The Application of Group Social Work Method in Practical Teaching of Ideological and Political Courses

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Abstract: The application of group social work methods in practical teaching of ideological and political theory courses can construct the intermediary between basic principles and implementation theories, and has unique value in improving the effectiveness of ideological and political theory courses.

1. Introduction

Education, technology, and talent are the fundamental and strategic support for the comprehensive construction of a socialist modernized country. Education shoulders the important mission of cultivating new people who are responsible for the great task of national rejuvenation in the era. In the article 'Ideological and Political Courses are the Key Courses for Implementing the Fundamental Task of Cultivating Virtue and Cultivating People', he emphasized that ideological and political courses are the key courses for implementing the fundamental task of cultivating morality and cultivating people, and the role of ideological and political courses is irreplaceable, and the responsibility of the ideological and political course teacher team is significant.

Group social work, as one of the three basic methods of social work, can help individuals enhance their social functions through different group experiences, in order to promote the development of individuals, groups, and society. Based on the fact that the effectiveness of practical teaching in ideological and political courses needs to be improved, we have made full use of group social work methods in recent years' practical teaching process, and achieved certain results through group sharing experience and cooperation.

2. The practical teaching effectiveness of ideological and political courses needs to be improved

Ideological and political courses are highly theoretical and practical. In addition to theoretical teaching in the classroom, it is more important to guide students to self-educate in social practice, improve the persuasiveness and effectiveness of education and teaching. This is in line with the concept of "helping others and helping themselves" advocated by group social work. However, for a long time, due to factors such as concept, funding, manpower, and safety, the practical teaching effectiveness of ideological and political courses needs to be further improved.

2.1 The arrangement of practical teaching content needs further integration

Special topic teaching is an effective method for transforming ideological and political courses from a good textbook system to a teaching system. Based on the perspective of thematic teaching, how to handle the repetition of ideological and political courses in teaching content, how to arrange the practical teaching content of ideological and political courses for undergraduate and vocational students, and how to reflect the educational objectives of ideological and political courses in practical teaching arrangements all require further consideration by teachers and teaching managers[1].

2.2 The professional level of guidance teachers needs to be further improved

Compared with science and engineering courses, ideological and political courses lack specialized laboratories and practical teaching guidance teachers, and the practical teaching guidance teachers are mostly held by the course teachers. Based on the differences between traditional experimental courses, practical courses, and practical teaching of ideological and political courses, how to achieve "teacher led, student participation" in the practical teaching process, how to guide students to solve the problems raised in classroom teaching during the practical teaching process, and how to apply the results of practical teaching to the classroom teaching process. As practical teaching guidance teachers, teachers need to continuously improve their professional level.

2.3 The standardized construction of practice bases needs further improvement

As an important carrier of practical teaching, the construction level of practical bases directly affects the effectiveness of practical teaching. As practical bases, new rural demonstration sites, industrial and mining enterprises, museums, exhibition halls, revolutionary sites, etc. have their own functions and positioning. How to solve the problems of "easy listing and difficult construction" in practice bases, "lively" practice teaching, and lack of deep cooperation and communication after practice teaching, as well as how to further expand teaching resources in practice bases, all require close cooperation between universities and practice bases.

3. Three Factors to Consider in the Design of Practical Teaching of Ideological and Political Courses

3.1 The design of practical links should include virtual practice and on-site practice

Based on the application of thematic teaching methods, and based on the principles of curriculum thematic characteristics and the combination of virtual and real, an integrated thematic practical teaching characteristic plan of "in class+out of class, virtual+on-site" is developed in the design of teaching links. Virtual practice in class refers to creating a specific "virtual society" in the classroom based on the teaching topic content, allowing students to play different roles and participate in various events and affairs. Extracurricular field practice mainly involves leading students through "field trips" to obtain first-hand raw materials[2]. However, due to factors such as funding and safety, it is not possible for all students to participate in extracurricular practical activities. Therefore, students who participate in extracurricular practical activities should organize first-hand materials obtained through field investigations, write practical materials based on course topics, and conduct lectures and exchanges in class. The combination of virtual practice and on-site practice not only embodies the advantages of "zero cost, high profit" of virtual practice, but also

overcomes various limitations of on-site practice.

3.2 The construction of practical bases should highlight the characteristics of courses and local areas

The smooth implementation of practical teaching must rely on a certain number of practical bases. The ideological and political course has its unique curriculum characteristics, and the implementation of practical teaching requires the establishment of a number of practical bases with curriculum characteristics. Due to the different geographical locations of each university, the construction of practical bases should also reflect local and school characteristics. In practical teaching, effectively introducing characteristic resources can not only unleash the educational value that characteristic resources should have, but also effectively improve the quality of education and teaching.

3.3 Teaching organization and management should reflect student-centered and teacher guidance

Teachers are teaching managers, and students are teaching participants. In the process of thematic teaching, it is necessary to reflect the overall design concept of the trinity of teaching materials - teachers - students, pre class - classroom - after class, knowledge - practice - experience. In this process, it is necessary to fully tap into the effective participation of students, from passive 'I want to learn' to active 'I want to learn'; From passive "knowledge infusion" to active "emotional experience"; Integrate book knowledge with what you see, hear, and feel in the process of practice, achieving a high degree of unity between theory and practice. Through practice, teachers help students systematically master the formation and development, main content and spiritual essence of Sinicized Marxism, constantly enhance the confidence in the path, theory, system and culture, and strengthen the ideal and belief of Socialism with Chinese characteristics. Cultivate students' habits of scientific analysis, independent thinking and independent inquiry, so that students can achieve the purpose of independent learning, participation in learning and Cooperative learning.

