

Research on the Reform of Teaching Method of Ideological and Political Course Based on Problem Orientation

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Keywords: Education reform in colleges and universities; Ideological and political courses; Problem Orientation; Inquiry-based learning; Heuristic teaching

Abstract: The implementation of problem-based teaching method in ideological and political courses in colleges and universities is an in-depth practice of the "problem-oriented" teaching mode. This method constructs a teaching framework around some core issues, abandons the limitation of single knowledge indoctrination and preset conclusions in traditional teaching, and promotes the double innovation of teaching form and content. It not only helps to promote the flexible transformation of teaching material system into vivid teaching system, but also further promotes the integration of teaching system into students' cognitive structure and belief system. In the concrete operation, the key lies in the fact that teachers should carefully plan the core problems and arouse students' thinking and exploration. At the same time, it is necessary to efficiently organize students to conduct in-depth analysis and heated discussion of problems, and make timely and enlightening summaries and comments on students' opinions after the discussion, so as to stimulate students' active thinking and self-reflection ability, and further deepen students' understanding of knowledge theory.

1. Introduction

In the education system of the new era, ideological and political courses in colleges and universities are not only the key way to cultivate students' correct world outlook, outlook on life and values, but also an important position to guide students to strengthen their self-confidence in the road, theory, system and culture of socialism with Chinese characteristics. However, at present, there are some problems in the teaching of ideological and political courses, such as poor teaching effect, low students' interest, serious disconnect between theory and practice, etc. These problems not only affect the teaching quality and effect of ideological and political courses, but also restrict students' initiative and creativity in ideological and political learning. Therefore, it is particularly necessary and urgent to reform the teaching methods of ideological and political courses in a problem-oriented manner. Through in-depth analysis of the problems existing in the current teaching situation, exploring and implementing teaching methods that are more in line with students' needs, can stimulate students' interest, and effectively connect theory and practice is of great significance for improving the teaching quality of ideological and political courses and cultivating high-quality and high-ability

youth in the new era.

2. Theoretical basis and value connotation of problem-oriented teaching

Problem-oriented teaching is a teaching method with solving practical problems as the core. It emphasizes the application in ideological and political courses. Through carefully designed problem situations, it guides students to actively explore, think and solve problems, thus promoting the internalization of students' knowledge and the improvement of their abilities^[1]. In the teaching process, problem-oriented teaching follows several basic principles. First of all, the problem design should be authentic and targeted, closely in line with the actual life of students and the content of ideological and political courses; Secondly, the teaching process should emphasize students' subjectivity and participation, and encourage students to explore independently and learn cooperatively; Finally, teaching evaluation should be diversified, not only paying attention to students' learning achievements, but also paying attention to students' performance and efforts in the learning process. These characteristics and principles together constitute the unique advantages of problem-oriented teaching in ideological and political courses, which help to improve the teaching effect and stimulate students' learning interest and motivation.

After years of educational theoretical research, exploration and development, the theoretical foundation of problem-oriented teaching is profound and diverse. On the one hand, it is deeply influenced by the problem-oriented thought in Marxist theory, emphasizing that in theoretical study and practice, solving problems should be the starting point and the end result, and the deepening of theory and the expansion of application should be promoted by solving practical problems^[2]. On the other hand, related disciplines such as pedagogy and psychology also provide solid theoretical support for problem-oriented teaching. Constructivist learning theory in pedagogy advocates student-centered, and holds that learning is a process of actively constructing knowledge, while problem-oriented teaching guides students to actively explore by designing problems, promotes the internalization of knowledge and the promotion of ability. These theoretical foundations together constitute a solid framework of problem-oriented teaching, and provide strong support for its application in ideological and political courses and other disciplines.

