

Research on Efficient Ideological and Political Education Teaching Based on Content Leadership

Le Wang

School of Marxism, Zhaoqing University, Zhaoqing, Guangdong, 526061, China

Keywords: Content driven; Ideological and political education; Teaching

Abstract: In the context of the new era, the integration of ideological and political education is an important task and goal of ideological and political education. It is a key measure to improve the quality of ideological and political education teaching. The integrated construction of ideological and political courses led by content should be developed through the entire process from teaching objectives, content to teaching subjects, evaluation, feedback, and other elements. Ideological and political education plays an important role in cultivating students' comprehensive qualities and ideological consciousness. This article will explore how to improve the effectiveness of ideological and political education and enhance students' interest in learning through content oriented educational methods.

1. Definition and significance of content driven teaching

1.1 Concept of Content Based Teaching

Content led teaching is a teaching method that focuses on content and cultivates students' comprehensive qualities and ideological awareness through the flexible use of various teaching methods and resources. This teaching method breaks through the traditional teaching model that focuses on knowledge transmission, and pays more attention to the cultivation of students' active participation and thinking ability. The essence of content oriented teaching is to treat students as the main body of learning, transforming the role of teachers into guides and supporters for students. Teachers plan carefully designed teaching activities and tasks to stimulate students' interest and motivation in learning, and guide them to actively participate in classroom discussions and collaborative learning^[1]. Teachers play an important auxiliary role in students' learning process, providing timely feedback and guidance to help students understand and master the knowledge and skills they have learned. Content oriented teaching emphasizes students' personalized learning and diverse expression methods. Each student has different learning styles and needs, and teachers need to provide corresponding learning resources and support based on their actual situation. At the same time, students can make independent choices and explorations based on their interests and abilities, and showcase their learning outcomes in different ways. Content oriented teaching also focuses on developing students' innovative thinking and problem-solving abilities. Teachers encourage students to raise questions, find solutions to problems, and gain more learning and growth by cultivating their critical and creative thinking. This teaching method cultivates students' ability to actively learn and solve problems, which is beneficial for them to think independently and find solutions when facing

complex challenges and problems in the future.

1.2 The significance of content oriented teaching

Content oriented teaching can stimulate students' interest in learning and improve their understanding and acceptance of ideological and political issues. Through a comprehensive learning approach, students can better understand the connotation and value of ideological and political education, and thus better respond to various challenges and confusions in real society. Due to the emphasis on student-centered content oriented teaching, students are encouraged to discover and ask questions during the learning process, and seek answers through independent exploration and thinking. During the process of self-directed learning, students can feel their own growth and progress, thereby stimulating their interest and desire for knowledge. At the same time, content oriented teaching focuses on combining subject knowledge with practical problems, which can increase students' understanding of the practical application value of knowledge and enhance their learning motivation^[2]. Traditional teacher led teaching often focuses on imparting knowledge and cultivating exam taking skills, neglecting the cultivation of students' comprehensive abilities and qualities. Content oriented teaching, on the other hand, encourages students to participate in practical problem-solving and innovative activities by providing more flexible and diverse learning methods and tasks, cultivating their analytical thinking, cooperative communication, and creative thinking abilities, and improving their ability to learn independently and solve problems.

2. Implementation strategy of content oriented teaching

2.1 Building a multidimensional teaching resource library

In order to implement content oriented teaching, teachers should build a multidimensional teaching resource library, including books, online materials, case studies, and other content. These resources can help teachers better guide students to think and broaden their horizons. Building a multidimensional teaching resource library to enhance the effectiveness of ideological and political education teaching. By collecting and organizing various excellent teaching materials, videos, audios, PPTs, and other teaching aids, students can be helped to have a more comprehensive understanding and learning of ideological and political knowledge. Under the guidance of political hotspots, students can use case analysis, thematic research, and other content in the resource library to deeply reflect on social issues, broaden their horizons, and improve their critical thinking ability. Each student has different learning interests and styles, and through the construction of a resource library, teachers can provide personalized guidance based on their needs. Students can choose different types of resources according to their preferences for learning, stimulate their interest in learning, and improve their learning enthusiasm^[3]. At the same time, teachers can also adjust teaching content and methods in a timely manner based on students' performance and feedback, so that each student can receive an education that is suitable for themselves. Traditional ideological and political courses focus on teachers' teaching, while students only passively receive knowledge. But with the support of a multidimensional resource library, teaching has become more interactive. Students can participate in the teaching process through interactive textbooks in the resource library, actively speaking, discussing, and collaborating, cultivating their communication skills and collaborative spirit. This interactive teaching environment can not only improve students' learning outcomes, but also cultivate their team awareness and innovation ability. The construction of a resource library requires teachers to continuously expand their knowledge and skills, learn and research new educational concepts and teaching methods. At the same time, teachers can also share and exchange resources with other teachers to engage in professional mutual assistance and jointly improve their teaching level. The

multidimensional teaching resource library is not only a tool for students' learning, but also a platform for teachers' professional development.

