

Research on the ways to improve the practical teaching ability of ideological and political teachers in colleges and universities

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Keywords: Universities; Ideological and political teacher; Practical teaching ability

Abstract: Ideological and political theory course is the key course to carry out the fundamental task of moral education, and teachers are the core force to carry out good ideological and political courses. College ideological and political teachers are the disseminators of Marxist theory, the propagandists of the Party's theories, lines, guidelines and policies, and the guides to the growth of college students.

1. Introduction

As a key course in implementing the fundamental task of cultivating morality and nurturing talents, ideological and political courses in universities always focus on the fundamental issue of education: what kind of people to cultivate, how to cultivate them, and for whom to cultivate them. As the core force in carrying out ideological and political courses, teachers shoulder the important responsibility of cultivating new generation members who can reassure the Party, dedicate themselves to patriotism, and shoulder the heavy responsibility of national rejuvenation. As an important part of ideological and political education, the practical teaching mode can not only transform profound theoretical knowledge into practical experiences that students can understand, learn, and extend, but also further expand the teaching methods and innovate the content of ideological and political education. From this, it can be seen that enhancing the infectivity, creativity, and dissemination of ideological and political courses in universities requires fully activating the practical teaching ability of ideological and political course teachers and deepening their core competencies. As General Secretary emphasized, the key to running ideological and political courses well lies in teachers, and the key lies in unleashing their enthusiasm, initiative, and creativity. Therefore, it is timely for this article to study the path to enhance the practical teaching ability of ideological and political course teachers in universities.[1]

2. Theoretical basis for enhancing the practical teaching ability of ideological and political course teachers in universities

2.1. Theory of Practice View

Marx and Engels believed that philosophers only explain the world in different ways, and the problem lies in transforming the world. Practice, as a unique human activity, profoundly influences

the direction and mode of human behavior, and all human activities present the development trajectory of practice. Different people have different understandings of time, but ultimately, practice is a unique ability for everyone. If a person wants to achieve certain goals and pursuits, they must do so through practice, and the prerequisite for doing so is to master certain practical abilities. As one of the important modes of ideological and political education in universities, practical teaching profoundly affects students' understanding of theory, which indirectly affects the cultivation of students' practical abilities in applying theory. This requires that ideological and political education teachers in universities must have sufficient practical teaching abilities. Especially for ideological and political education teachers in universities, they should not only focus on theoretical teaching, but also integrate theory into students' practical lives. Ideological and political education teachers should not only be able to master textbook knowledge, but also have a deep understanding of intangible social practice knowledge. Based on a full understanding of social development practice, they should scientifically and rationally analyze the practical problems of contemporary society, clearly understand the pulse of the times, deeply care about the needs of social development, and continuously care about the comprehensive growth and development of students. Only on the basis of full understanding can teachers enhance their practical teaching ability and literacy, help students broaden their horizons, update their knowledge, establish correct values, guide students to deeply engage in social practice, apply theory to reality, enhance practical ability, and truly enable students to learn and achieve success.[2]

2.2. Theory of Comprehensive Human Development

The Communist Manifesto explicitly states that the future society of humanity will be a union where the comprehensive and free development of each individual is a condition for the comprehensive and free development of all. The future society of humanity becomes a united entity, where every individual can achieve full and free development, which directly demonstrates the important value and undeniable significance of each person as a subject. In the process of human development, it is natural to be influenced by various social relationships, which not only affect people's values and concepts, but also their behavior patterns, thereby affecting human development. The comprehensive development of human beings is not independent, but exists in the process of interweaving various relationships. The comprehensive development of the same person is a comprehensive and free development, which is neither limited by a single factor nor affects one's choice of lifestyle. People have full freedom in such a community. In the process of human development, if there are biased factors, then human development is incomplete and loses the meaning of comprehensive development. The comprehensive development of human beings should also be based on ensuring individual freedom, and enabling individuals to achieve personal growth and progress. If people are placed in a vacuum, they cannot achieve comprehensive development, and they need to be driven by other factors to truly achieve development. In contemporary society, education, as an important driving force for promoting comprehensive human development, fully plays a guiding and encouraging role. As an important part of cultivating morality and talent, ideological and political education teachers in universities must fully enhance their practical teaching abilities and deepen their professional qualities in order to truly provide guidance for promoting the comprehensive development of individuals and students' moral, intellectual, physical, aesthetic, and labor development.