3. Second, analysis of the current teaching situation of ideological and political courses in colleges and universities

At present, the present situation of the teaching content of ideological and political courses in colleges and universities presents certain characteristics and challenges. Although the textbook content strives to fully cover the important theories and knowledge in the ideological and political field, it still needs to be strengthened in terms of freshness and times, and there is a certain disconnect between some contents and the rapidly changing social reality and students' actual needs^[3]. At the same time, the fit between teaching content and students' actual needs is also one of the urgent problems to be solved at present. How to make ideological and political courses closer to students' lives and meet their ideological confusion and practical needs in the process of growing up and becoming talents has become the key to improving teaching effect.

From the perspective of teaching methods, at present, the teaching process of ideological and political courses in colleges and universities is still boring and linear. The teaching mode and method have not deviated from the traditional teaching path of junior high school and senior high school, and there is a widespread teaching mode of "full house irrigation", that is, teachers unilaterally impart knowledge while students passively accept it. This method ignores students' subjectivity and learning initiative, resulting in dull classroom atmosphere and low student participation. In addition, traditional teaching methods lack the cultivation of students' critical thinking and innovative ability,

which limits the improvement of students' comprehensive quality. Compared with junior high school and senior high school, the classroom in colleges and universities should have been more independent and interactive, but most colleges and universities have failed to change this situation. Only a few colleges and universities are aware of these problems, and have made positive innovative attempts in the teaching methods of ideological and political courses.

Starting from the overall teaching effect, the current teaching effect of ideological and political courses shows different characteristics in many aspects. In terms of student satisfaction, although some students have a positive attitude towards ideological and political courses and think that courses help them establish correct values and world outlook, quite a few students still express their disinterest in course content or teaching methods, resulting in low satisfaction ^[4]. In terms of knowledge mastery, although students can memorize and retell some ideological and political theories, there are still shortcomings in practical application and in-depth understanding, and they lack the ability to connect theoretical knowledge with real life. As for the formation of values, ideological and political courses play an important role in guiding students to form a correct world outlook, outlook on life and values, but the actual effect varies with individual differences, and some students may not yet form stable and correct values. Therefore, in order to improve the teaching effect of ideological and political courses, it is necessary to find the right direction and method, and make comprehensive policies to form a joint force.

4. Strategies for improving teaching methods of ideological and political courses based on problem orientation

(1) Improvement of teaching content: integrating current affairs hot spots and enhancing pertinence

Combined with the teaching status and problems of ideological and political courses in colleges and universities, especially when studying the knowledge of Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, in order to get rid of the abstract and boring problems and attract students' interest and attention, the teaching contents and methods need to be changed in a timely manner. In terms of teaching content, we should closely focus on the hot issues at home and abroad and the social focus of college students, such as international cooperation and governance under the global epidemic situation, challenges and opportunities in the era of digital economy, etc., and combine the relevant theories in Introduction, such as the institutional advantages of socialism with Chinese characteristics and the mass line in Mao Zedong Thought, to make an in-depth analysis. For example, we can discuss how to reflect the advantages of the socialist system with Chinese characteristics in concentrating on doing great things and the practical value of the mass line in the prevention and control work at the beginning of the epidemic in 2019 ^[5]. This can enhance the timeliness of teaching content to a certain extent, and make students feel the realistic power of theory and stimulate their interest in learning.

Furthermore, we should consider enhancing the pertinence of teaching content and fully considering students' professional background. Although the Introduction course is a general course for the whole school, differentiated teaching modules can be designed for students of different majors. For example, for science and engineering students, we can introduce scientific and technological ethics cases, such as the ethical boundary of artificial intelligence, the social responsibility of gene editing, etc., and explore the balance between scientific and technological innovation and ethics in combination with the guiding ideology of scientific and technological development in the theoretical system of socialism with Chinese characteristics; For liberal arts students, we can deeply analyze the concrete manifestations of cultural self-confidence, such as the inheritance and innovation of traditional culture in contemporary society and the development of socialist cultural theory with

Chinese characteristics. This can not only keep the integrity of the theoretical system of the curriculum, but also make the teaching content closer to students' professional learning and interests.