2.2 Stimulating Students' Active Participation

In content oriented teaching, teachers should actively create teaching contexts and allow students to fully participate. For example, organizing group discussions, debate competitions, and other activities to encourage students to express their opinions and engage in interactive communication with other classmates, thereby improving their expression and critical thinking abilities. When students face a challenging question in the classroom, they are forced to think and strive to find an answer. Teachers can choose topics that are closely related to students' lives, such as social or ethical issues. By raising these questions, teachers can not only stimulate students' thinking, but also enhance their attention to ideological and political education. In each class, teachers can give students some time to discuss and communicate. Students can discuss in groups and report their opinions and opinions to the entire class. Through this approach, students can not only learn from each other, but also bring more ideas and perspectives to the entire class. Teachers should respect the views of each student and encourage them to express themselves bravely. In addition, teachers can use multimedia technology to increase the fun and interactivity of the classroom. By using multimedia resources such as images, videos, or audio, teachers can present real social cases and historical events to students. Students can understand the ideological and political factors behind these cases and events through observation and discussion. In addition, teachers can also use online tools such as online surveys and discussion platforms to encourage students to explore and engage in in-depth discussions outside of the course. Teachers should provide students with practical opportunities to apply ideological and political education to practical life. For example, teachers can organize students to visit important historical sites or invite experts to explain related topics. Through personal experience and interactive communication, students can better understand and feel the importance of ideological and political education.

In recent years, ideological and political education has played an extremely important role in China's education system. However, traditional teaching methods often face the problem of students lacking initiative and enthusiasm. Therefore, how to stimulate students' active participation has become an urgent problem that needs to be solved. Teachers should consider themselves as guides and organizers, rather than just a role in imparting knowledge. Through effective guidance and organization, teachers can help students better understand and practice what they have learned. For example, during the teaching process, teachers can raise inspiring questions to guide students to think and participate in discussions. In addition, teachers can also cultivate students' sense of cooperation and collective responsibility by organizing group activities, role-playing, and other methods, further stimulating their active participation. Students are more likely to engage in learning in a positive learning environment. Teachers can create a positive and active classroom atmosphere through flexible and diverse teaching methods and resources. For example, using multimedia technology, interactive teaching software, etc. to make the classroom more lively and interesting; Set up group competitions, role-playing and other activities to increase students' participation; Provide rich and diverse learning resources to cultivate students' exploratory spirit. In addition, cultivating students' ability to learn independently is also an important means to stimulate their active participation. Students can develop higher levels of thinking and problem-solving abilities through self-directed learning. Therefore, teachers should encourage students to take the initiative in learning and cultivate their self-learning abilities. For example, in the teaching process, teachers can guide students to develop learning plans, summarize and summarize the knowledge learned, and provide necessary guidance and feedback. In addition, teachers can also encourage students to participate in social

practice activities related to ideology and politics, cultivate their practical abilities and sense of social responsibility.

3. Evaluation and improvement of content oriented teaching

3.1 Establishing a Scientific Evaluation System

In order to evaluate the effectiveness of content oriented teaching, teachers can design a scientific evaluation system based on students' performance. This includes multiple aspects such as exams, classroom performance, and project assignments, to comprehensively understand students' learning status and growth through quantitative and qualitative methods. Traditional exam evaluation often only focuses on students' mastery of knowledge, neglecting the goal of ideological and political education to cultivate students' ideological and moral qualities and social responsibility. Therefore, we should build a scientific evaluation index system that includes students' ideological and political performance, ability to participate in social activities, and understanding of social issues in the evaluation scope. In this way, not only can students' comprehensive qualities be objectively evaluated, but also their enthusiasm can be stimulated and their comprehensive development can be better promoted. In traditional ideological and political education, teachers usually focus on teaching theoretical knowledge, while students passively accept it. This teaching model is gradually unable to adapt to the needs and characteristics of modern students. Therefore, in the teaching process, we need to prioritize the subjectivity of students and involve them in the process of exploration, practice, and innovation. For example, through group discussions, debate competitions, and other forms, students can be encouraged to independently ask questions and find answers, thereby cultivating their critical thinking ability and collaborative spirit. At the same time, we should also adjust the content of the textbook according to the actual situation and interests of students, guide them to have a deep understanding of China's excellent traditional culture and modern socialist core values, so that they can better face real life and future development.

In today's society, the importance of ideological and political education cannot be ignored. However, traditional ideological and political education has some problems, such as single content, outdated form, and vague evaluation. In order to improve the effectiveness of ideological and political education, we should establish a scientific evaluation system and prioritize the content of ideological and political education in teaching. Traditional ideological and political education often uses exam scores as the sole evaluation criterion, which is too one-sided and not conducive to cultivating students' comprehensive qualities. We should build an evaluation system that comprehensively considers students' ideological and political performance, including classroom performance, participation in activities, written assignments, and practical experience. Through comprehensive investigation, we can have a more comprehensive understanding of students' ideological and political level, and provide targeted teaching and guidance. Traditional ideological and political education often only focuses on imparting knowledge, lacking the ability to think deeply and independently. We should update the teaching content and focus on cultivating students' critical thinking ability and innovative spirit. For example, through discussions, debates, writing, and other forms, students can be guided to deeply reflect on social issues and the path of national development, improving their understanding and grasp of society and politics. Teaching with ideological and political education content as the main focus can better stimulate students' interest and participation. Traditional ideological and political education often passively imparts knowledge, and students lack initiative and creativity. We should change this teaching method and place students at the center of learning, guiding them to actively think and interact through methods such as heuristic teaching and case analysis. At the same time, teachers should also become students' guides and learning partners, providing students with a good learning environment and resource support.