2.3. Lifelong Education Theory

Paul Langrand from France believes that lifelong education, in terms of time dimension, refers to the process from birth to the end of life, including the organic connections between various stages

and critical moments of educational development. Lifelong education is a form of education that runs through life, with the ability to extend over time and encompassing all existing forms of education. It is not a singular or pure form of education, but rather an educational theory and concept. In the era of rapid development, new things are constantly emerging, and new theories and practices are also happening at different stages, making lifelong education particularly important. Lifelong education refers not to a behavior but to a concept and theory. It emphasizes that people should value lifelong learning in the process of development, constantly update their cognition and practice through learning, and continuously improve their comprehensive abilities. College ideological and political education teachers not only have to face complex social environments, but also need to be able to smoothly transmit relevant theoretical knowledge to students in such environments, achieving the dissemination and development of knowledge. In the era of information explosion, ideological and political course teachers in universities must establish the concept of lifelong education, integrate learning and education throughout their lives, persistently strengthen the consolidation and application of knowledge through learning and practical application, and truly cultivate batches of outstanding practical talents for the Party and the country.

3. The value and significance of enhancing the practical teaching ability of ideological and political course teachers in universities

General Secretary pointed out that under the current situation, running ideological and political courses well should be viewed in the context of the unprecedented changes in the world and the overall development of the Party and the state. It should be approached from the perspective of adhering to and developing socialism with Chinese characteristics, building a socialist modernized strong country, and realizing the great rejuvenation of the Chinese nation. To run ideological and political education well, it is necessary to improve the practical teaching ability of ideological and political education teachers, enable them to fully shoulder the important responsibility of cultivating students, and enhance their professional competence and sense of responsibility.

3.1. Implement the fundamental task of cultivating virtue and talent

General Secretary emphasized that we must adhere to taking moral education as the central link, integrate ideological and political work into the entire process of education and teaching, achieve full process and all-round education, and strive to create a new situation for the development of higher education in China. College ideological and political education teachers are an important force in promoting the implementation of moral education and talent cultivation. The professional competence and ability level of ideological and political education teachers directly affect the actual effectiveness of moral education and talent cultivation. Through theoretical transmission, contemporary college students can firmly identify with the Party and the country, and enhance their cultural confidence. At the same time, ideological and political education teachers in universities can also use diverse practical teaching methods to promote students' deep involvement in social practice, encourage students to use their theoretical knowledge to solve practical problems in real life, strengthen students' deep understanding of theory, and continuously shape students' values and behavior patterns, so that contemporary college students can be influenced and infected by correct values unconsciously, thereby promoting their comprehensive development.

3.2. Enhance the quality of ideological and political education teaching

College ideological and political course teachers are the main body of conducting ideological and political course teaching, while students are the main body of learning ideological and political

course content. Although both parties are the same subject, their responsibilities and obligations are different. [3]Improving the practical teaching ability of ideological and political course teachers in universities is a practical need and an important way to promote the practical effectiveness of ideological and political courses in universities. Teachers of ideological and political courses should be able to fully utilize the value of teaching subjectivity, constantly innovate the methods and approaches of practical teaching, continuously expand the content and resources of practical teaching, and attract students to the classroom of ideological and political teaching. The practical teaching of ideological and political courses breaks the drawbacks of traditional theoretical indoctrination teaching, fully leverages the role of students' learning subjectivity, encourages students to apply their learned knowledge to practice, tests the correctness of theoretical knowledge in practice, helps students strengthen their understanding of theory in the process of practical learning, and continuously plays the leading role of ideological and political education in students. It helps students accumulate knowledge and form experience in repeated learning, thus enriching their theoretical literacy and comprehensive practical ability from the inside.