4. The Application of Group Social Work Method in Practical Teaching of Ideological and Political Courses

Group social work refers to the establishment of necessary social groups through professional group social workers, and the use of professional knowledge and technology to guide group activities in order to achieve their goals. To achieve the common and individual goals of a group, a group system composed of a series of groups essentially constructs a systematic model of group social work. Group social work generally includes social goal models, treatment models, and interaction models. In practical teaching of ideological and political courses, we often use the interaction model as the working model.

The interaction model mainly emphasizes that in the process of group assistance, members with similar problems gather together to assist each other in developing work skills that are conducive to problem-solving. Since the model emphasizes that problem-solving mainly depends on the mutual assistance of groups, it is not only a process of generating interactive models, but also a necessary process for problem-solving. In the process of leading a team, leaders not only influence the relationship between leaders and members, but are also influenced by this relationship. Leaders do not do anything for group members during the work process, but work together with them. The position of members in a group is to connect their own needs with the social needs of the group's collective tasks, establish common group goals, pursue common decision-making, and share

common results.

4.1 Application of Virtual Practice -- Virtual Society, Role Experience

The virtual practice activity of ideological and political courses refers to creating specific situations for different topics in the classroom - virtual society: allowing students to experience their roles in specific situations, and combining their majors, using "three minutes before class", speeches, recitations, calligraphy, painting, sketches, debates, and other forms to "say" - simulating participation in various affairs and events. We have successfully carried out virtual practice activities such as "70th birthday of the motherland - I have something to say", "100th anniversary of the founding of the CPC - I have something to say", "two sessions - I have something to say", and "virtual practice: simulating the proposal of NPC deputies".

Before the virtual practice activities, the teachers first set up groups according to the practical teaching design and group social work methods - divide the students in the teaching class into several Clique of about 10 people. At this time, the group itself is the main tool of social work. Teachers become the center of group social work - workers. Students participate in the group and become individuals in the group. The leader of a Clique becomes the leader of the group. Teaching units and practice bases become institutions in the elements of group social work. Practice activities become the process of group social work. In the process of forming a group, teachers and students have a clear understanding of the goals and objectives of the group, the roles and positions of teachers, students, and the role of group leaders.

After the virtual practice activity begins, the group leader conducts "viewpoint presentation and collaborative discussion" within the group based on the tasks assigned by the worker (class teacher) - members collect and organize materials according to the tasks, conduct viewpoint presentation and collaborative discussion within the group, and the group leader or members appointed by the group leader comprehensively organize the viewpoints of the group members. In the virtual teaching practice of the class, various forms of "speaking" are used to showcase the viewpoints of the group.

At the end of the virtual practice activity, the teacher collects and organizes practical materials from each group, and summarizes the practical activities; Timely evaluate virtual practical activities, analyze whether the practical teaching activities have achieved the teaching objectives of course education, the completion of stage teaching objectives, the results achieved, existing problems, and obstacles to the implementation of practical activities, and formulate the next stage goals.

4.2 Application of Field Practice—Individual Experience and Sharing Results

The biggest feature of practical activities in ideological and political courses is the "field investigation" and "red investigation": allowing students to obtain first-hand information through what they see, hear, and feel in real situations (such as the new socialist countryside, earthquake sites, and the hometown of great people), combining theoretical knowledge learned in classroom teaching with social practice gains, guiding practice with theory, and proving theory with practice.

Before the start of practical activities, the Teaching and Research Office of Ideological and Political Education shall formulate a practical plan - what to do, how to do it, and how to do it well in practical teaching; The teacher selects student representatives to participate in on-site practice in the teaching class; Conduct the first group activity - organized by the teaching and research department to arrange practical deployment, work arrangement, and safety education for students participating in on-site practice; Student representatives who participate in on-site practice collect information through various channels, gain a general understanding of the practical destination, and develop practical plans based on the practical purpose.

After the practical activities begin, teachers should be good at using group leadership and

management methods, especially the combination of group leaders (team leaders) and members (student representatives). Teachers should be good at collecting members' common needs and inclined opinions, considering and serving members, unblocking information circulation channels, scientifically analyzing, refining, and processing member opinions and suggestions.

At the end of the practical activity, the most important thing is to share the effectiveness of the practical activity. Students who participate in on-site practice should combine the teaching objectives of the course with their own feelings, timely form practical summary materials, and present them to other students in the classroom. Teachers should collect practical materials in a timely manner, organize them, and use the internet to publish them, and display the results as an important component of course resources.

5. Conclusion

As a basic method of social work, group social work holds an important position. However, at present, there is relatively little systematic introduction to the basic theories and knowledge of group social work, and there is a lack of professional group social work. At a time when social work is increasingly valued by people, it is necessary to have a comprehensive understanding of group social work and apply this method in practice. The use of group social work methods in practical teaching of ideological and political courses is also somewhat different from the strict sense of group social work in sociology. For example, a worker in group social work is the key to the success or failure of group social work. In the process of practical teaching, we position the role and status of a teacher as a worker. In the process of practical teaching, he becomes an assistant rather than a leader. For example, at the end of practical activities, there is a lack of scientific systems and methods for evaluating the effectiveness of practical teaching activities. These all require us to constantly summarize in practice.

References

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[2] Dai Jianfei, "Overall Reform and Innovation of Specialized Teaching in the Introduction Course of Higher Education," Times Education, Issue 13, 2012.