A variety of teaching forms can be adopted to enhance students' interest in learning. For example, through role-playing, students are allowed to simulate important decision-making scenes in history, such as policy formulation in the early stage of reform and opening up, and experience the guiding role of Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics in critical periods; Or organize students to conduct social research, combine the theoretical knowledge in Introduction with practical problems around the topics of rural revitalization and ecological civilization construction, write research reports and share them in class. These practical activities can not only make students feel the fun of learning, but also cultivate their practical ability, innovative spirit and social responsibility. At the same time, the classic cases and theoretical expositions in textbooks should also be fully tapped and utilized. Through vivid explanations and discussions, students can deeply understand the essence of Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics.

(2) Improvement of teaching methods: problem inspiration and theme exploration

Problem-oriented heuristic-guided teaching;

In the teaching process of ideological and political course, heuristic teaching, as a teaching method that can stimulate students' active thinking and cultivate their thinking ability, is particularly suitable for the teaching needs of this course^[6]. When studying the course content of "The Great Practice of Reform and Opening-up", teachers can adopt heuristic teaching. First, through situation creation, they can show the historical background and social conditions in the early stage of reform and opening-up, so that students can feel as if they were in that era full of challenges and opportunities. Subsequently, teachers can throw out a series of enlightening questions, such as: "Why did China need reform and opening up at that time?" "How did reform and opening up advance step by step?" "What profound changes did reform and opening up bring to Chinese society?" These questions are not only closely related to the curriculum content, but also have a certain depth and breadth, which can arouse students' interest and thinking. In the process of problem guidance, teachers can encourage students to combine the theoretical knowledge in Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, such as the theory of the primary stage of socialism with Chinese characteristics and the fact that reform and opening up are the key measures to determine the destiny of contemporary China, for in-depth analysis and discussion. At the same time, teachers can also introduce some typical cases in the period of reform and opening up, such as the rise of Shenzhen Special Economic Zone and the implementation of rural household contract responsibility system, so that students can more intuitively understand the great practice of reform and opening up and its far-reaching impact on Chinese society by analyzing cases. If the theoretical foundation of students is weak, students can be divided into groups, and each group can choose a topic related to reform and opening up for in-depth research. In group discussion, students can inspire and complement each other to explore the answers to questions together. Teachers should guide students to reflect and summarize their learning process, which can make students think about their performance in discussions, their understanding of problems and how to apply what they have learned to real life. Through such reflection and summary, students can more clearly understand their thinking process and learning achievements, and deepen their understanding of curriculum knowledge.

Problem-oriented inquiry-guided teaching:

When understanding the unique path, achievements and challenges of China's system construction, in order to help students have a deep understanding, we can first sort out various important knowledge points from the overall framework of ideological and political affairs, for example, first analyze and explore from the perspective of "rule of law thought".

Teachers can adopt inquiry teaching methods to guide students to independently explore the

construction process, core elements and practical significance of the socialist legal system with Chinese characteristics through specific problem orientation. Of course, in the process of inquiry, in order to deepen students' experience, we should explore themes or cases from the perspective that students are familiar with, and we can choose from social hotspots and life scenes. For example, taking the hotly debated digital privacy protection issue in the current society as the breakthrough point, a series of closely linked inquiry tasks are designed to guide students to deeply understand the challenges, legal regulations, ethical boundaries and their practical applications of privacy in the digital age through independent inquiry, project practice and case analysis. First of all, the teacher threw out a thought-provoking question: "Today, when big data and artificial intelligence are everywhere, what unprecedented threats are our privacy rights facing? How should we seek protection within the framework of law and ethics?" This question is like a main thread, running through the whole teaching process.