3.3. Enhance students' sense of learning achievement

The essence of ideological and political courses is to reason. As the main body of reasoning, namely university ideological and political course teachers, they should master the ways and methods of reasoning, so as to break away from the dull and boring environment, integrate reasoning into students' daily lives, and thoroughly explain reasoning into students' hearts. One of the main ways to test the effectiveness of ideological and political courses in universities is how students feel gained. The sense of gain for students refers to the ability to feel the transmission of knowledge, the shaping of values, and the influence of behavior during the process of learning ideological and political courses, allowing students to feel personal growth and progress in the learning process. As a teacher of ideological and political courses in universities, we should attach importance to students' sense of gain, meet their demands in the daily learning process, activate their internal learning motivation and desire, and enable them to accumulate knowledge and achieve qualitative changes in their thinking unconsciously. The practical teaching ability of ideological and political course teachers in universities has been improved, which also provides conditions for meeting students' learning demands and enhancing their sense of learning achievement. Through typical case analysis, vivid knowledge explanation, and thorough theoretical guidance, ideological and political teachers enable students to not only feel the profound connotation of theoretical knowledge, but also the vivid charm of ideological and political education in practice during the learning process, continuously meeting students' multi-level knowledge demands and enhancing their sense of learning acquisition.[4]

4. The realistic dilemma of enhancing the practical teaching ability of ideological and political course teachers in universities

4.1. Insufficient professional ability weakens teaching effectiveness

The professional teaching ability of teachers has a significant impact on the effectiveness of practical teaching. In the practical teaching of ideological and political courses, to test whether an ideological and political teacher is a good teacher or not? An important evaluation criterion for whether this lesson has been carefully prepared is whether the teaching design is reasonable. If the teaching design is reasonable, the practical teaching effect of this class can largely achieve the expected results. In recent years, the systematic training of ideological and political education teachers by the government has become increasingly mature, especially the promotion of integrated

ideological and political education courses in large, medium, and small schools, which has greatly helped to improve the overall quality of ideological and political education teachers. However, due to some historical reasons, there are still a small number of ideological and political education teachers whose teaching designs and tasks they undertake have not been recognized by students in the actual teaching process. In such a classroom, students have a low head up rate and play with their phones a lot. Over time, students will lose interest in learning this course.

Practical teaching of ideological and political courses is a highly practical course that requires teachers to have high comprehensive abilities. Teachers should not only have theoretical knowledge, but also the ability to guide students in carrying out social practice. This indicates that the requirements for teachers are becoming increasingly comprehensive. The classroom can be presented in various forms, allowing students to master the content of ideological and political courses in practice, and improving the practicality and operability of ideological and political courses. However, a difficult problem encountered in practical operation is that many teachers have been stuck in ivory towers, with limited exposure to society from school to school, and even teachers' own social experience needs to be improved. This makes it difficult to have a scientific and comprehensive understanding of practical teaching, reducing students' enthusiasm for learning practical courses. At the same time, there is another situation that we cannot ignore, which is that although some teachers have rich practical experience, their theoretical foundation is weak, and they cannot express the theory of practical courses clearly. This leads to students gaining happiness in the classroom, but such happiness is simple happiness, without exploring the value sublimation behind ideological and political courses.

4.2. Lack of practical platform, affecting ability improvement

Human subjective initiative can play a significant role, but we also need to recognize the reality that platforms are also important. The lack of practical platforms in ideological and political courses will have a certain impact on their educational effectiveness. Practice is the only criterion for testing truth. For ideological and political courses, practice can help students better understand and apply the knowledge they have learned, and enhance their comprehensive qualities and abilities.

Firstly, practical platforms allow students to combine theoretical knowledge with practical applications. In ideological and political courses, students often come into contact with a large amount of theoretical knowledge and concepts, but learning only from textbooks is far from enough. By participating in practical activities, students can apply their learned knowledge to real-life situations, thereby deepening their understanding and mastery of theoretical knowledge. Secondly, practical platforms can enhance students' comprehensive abilities and qualities. In practical activities, students need to apply various knowledge and skills to solve problems and complete tasks. This comprehensive practical exercise can help students enhance their abilities in innovative thinking, teamwork, communication, and other aspects, laying a solid foundation for their future learning and work.

