is mainly refers to in the process of this activity, should pay attention to the teacher's leading role, at the same time should also pay attention to student's main body function, let the students actively participate in the specified goal in education of thought and action, Students should not only have this awareness but also put it into practice. Thinking activities mainly refer to a series of thinking activities in the whole process of education in which students exert their subjective consciousness around the topic. The operation activities mainly involve students collecting various materials through mobile phone inquiry, Internet search and literature reading, and organizing these materials for discussion during the activities. Express your opinion. In addition, knowledge transfer activities should also be paid attention to in this process, because teachers can not do activities for the sake of activities, activities should enable students to master the knowledge of the lesson, learn to solve the key and difficult points of the lesson. In a word, the activities referred to here are the students through a series of thinking and operational activities to complete the educational tasks, in order to achieve the educational goals.

Literacy, and issues of teaching Settings, and its core situation creation is done in order to improve students' literacy that an important goal, in order to cultivate students in ideological and political education discipline at the core of quality, in the process of education of the whole subject teaching, teachers should carefully to complete the task, education and activities based on guiding students to understand and use of knowledge, It mainly includes the input and output of students' knowledge and experience, which is conducive to improving students' ability to analyze and solve problems to a certain extent.

2.2. Basic Links of Issue-Based Teaching

In order to improve the teaching quality of high school ideological and political education course, as a qualified teacher must clearly know issue type teaching the basic link, the teacher only on some issues about teaching cases for serious analysis and study, to be able to apply the topic type teaching good ideological and political education course, after I have a lot of reading literature, The basic link of topic teaching is mainly divided into the following three basic links.

2.2.1. "Discussion around the Topic" Carefully Designed Topics

Teaching has certain methods, but there is no fixed method. Compared with other traditional teaching methods, situational teaching has both differences and connections. In topic teaching, the setting of topics is designed for the development of teaching activities and the solution of problems. The role of the issues in the topic type teaching process is very important, a good topic is to be able to inspire the students' seeking knowledge desire for knowledge, can let students' voluntary learning to participate in the class, it can not only inspire the students' divergent thinking but also can cultivate students' exploring spirit, in this way, In order to better play the subjective initiative of students so as to solve the subject tasks, cultivate the subject quality of students.

2.2.2. Effective Implementation and Exploration of "Thinking in Discussion"

The topic teaching requires teachers to guide students to "discuss" after raising questions in the creation situation to achieve the teaching goal, complete the teaching task and master the teaching content. Issue type teaching and other teaching mainly depends on the difference between the "discussion" this kind of study way, referred to in this discussion is not to say that no theme, scattered in the classroom discussion, but an organized and targeted planned activity, students in architecture which is formed by the subject teaching thinking and learning, is helpful to form the correct values.

2.2.3. Timely Summary and Sublimation of "Thinking and Reaching Emotions"

Problem-type teaching mainly emphasizes value guidance. After determining the topic, teachers should summarize and sublimate the core value of the topic in easy-to-understand and concise language, so that students can understand and use knowledge in the whole research process and have a better emotional experience. At this stage, teachers need to summarize the results of students' discussion on issues, and use subject knowledge to evaluate students correctly throughout the class, so as to push the education to the climax.[4]

3. The Necessity of Topic Teaching in Ideological and Political Teaching

Since the reform of the new standard of the high school politics classroom teaching has made a request, from the traditional "teaching" to "activity" teaching way transformation, main type of classroom activity characteristic is put forward issues, around the topic discussion, through the way of teaching issues between students of communication and communication, The perception of knowledge is more innovative.

3.1. It Helps to Cultivate the Political Identity of Senior High School Students

Issue-based teaching means that students discuss the proposed issues, accept different ideas, and put forward their own views, and finally reach a consensus. In this kind of teaching method, the correct value guidance for teachers and students actively to discuss, to understand the belief of

socialism with Chinese characteristics, adhere to the four self-confidence, enhance the height of the students of national identity, for example, in "the necessity of cultural innovation" this section of the course through issues "cultural innovation and self-confidence is to do", Not only let students learn and understand the role of cultural innovation, but also guide students how to adhere to cultural confidence, a deep understanding of socialist core values.

