

# *Three-Dimensional Path Analysis on Making Learning Truly Happen in the Ideological and Political Course Classroom Teaching*

Huang Limei<sup>1</sup>, Jia Chuang<sup>2</sup>

<sup>1</sup>*School of Marxism, Kunming University of Science and Technology, Kunming, China*

<sup>2</sup>*Chenggong Middle School Affiliated to Yunnan University, Kunming, China*

**Keywords:** Ideological and political course; Classroom teaching; Three-dimensional paths; Learning effectiveness

**Abstract:** As a key course for implementing the fundamental task of fostering virtue through education, it is of far-reaching significance to ensure that learning occurs truly and efficiently in the ideological and political course classroom. Based on the actual teaching situation of the ideological and political course, this paper conducts an in-depth analysis from three dimensions: scientific teaching design, in-depth teacher-student interaction, and high-quality classroom atmosphere. On the premise of combining specific teaching practices and theoretical support, it aims to explore feasible paths to stimulate students' internal learning motivation and enhance the effectiveness of the ideological and political course, helping students achieve knowledge internalization and value recognition in the learning process of the ideological and political course classroom and effectively fulfill the fundamental teaching goal of fostering virtue through education in the ideological and political course.

## **1. Introduction**

The ideological and political course is related to the cultivation of students' correct values, moral concepts, and political literacy. However, traditional ideological and political classrooms often fall into the dilemma of "teachers' one-way teaching and students' passive acceptance", and learning is only superficial. In the context of the new era, how to ensure that students' learning can truly happen in the ideological and political course classroom, and transform the teaching of the ideological and political course from knowledge transfer to the active shaping of students' thoughts and behaviors has become an important topic that urgently needs in-depth research and solution in the field of ideological and political education. To break this deadlock, it is necessary to focus on the key elements of the classroom and construct multiple paths so that ideological and political learning can take root in the classroom, touch the hearts of students, and be transformed into students' conscious actions and ideological nourishment.

## **2. Scientific teaching design is an important cornerstone for laying the foundation for learning to truly happen in the ideological and political course classroom**

Whether the teaching design of the ideological and political course is scientific is of vital importance. A scientific teaching design should accurately select and integrate teaching content based on teaching objectives and students' characteristics, and then realize the organic integration of theoretical explanations and vivid cases to make abstract knowledge concrete. At the same time, it should standardize and rationalize the teaching process and adopt diversified teaching methods. Through teaching means such as lecturing, discussion, and practice, students' diversified thinking can be stimulated. Through scientific teaching design, a positive learning atmosphere can be created to attract students to participate actively and lay a solid foundation for students' learning to truly happen in the ideological and political course classroom.

### **2.1 Accurately anchoring teaching objectives**

For learning to truly take place in the classroom, the focus of classroom instruction should shift from knowledge objectives to competency objectives.<sup>[1]</sup> The teaching objectives of the ideological and political course have distinct guidance, carrying both knowledge inheritance and value guidance. Taking the second chapter "Socialism with Chinese Characteristics Has Entered a New Era" in the course as an example, the knowledge objective is to make students understand the connotations, bases, and characteristics of the new era. The ability objective is to cultivate students' ability to analyze social phenomena from the perspective of the new era. The value objective is to inspire students' sense of responsibility to participate in the construction of the new era. This requires ideological and political course teachers to deeply study teaching materials, grasp the pulse of the times, and align with the needs of students' cognition and growth to ensure that the objectives are operable and measurable.

### **2.2 Innovatively integrating teaching content**

During the teaching process of the ideological and political course, the teaching materials of the ideological and political course are the blueprint but not the only teaching materials. Teachers should tap resources such as current affairs hotspots, red stories, and local cultures and integrate them organically. For example, when teaching "patriotism", it can be related to the deeds of border-defending heroes in recent years. For example, in 2020, heroes such as Qi Fabao, Xiao Siyuan, and Chen Xiangrong, as well as the Weining Plateau Soldier Group, can be used. The vivid cases of heroes guarding the border can be used to interpret the essence of patriotism. Digging into the stories behind local anti-Japanese war ruins from a historical perspective can enrich the connotation of patriotism. It can also introduce the essence of democracy behind the 2024 U.S. presidential election to highlight the advantages of China's system, making the content vivid, close to life, and stimulating students' learning interests and emotional resonance.