4.3. Insufficient student participation affects positive feedback

The unsatisfactory practical teaching effect of ideological and political courses and the poor performance of teachers are just one of the reasons, and the factors of students should also be the focus of our attention. After entering the new era, the overall recognition of ideological and political courses by college students has been increasing, affirming the progress of the teaching level of ideological and political course teachers and achieving a series of achievements. At the same time, we should also recognize our current shortcomings. Some teachers still have a one-sided understanding of practical teaching. Some teachers even believe that practical classes are optional

and of little significance. Due to practical constraints such as funding and venue, practical classes cannot leave the campus, making students feel that the impact of practical classes is small and they do not agree with it internally, choosing to attend classes passively. Long term accumulation can easily lead to a vicious cycle.

5. The practical path for enhancing the practical teaching ability of ideological and political course teachers in universities

General Secretary pointed out: "The essence of ideological and political courses is to reason, and we should pay attention to the methods and approaches. We should explain the reasons deeply, thoroughly, and vividly. Teachers should teach with heart, and students should understand with heart, in order to communicate with the mind, enlighten the mind, and stimulate the fighting spirit." This requires college ideological and political course teachers to continuously improve their practical teaching abilities and enhance the actual effectiveness of ideological and political course teaching.

5.1. Consolidate the foundation of internal strength and comprehensively enhance the practical teaching ability of ideological and political course teachers in universities

In the new era, ideological and political education teachers in universities should not only be able to master the methods and approaches of theoretical teaching, but also the application guidelines of practical teaching. Theory and practice are the sources of power for ideological and political education teachers in universities to promote the implementation of the fundamental task of cultivating morality and talents. Firstly, ideological and political education teachers in universities should strengthen theoretical learning and enhance their professional competence. To learn how to read original works and principles, one should take one step ahead of students, learn a little more, learn more deeply, and be able to apply the viewpoints and methods in classic original works to practical life, especially to use professional theoretical knowledge to answer questions and clarify doubts for students. Strengthening theoretical learning for teachers is not a phased action, but a long-term learning process. Teachers should be able to refine and decompose the theoretical viewpoints contained in ideological and political course teaching content into content that students can understand and enjoy, and continuously guide students to integrate what they have learned into practice in the process of practical teaching, thereby continuously enhancing the actual effectiveness of ideological and political course teaching in universities. Secondly, universities should conduct themed lectures and practical training to enhance teachers' practical teaching abilities. By inviting experts in practical teaching to the school, we will provide explanations on practical teaching methods and techniques for ideological and political teachers, enhance their theoretical understanding of practical teaching, and improve their practical teaching abilities. Through practical teaching lectures, it can not only help teachers better understand the current social hot topics and the content that students are concerned about, but also enable teachers to further enhance their understanding of practical teaching in the process of learning and analyzing hot topics, thereby continuously improving the practical teaching design ability and level of teachers. In order to further optimize the practical teaching ability of ideological and political course teachers, teachers can also strengthen the cultivation of practical ability by participating in social practice training, and acquire knowledge through practice. Thirdly, fully leverage the peer support ability of ideological and political education teachers. Ideological and political education teachers are not isolated individuals but a group, and their goals are consistent within this group. They all strive tirelessly to promote the implementation of the fundamental task of moral education and talent cultivation, and to cultivate new generations capable of fulfilling the great task of

national rejuvenation. Therefore, regular practical teaching experience exchange meetings can be held to encourage teachers, especially senior teachers, to share their experience in practical teaching of ideological and political courses. Through in-depth exchanges, teachers can continuously explore ways to optimize the allocation of practical teaching resources, the possibility of innovating practical teaching methods, and the design of practical teaching objectives. This will further clarify the development direction of practical teaching of ideological and political courses and enhance the practical teaching ability of ideological and political teachers.