3.2. It is Helpful to Cultivate the Scientific Spirit of Senior High School Students

Subject teaching to a certain extent, to cultivate the ability of the students' ability of innovation and exploration, not only requires students starting from the practice, to explore the issues, proposed and requirement from the process and results, to have a comprehensive understanding of the issues, scientific analysis, rigorous judgment, critical thinking, innovative findings. For example, in the classroom teaching of "How to see things with a critical eye", by setting the question "Is classical mechanics applicable to any scene? In the discussion, students put forward their own views from the perspective of physics and learned relevant physics knowledge. In the discussion and guidance, students will gradually learn critical thinking, so as to cultivate their scientific spirit, which is conducive to the development of students' future study.

3.3. It Helps to Cultivate the Legal Consciousness of Senior High School Students

Issue-based teaching raises and discusses issues in a "situational" way, enabling students to integrate into the situational life and choose problems similar to the content of the textbook. In this way, students can understand the rule of law knowledge discussed in the book while getting involved in the discussion of the topic. By using the performance of the situation, students can have a deeper understanding of the importance of rule of law and actively participate in the construction of the rule of law in the country. For example, in the class "Rights and Obligations", the topic "How to give full play to one's rights? What are our obligations in society?". It can make students understand the meaning of "rights and obligations", and cultivate students' legal consciousness and legal thinking.

3.4. Help to Cultivate Public Participation of Senior High School Students

The topic of topic teaching can also be set as social problems, which is conducive to enhancing students' sense of social responsibility. For example, in the class of "The fundamental political system of Our country is the system of people's congresses", what do you think of the questions raised by NPC deputies in the two sessions? "What is the role of the NPC system?" and it is helpful to cultivate the public participation quality of high school students by making speeches at mock meetings in a probing way.

4. The Problems of Topic Teaching in Ideological and Political Teaching

Topic teaching is a new teaching method produced in the reform of the new curriculum, which provides a new teaching idea for the ideological and political teaching of senior high schools in China. It is found that there are some defects in the practical application of topic teaching.

4.1. Teachers' Professional Literacy is Insufficient

Teachers play a certain role in the classroom teaching process, mainly playing a guiding and teaching role, teachers' professional quality affects the actual teaching effect. In practice, ideological and political teachers are found to be deficient in professional accomplishment. In topic teaching,

teachers, as the organization and guidance of teaching content, need to design teaching content. It includes the arrangement of students' pre-class tasks, the teaching design of the whole class, the classroom preset and the guidance of activities, the results of students' discussion, and after-class learning. These tasks require teachers to have rich knowledge of teaching content, strong organizational ability and the ability to adjust the classroom rhythm. It can be seen that teachers' professional quality affects the actual effect of issue-based teaching to a certain extent, and cannot create a good development environment for issue-based teaching.

4.2. The Subject Status of Students has not Been Fully Played

In the traditional teaching method, students are afraid to speak for fear that their speech will be laughed at by their classmates, and they cannot boldly express their views on the problem. This leads to students not being able to express themselves in the issue-based teaching. Locking their own thinking in the content of the textbook, lacking the ability to innovate and the initiative to participate, although teachers design related topics and try to leave the main body of the classroom to the students, they are often forced by the reality of the classroom and essentially turn to traditional teaching way, did not give full play to the dominant position of students.[5]

4.3. There is Conflict Between the Selection of Topics and the Setting of Questions

Most teachers do not have a deep understanding of what topic teaching is and what it really means. Main think issues during the practice, the teacher type of inquiry teaching is teaching with little difference between the way of teaching, the author during the period of practice communicating with teachers, they think before the topic type teaching and inquiry teaching there is not a difference, the issues and topics concept confusion, in such a case, the issues teaching Settings lack of discussion and can be discussed, The practical effect of topic teaching will be greatly reduced. Teachers need to design good topics to arouse students' interest in discussion, but the selection of topics must be within a reasonable range, have practical effects, directly affect the realization of teaching effect, let students have the initiative to participate in.