### **2.3 Applying diversified teaching methods**

The single lecturing method is difficult to activate the classroom teaching of the ideological and political course. "Teachers should actively improve teaching methods, hand over the initiative in learning to students, and give students more opportunities to think, more room for activities, more chances to show themselves and more experiences of success, so that "learning" can truly take place in the classroom."<sup>[2]</sup> It is advisable to combine various teaching methods such as case teaching, group exploration, and situational simulation to carry out teaching. In the classroom teaching of

"Market and Macroeconomic Regulation", teachers can show the case of the price fluctuation of crayfish, organize students to discuss the relationship between market supply and demand and government regulation in groups. Students can offer suggestions as members of the government think tank through simulation. Then, by using multimedia to create the situation of "enterprises responding to trade frictions", students can experience the complexity of the macro-economy in role-playing. Through various ways such as discussion, participation, and role-playing, students can not only strengthen their understanding and application ability of theories but also enhance their classroom participation, sense of gain, and participation.

### **3. Deepening teacher-student interaction is an important link in ensuring that learning truly happens in the ideological and political course classroom**

Deepening teacher-student interaction is extremely crucial for the ideological and political course. Through interaction, teachers can accurately grasp students' ideological trends and confusions and adjust teaching in a timely manner. Students can deeply analyze ideological and political theories in the exchanges and discussions with teachers, stimulate their enthusiasm for thinking, and enhance their understanding and perception of knowledge. Thus, the classroom learning of the ideological and political course can be transformed from passive acceptance to active exploration, and learning can truly happen in the classroom.

#### **3.1 Building an equal teacher-student dialogue relationship**

Teachers are students who stand, while students are teachers who sit.<sup>[3]</sup> The ideological and political classroom should be a democratic and equal "ideological square". Teachers should abandon their authoritative postures and respect students' diverse ideas. For example, when discussing "What are the advantages of the whole-process people's democracy?", if students have questions about the election process, teachers should listen patiently, guide them to consult materials, organize a second discussion, and provide multiple learning perspectives. In the equal exchange, clarify cognition, let students feel respected, dare to tell the truth, and be willing to express their true feelings, creating conditions for in-depth interaction.

#### **3.2 Precisely responding to students' concerns**

Contemporary students are sensitive and curious about topics such as social fairness, employment and entrepreneurship, and international situations. Ideological and political teachers should actively capture these concerns of students. For example, if students are confused about whether "the Party is greater than the law", teachers can conduct debates on the characteristics of China's legal construction and organize students to participate. In the exchanges, resolve doubts, convey the values of the rule of law and fairness, and clarify that China's socialist legal construction with Chinese characteristics is led by the Party and formulated by the people. It is a pseudo-proposition to discuss them separately. Interactive with a problem-oriented approach can enhance the attractiveness of the classroom. Because "Value orientation usually refers to the value orientation guided by leading organs or public opinion organs for the masses, which is used to guide and direct the action direction of the masses."<sup>[4]</sup> "To adhere to the correct value orientation, ideological and political course teachers are required to follow the fundamental task of fostering virtue through education, highlight the value guidance and moral education functions of the discipline, and guide students with correct world outlooks, views on life and values."<sup>[5]</sup>

### **3.3 Strengthening individual guidance and assistance**

Students' foundations and thinking abilities in learning the ideological and political course vary due to differences in majors and other aspects. Classroom interaction should take into account these differences. For students with a relatively weak foundation, when teaching the course "Basic Principles of Marxism", teachers should use life examples to explain abstract concepts. For students who still have questions after class, teachers can conduct after-class tutoring and sorting out. For students with extra learning capacity, teachers can recommend advanced reading materials, guide social investigations, and deeply explore ideological and political topics. Through stratified interaction, help students at all levels learn and grow.

## **4. A High-Quality Classroom Atmosphere Is an Important Guarantee for Ensuring That Learning Truly Takes Place in Ideological and Political Course Classrooms**

A high-quality classroom atmosphere can provide a strong guarantee for the learning of ideological and political courses. In a positive, strong, and positive cultural atmosphere, students are subtly influenced and baptized by culture in a psychologically relaxed environment. A free and relaxed discussion environment can stimulate diverse thinking, and a strong learning atmosphere prompts students to actively explore. Such an atmosphere can effectively enhance students' learning concentration and participation, helping to solidly implement the learning of ideological and political courses. In addition, a favorable classroom atmosphere can promote collaborative learning among students. During group discussions and project cooperation, they exchange ideas and spark wisdom, jointly tackling difficult problems in ideological and political learning. The integration and complementarity of different viewpoints broaden students' horizons and cultivate their teamwork ability and critical thinking. Meanwhile, a positive classroom atmosphere also helps teachers obtain students' feedback in a timely manner, so as to flexibly adjust teaching strategies and rhythms to better meet students' learning needs. Teachers and students mutually promote and grow together in such a harmonious atmosphere, making ideological and political courses truly an important front for inspiring students' thoughts and shaping their characters, and making the influence of ideological and political education long-lasting and profound.