To solve this problem, the teacher divides the students into groups, each of which is responsible for a sub-project or case analysis. For example, a group of students can focus on studying domestic and foreign laws and regulations on digital privacy protection, and reveal their similarities, differences and development trends through comparative analysis; The other group can focus on actual cases, such as privacy leakage incidents on social media, and explore the legal responsibilities and ethical anomalies behind them by analyzing the ins and outs of the incident in detail. In addition, some groups can choose to discuss how to balance the relationship between personal privacy and social public interests from the perspective of ethics in the context of the rapid development of digital technology. In the process of inquiry, students are encouraged to use traditional channels such as libraries and network resources to collect information, and they are encouraged to use modern technical means such as big data analysis tools and social media monitoring software to enhance the depth and breadth of inquiry. At the same time, teachers can also organize group discussions to provide a platform for students to exchange ideas and collide views. Through these interactive links, students can learn how to use their knowledge to analyze and solve problems, and cultivate their comprehensive qualities such as teamwork, critical thinking and innovative thinking. Finally, each group will present the inquiry results in the form of project report, PPT presentation or debate competition. From these achievements, teachers can get a general understanding of students' understanding of curriculum knowledge and the connotation of the construction of the rule of law system, so as to provide guidance for subsequent teaching.

(3) Teaching reflection: summarize and comment on students' views and opinions in time

In the practice of problem-based teaching method, an indispensable link is instant feedback and in-depth analysis of students' opinions and perspectives. Using theoretical knowledge to analyze practical problems is also an area that needs innovation and improvement in ideological and political courses. For example, on the hot topic of "Artificial Intelligence and Social Development", teachers can first lead students to build a framework of understanding and reflection, so that they can more comprehensively and deeply examine the extensive impact of this cutting-edge scientific and technological field on society. They should not only pay attention to the material changes brought about by technological progress, but also deeply understand the changes in social structure, ethics and human values behind them. Therefore, combined with practical problems and through problem-based teaching method, students are guided to use dialectical thinking to analyze the complex relationship between "artificial intelligence and social development" from multiple dimensions, aiming at cultivating students' critical thinking ability, social responsibility and future-oriented vision.

From the perspective of contradiction analysis: Student Zhengfang proposed that AI will create new jobs and promote economic growth and social progress. When teachers comment, they can emphasize that this is a positive aspect brought by technological progress, which reflects the inevitable trend of productive forces development; The opponent is worried that AI will replace

traditional jobs and aggravate social inequality. Teachers need to point out the rationality of this worry, and at the same time guide students to realize that this is the contradiction in the process of technological development, that is, the pain caused by the replacement of old and new production methods.

From the perspective of historical materialism: Teachers should guide students to use the principles of Marxist historical materialism to analyze the historical inevitability of the development of AI technology and its impact on social structure and production relations. It is pointed out that technological progress is an important force to promote social change, but it also needs self-regulation and adaptation of human society. It is emphasized that while pursuing technological progress, we must adhere to the core values of socialism, ensure that the achievements of technological development benefit all people, and promote social fairness and justice. Especially when the discussion touches on the core value or basic principle of "artificial intelligence ethics and responsibility", teachers should uphold the basic principles and positions of Marxism, accurately point out the core controversial point in the discussion-that is, the balance between technological development and human ethics^[7], clearly express their personal positions, emphasize that while pursuing technological progress, they should not ignore their responsible attitude towards social ethics and job market, and ensure that the discussion does not deviate from educational purposes and teaching objectives. Finally, the teacher summed up the discussion results, emphasized the importance of dialectical thinking in understanding and dealing with complex problems, and pointed out that in the study of ideological and political courses, we should not only master theoretical knowledge, but also learn to use dialectical thinking to analyze practical problems and improve our ideological consciousness and ability to solve problems.

5. Conclusions

Exploring the teaching reform of ideological and political courses has far-reaching theoretical significance and practical value. From the theoretical level, it helps to promote the innovation and development of the teaching theory of ideological and political courses. By introducing new teaching ideas, methods and models, it enriches and perfects the existing teaching theory system, and provides solid theoretical support for the modernization and scientification of ideological and political education. At the practical level, it is helpful to improve the teaching effect of ideological and political courses. By optimizing teaching contents, improving teaching methods and strengthening practical teaching, it can stimulate students' learning interest and initiative, thus enhancing students' independent thinking and problem-solving ability, guiding them to establish a correct world outlook, outlook on life and values, and paving the way for cultivating socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor.

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