5.2. Building multiple platforms and exploring channels for improving the practical teaching ability of ideological and political course teachers

Improving the practical teaching ability of ideological and political education teachers in universities is a systematic and long-term project that requires multi-party collaboration to build various types of platforms, enhance learning and communication opportunities for ideological and political education teachers, and encourage them to engage in deep learning. On the one hand, building an online learning platform to expand the resource library for improving teachers' practical abilities. In today's era, with the vigorous development of Internet technology, colleges and universities should fully tap massive learning resources and build online learning platforms to provide convenient conditions for teachers to improve their ability. At the same time, renowned teachers can be invited to record practical teaching improvement courses, providing online guidance and learning assistance for teachers. On the other hand, practice is constantly evolving, and society is constantly updating. College ideological and political education teachers should adhere to the perspective of development to view problems. In the era of constant updates, they should be able to keep up with the pace of the times and constantly improve their own practical skills, enhancing their understanding of practice. In the face of complex development situations, universities should seize the opportunity to build a practical platform for ideological and political course teachers, and provide base support for ideological and political course teachers to enhance their practical teaching abilities. Through school enterprise cooperation, ideological and political education teachers can enter enterprises, understand the needs of the times, and grasp the development context of society, so as to transform what they have learned in practice into the content of ideological and political education teaching. At the same time, universities can also cooperate with society to establish social practice platforms, allowing teachers and students to timely pay attention to and understand the dynamic changes in social development, update their own views and opinions on society in a timely manner, and continuously improve their comprehensive abilities.

5.3. Drawing on student feedback, strengthening the practical teaching reflection and optimization ability of ideological and political course teachers

The relationship between teachers and students is not one of management and being managed, but one of mutual learning and achievement. In the process of carrying out practical teaching of ideological and political courses, students can actively participate in the classroom, which indicates that the teacher's teaching has been effective. When students can ask questions and provide suggestions to the teacher through their own learning, it indicates that the students have learned effectively. The practical teaching of ideological and political courses in universities is not a perfect existence, and it requires continuous absorption of suggestions to achieve growth and progress. This also requires ideological and political course teachers in universities to fully draw on students' feedback and continuously improve the quality of practical teaching. Firstly, ideological and political courses in universities are rational courses, and the guidance for students also needs to be gentle rather than forceful indoctrination. Teachers of ideological and political courses should be

able to guide students to recognize the essence of ideological and political courses, understand the connotation of ideological and political courses, and emotionally identify with ideological and political courses through diverse methods. [5]Only then can students truly shift their focus to the ideological and political classroom, thereby enhancing their sense of gain and identification. This requires ideological and political education teachers in universities to break the traditional indoctrination style of education, closely integrate ideological and political education with vivid social life, and make ideological and political education no longer simply knowledge input, but can closely link students with the content of ideological and political education through classic case analysis and vivid stories, thereby enhancing students' understanding and learning of ideological and political education content, improving students' sense of learning and participation, so that students can dare to speak up. Secondly, it is necessary to fully leverage the leading role of teachers, activate students' subjective values, and encourage them to fully engage in ideological and political education classes. This requires ideological and political education teachers to understand what students want to learn, what problems they need to solve, and what life difficulties they have in the process of conducting practical teaching. This also indicates that ideological and political education teachers should be able to fully respect students' learning intentions and listen to their voices, so that students can feel the teacher's attention during the learning process, and continuously explore students' initiative and enthusiasm in the learning process. Finally, to improve the practical teaching effectiveness of ideological and political courses, it is necessary to enhance communication and interaction between teachers and students, rely on communication and interaction between teachers and students to achieve the sharing of ideological and political course results, and realize the mutual growth of teaching and learning. Teachers can lead students to visit red education bases, participate in social welfare activities, and other forms to involve every student in practical teaching scenarios, so that ideological and political education can be transferred from the classroom to the familiar environment where students live. They can purposefully guide students to observe social life and encourage them to apply theoretical knowledge to solve real-life problems. Through continuous interaction, teachers and students can understand each other better, and students can actively express their views and opinions. In the gradual process of interaction, teachers and students continuously improve each other's ways, absorb and learn from each other's viewpoints, thus promoting the continuous development of ideological and political education in a positive direction.

6. Conclusion

Education is the foundation of national rejuvenation, and teachers are the source of education. How does the practical ability of teachers affect the actual effectiveness of ideological and political courses? Faced with complex situations, improving the practical ability of ideological and political course teachers in universities is the trend. Improving the practical teaching ability of ideological and political course teachers in universities requires not only strong support from universities, but also independent learning from teachers and efficient cooperation from students. The improvement of practical teaching ability is not something that can be achieved overnight, but requires a lot of accumulation and exercise in order to achieve long-term success and qualitative change through quantitative changes.

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