### **4.1 Creating a Positive Cultural Environment**

Ideological and political classrooms can display ideological and political elements in spatial layout, such as posting famous quotes and historical maps of the Communist Party of China to create a "field" of red culture; setting up an "Ideological and Political Learning Community" on the online teaching platform to share insights and display achievements. Offline, activities such as "Recitation of Red Classics" and "Competition on Party History Knowledge" are organized to infiltrate ideological and political culture in a sense of ceremony and strengthen cultural edification and value penetration.

### **4.2 Shaping a Relaxed Psychological Atmosphere**

Appropriate fault tolerance is the key to psychological care in ideological and political classrooms. It is a normal phenomenon for students to have partial views on complex ideological and political issues. For some difficult questions, if a student gives a wrong view, the teacher can gently correct it and encourage further thinking. With an inclusive attitude, students are not afraid of making mistakes and can boldly explore, deepening their ideological and political understanding and strengthening their theoretical confidence in a relaxed atmosphere. Meanwhile, teachers can use

humorous language and a kind and amiable attitude in teaching to relieve students' nervousness. Actively encourage students to share different perspectives and unique experiences, and give affirmation and guidance even if there are deviations. In this way, students can fully display their thinking process in a relaxed psychological atmosphere and achieve the transformation from passive acceptance to active construction of the ideological and political knowledge system.

### 4.3 Stimulating a Positive Emotional Atmosphere

Emotional resonance can enhance the effect of ideological and political education. Teachers teach ideological and political courses with emotion. When teaching some content related to the Chinese spirit, such as the "Anti-epidemic Spirit" that students have personally experienced, the teacher can vividly describe the arduous process of the anti-epidemic and the heroic choices of leaders in various industries, accompanied by video materials, arousing students' feelings of respect and cherish, spurring the internal drive to inherit the spirit, connecting knowledge and value through emotional bonds, and making ideological and political learning penetrate into the mind. Teachers can also organize students to share touching stories around them, allowing emotions to spread further during communication and interaction. By narrating the selfless dedication of community volunteers or the details of the selfless acts of medical workers, students can deeply understand that these spirits are not out of reach but run through every aspect of life. When students actively discuss under the influence of emotions, the connotations of ideological and political courses will be deeply rooted in their hearts, not only stimulating their current learning enthusiasm but also laying a solid emotional foundation for them to practice ideological and political concepts in the future.

## 5. Conclusion

In the teaching of ideological and political courses, the three-dimensional path of scientific teaching design, in-depth teacher-student interaction, and high-quality classroom atmosphere is indispensable. If implemented accordingly, it is an important methodology for resolving the long-standing problems in ideological and political classrooms, awakening students' subjective consciousness, and transforming ideological and political classrooms from "places of knowledge indoctrination" into "fields of intellectual enlightenment". By exploring the important path for making learning truly take place in ideological and political course classrooms, it aims to help students build a solid foundation of belief, cultivate patriotic feelings, and improve comprehensive qualities, effectively fulfilling the mission of ideological and political education and empowering the cultivation of a new generation of people who can take on the great task of national rejuvenation. With the changes of the times and the deepening of practical teaching practice, it is necessary to continuously explore and optimize path selection to meet the new trends of educational change and student development and promote the teaching quality of ideological and political courses to steadily reach new heights.

## References

- [1] Gao Qiong. *Let Learning Truly Happen in the Classroom* [J]. *Ethnic Education in China*, 2019, (12): 13.
- [2] Zhang Wenjia. *Let Learning Truly Happen in the Classroom* [J]. *Journal of the Chinese Society of Education*, 2018, (S2): 139.
- [3] Tian Junguo. *Let Learning Truly Happen in the Classroom* [M]. Beijing: China Youth Press, August 2022.
- [4] Li Yongsheng, Zhao Cairu: "Scientific and Technological Innovation Must Adhere to the Correct Value Orientation", *Guangming Daily*, October 11, 2021.
- [5] Zeng Lingfeng. *Skillfully Setting Topics to Promote the Cultivation of Competencies* [J]. *The Teaching of Ideological and Political Course*, 2024, (11): 40-43.