4.4. Students' Ability to Participate in Issue-Based Teaching is Insufficient

The teaching implementation takes students as the main body. No matter how perfect the teacher designs the class topics, the scope of this class is still limited only based on the teaching materials and teaching objectives. Students under the influence of exam-oriented education and the college entrance examination pressure, makes students to understand the test related content, only the lack of understanding of political education further, even for this class of boredom, we should attach importance to the revelation for the students' enthusiasm to participate in classroom study of also have higher requirements, the enthusiasm of students if not directly affect the actual effect of the classroom.

5. Countermeasures for the Problems Existing in the Topic Teaching of Ideological and Political Teaching

5.1. Change Teachers' Teaching Concepts

Teachers are the main body of classroom teaching and their teaching concepts directly affect whether the curriculum reform can be carried out. Influenced by the exam-oriented education and the pressure of college entrance examination, most teachers' teaching methods are obviously a little

"accomplished overnight", which obviously runs counter to the views in the new teaching reform. Therefore, topic teaching requires teachers to change traditional teaching methods and concepts, and sort out new teaching ideas. Specifically, subject teaching to build a "take the student as this, the teacher as the guidance" teaching idea, need to attach importance to students' classroom participation, the teaching activities is not only a teacher of a person's participation, the teacher should go deep into the students to discuss and exchange problem, change their identity, and students is more kindness.

5.2. Create Topic Teaching Situation and Encourage Students to Participate Actively

One of the main features of topic teaching is topic situation, which attracts students' interest with vividness and interest. According to the creation of the topic, the topic situation is created, the success of the situation fundamentally affects students' interest and enthusiasm for learning content. Teachers make use of good topic situation to improve the practical effect of topic teaching.

First of all, teachers should set up a harmonious atmosphere and stimulate the interest of the situation, give students an open exchange platform, so that students can give full play to their own characteristics and views, stimulate the enthusiasm of students to participate in the class.

Secondly, teachers should give positive praise to students, so that students have a sense of feedback to participate in the class, and will not feel ridiculed because of the wrong answer, so as to improve students' confidence. The most important point is that no matter how well the teacher sets up the pre-class creation environment, there is no way to know what will happen without classroom practice.

5.3. Issues should be Authentic, Reflective and Contemporary

The goal of teaching is to complete the teaching task, and the primary consideration is the creation of the topic. The principle of the topic creation should be authentic, reflective and epochal. First of all, authenticity means that it is based on real social life and has application value. Secondly, the selected topics should be discussible. If relevant discussions cannot be carried out, the class will fall into an awkward atmosphere and it is difficult to proceed. The purpose is to exercise students' thinking. In terms of issues, the reflective issues can enable students to express different views on the issues and trigger the positive initiative of students' participation. Finally, the topic should have the characteristics of The Times. The society is developing constantly, and real-time is also the requirement of political class. The hot topics of The Times should be introduced into the class, so that students can get in touch with and understand the new era Cultivate students' core qualities of political identity.

5.4. Create a Harmonious Classroom Atmosphere and Encourage Students to Communicate and Cooperate

The classroom around students should be harmonious and equal. Topic teaching may have differences on the same topic, but teachers and students need to work together to create a harmonious classroom atmosphere. Students' learning ability is not only related to themselves, but also influenced by the environment to some extent, which will promote or limit students' learning enthusiasm to some extent. A harmonious classroom atmosphere can make students open to communication and encourage students to communicate and cooperate. Harmonious classroom atmosphere needs the joint efforts of teachers and students, teachers and students to communicate harmoniously, can make the classroom atmosphere full of active atmosphere. Secondly, to learn to cooperate with others, students need to build a good cooperative relationship with their classmates.

6. Conclusion

In order to improve the teaching quality of high school ideological and political education courses, as a qualified teacher must seriously analyze and study the case of issue-based teaching, so as to be able to apply the issue-based teaching to the ideological and political education courses, so as to improve the teaching quality. Subject teaching has broken the traditional teachers blindly knowledge, neglecting the students' subjectivity of the traditional teaching way, this way is beneficial to cultivate students' divergent thinking and innovative consciousness, improve the ability of students to solve practical problems, however, the application of subject teaching in high school thought political lesson still exist some problems in the process, all we need to continue to explore and research.

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