3.2 Continuously improving teaching methods

Content led teaching is a process of continuous improvement and improvement. Teachers should always pay attention to students' changes and needs, flexibly adjust teaching strategies, and make them more suitable for students' development. At the same time, teachers should also continuously improve their educational level and enhance their teaching abilities through learning and research. In recent years, the field of higher education in China has generally advocated the cultivation of innovation and entrepreneurship spirit and academic research ability, which requires universities to pay attention to cultivating students' ideological and political qualities in the teaching process. In order to improve the quality of education, we must continuously improve teaching methods to make ideological and political education more efficient. In the past, teachers generally adopted the traditional "indoctrination" teaching mode, focusing too much on imparting knowledge and neglecting the students' subjectivity. Nowadays, we should change our way of thinking, treat students as the main body of teaching, and start from their needs, based on their interests, hobbies, and actual situations, formulate teaching content. Only by leading teaching can we better stimulate students' learning enthusiasm and enthusiasm, and improve teaching effectiveness. The diversity of teaching methods is an important guarantee for improving educational effectiveness. Teachers can conduct teaching through various forms such as lectures, seminars, group discussions, and case studies to meet the learning requirements of students at different levels and needs. In addition, advanced information technology tools such as the Internet and multimedia can be used to encourage students to participate in online interactions, broaden their thinking horizons, and improve learning outcomes. Relying solely on classroom teaching is not enough. It is necessary to combine theoretical knowledge with practice, allowing students to experience and experience various learning situations firsthand. Teachers can organize on-site inspections, social practices, experimental training and other activities, allowing students to participate in them firsthand and experience the value and significance of ideological and political education. Through practical teaching, students' learning interests and abilities will be greatly improved. During the teaching process, teachers should provide timely feedback and evaluation of students' learning attitudes, performance, and problem-solving abilities. Only by promptly identifying and adjusting and improving students' problems can teaching effectiveness be better improved. At the same time, students should also actively participate in self-evaluation and mutual evaluation activities to cultivate awareness of self-reflection and self-improvement.

In the context of the rapid development of information technology, efficient ideological and political education has become one of the important ways to cultivate qualified citizens. In the process of efficient ideological and political education, teaching methods and content dominate teaching, which is an inseparable key factor. Therefore, we need to continuously improve teaching methods to enhance the quality and effectiveness of ideological and political education. On the one hand, it is necessary to fully utilize modern information technology to expand the teaching methods of ideological and political education. The traditional teaching mode often focuses on explanation, lacking interactivity and personalization. Modern information technology can inject new vitality into ideological and political education. For example, using multimedia teaching can vividly and vividly present teaching content to students through a combination of pictures and text; By utilizing online platforms, online discussion classes or social media groups can be established to promote interaction and communication among students; At the same time, various interactive learning games can also be designed to stimulate students' interest in learning. These new teaching methods can make ideological and political education more vivid, interesting, and efficient.

On the other hand, it is necessary to continuously improve the teaching content to meet the needs of students in a targeted manner. The goal of ideological and political education is to cultivate

students' ideological and political qualities, and the teaching content should be combined with the actual situation of students. On the one hand, attention should be paid to the actual needs of students, guided by their learning interests and subject strengths, and diversified teaching content should be set up. For example, students can be organized to visit the sites of the Red Revolution and carry out social practice activities, so that they can personally experience and feel the value of ideological and political education. On the other hand, we also need to pay attention to current affairs and hot topics, and update teaching content in a timely manner. For example, the latest social issues, domestic and foreign political events, etc. can be introduced to guide students to pay attention to and reflect on current social hot topics, and improve their political literacy.

4. Conclusion

Content oriented teaching is an efficient teaching method for ideological and political education. By constructing a multidimensional teaching resource library, stimulating students' active participation, and establishing a scientific evaluation system, teachers can surpass other writers, improve the quality of ideological and political education, and cultivate students with more ideological awareness and comprehensive qualities.

References

- [1] Li Zehong. *Research on Content Based Ideological and Political Education Teaching in Universities [J]. Food Research and Development*, 2023, 44 (13): 239-240
- [2] Ding Wenge. *Strengthening the Dominance of Ideological and Political Education in the Management of Chinese and Foreign Student Convergence [J]. Beijing Education (Moral Education)*, 2020 (06): 25-28
- [3] Li Min. *Innovative Research on Online Ideological and Political Education for College Students [J]. Rural Staff*, 2020 (06): 265