

Research on Unity of Knowledge-faith-action of Ideological and Political Theory Course in the New Era

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Abstract. General secretary Xi Jinping presided over the Symposium of teachers of Ideological and Political Theory Course (IPTC) and emphasized that the ideological and political theory course is the key course to implement the fundamental tasks of building morality and cultivating people. In order to solve the problem of disconnection between knowledge, faith and action in ideological and political education in colleges and universities, a unity model of Knowledge-faith-action is constructed to enhance the effectiveness of IPTCs in colleges and universities.

Keywords: New era, Ideological and Political Theory Course, Unity of Knowledge-faith-action.

1. Introduction

Since the 18th National Congress of the Communist Party of China, the Party Central Committee with Comrade Xi Jinping as the core has attached great importance to the construction of ideological and political theory courses in schools. In December 2016, at the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping emphasized that ideological and political theory courses should be strengthened in the improvement. On March 1, 2019, General Secretary Xi Jinping pointed out at the opening ceremony of the training course for young and middle-aged cadres at the Central Party School (National School of Administration) that theoretical study should be "perforation of Learning-thinking-using, and unity of Knowledge-faith-action." Colleges and universities have always been an important base for training high-quality innovative talents. As the core of our future talent matrix, the ideological and political quality of college students is related to the success of our modernization construction. However, ideological and political education in Colleges and universities still has some problems, such as the disconnection of "knowledge" and "faith", the role of "action" as a bridge of communication has not been fully played. Therefore, strengthening the research on the unity of Knowledge-faith-action in IPTCs in Colleges and universities is conducive to enhancing the ideological, theoretical and affinity and pertinence of political theory courses, implementing the clear requirements of general secretary Xi Jinping's "eight unification", improving the political sensitivity and political identification ability of university students.

2. Research Results of IPTCs

In recent years, there has been a lot of research on the "IPTCs in Colleges and Universities", but it is relatively insufficient to focus on the "unity of Knowledge-faith-action in the ideological and political theory of colleges and universities."

2.1 Ideological and Political Theory Courses in Colleges and Universities

Western countries have not used the term "Ideological and Political Education" and there is no such course as "Ideological and Political Theory Course". They only have "political education", "civil education", "legal education", "ethnic education", etc. They use these activities to complete ideological and political education[1-4]. For United States, it mainly advocates the spirit of patriotism and national spirit education, and advocates the development of students' individuality.

Its ideological and political education permeates all aspects of social life, mainly divided into ideological education, political education and moral education. For Japan, the political color of Ideological and political education is distinct, and the goal of moral education is very clear, which requires the people to have strong patriotism, love and respect the symbol of the country. For UK, starting from the education of gentlemen, it mainly conducts education on citizen quality, civil politics, social ethics, professional ethics, religious beliefs, religious ethics, personal health, etc., and promotes civic education, moral education and history education.

Domestic scholars have explored the ideological and political courses in different fields. The teaching reform of IPTCs in Colleges and universities must achieve a breakthrough in six aspects: the change of teaching concept, target orientation, course structure, teaching mentality, teaching approach and assessment mode[5]; The reform of IPTCs in Colleges and universities should highlight the value orientation[6]; The "student-centered teaching mode" is build[7]; The countermeasures to enhance the effectiveness of ideological and political teaching from six aspects is proposed [8]. In addition to the theoretical teaching in the classroom, the IPTCs in Colleges and universities need to pay attention to the influence of implicit education on students' thoughts.[9]

2.2 Unity of Knowledge-faith-action of Ideological and Political Theory Course

The internal consistency between "unity of knowledge and action" and the goal of Ideological and political education, and analyzes its enlightenment for the process of Ideological and political education. The difference between knowledge and action is the direct reason for the weak effectiveness of Ideological and political education of college students, and strengthening the unity of knowledge and practice is an important way to solve the problem. The transformation of knowledge and action is analyzed, the relationship between knowledge and action from many aspects is elaborated, the law of value of the unity of knowledge and action is elaborated, specifically the sequence, conditions and modes of the unity of knowledge and action is analyzed, and further the ways to achieve it is explored[10].

The academic research on regular pattern of Knowledge-faith-action integration is not limited to the relationship between cognition and behavior, but emphasizes the realization of the transformation of knowledge and behavior. Under the impact of multi-cultural and new media, we should change the educational concept, adhere to the educational concept of "people-oriented, moral education, practical education", and guide the scientific development of Ideological and political education with the unity of knowledge and practice; The ideological and political theory teaching in Colleges and universities should adhere to the principle of "knowledge leads practice", cultivate rationality, correct deviation, and improve in the theoretical teaching. In practice teaching, we should promote the transformation of knowledge and action, cultivate emotion to strengthen behavior will, strengthen practice to consolidate cognitive state, and exercise will to promote the unity of knowledge and action [11,12]. The formation and development of Ideological and moral character is the process of the unity of cognition and behavior. The unity of knowledge and action is the essential requirement of Ideological and political education and an important way to realize the development of Ideological and political education.

In summary, the academic community has made a lot of discussions on Ideological and political education, which has laid a good foundation for the research of this topic, but there are also some shortcomings: 1) the connotation and characteristics of "knowledge", "faith" and "action" of IPTCs in Colleges and universities in the new era still need to be defined from a theoretical point of view; 2) the academic community has put forward the ideological and political education mode of combining knowledge with practice from many aspects, but the problems of "knowing but not doing" and "doing not knowing" are still prominent. We must deeply study the changes of three stages in the process of Ideological and political teaching, i.e. the transformation of three stages: knowing, believing and doing; 3) in terms of research methods and means, most of the existing researches are qualitative analysis from the perspective of a single discipline, and qualitative analysis from the perspective, multidisciplinary research in education, management, psychology, etc. has not yet been deepened.

3. The General Framework of Unity of Knowledge-faith-action in Iptcs

Under the background of socialism with Chinese characteristics in the new era, how to reconstruct the existing IPTCs in the way of "developing strengths and making up weaknesses" and how to implement the basic task of moral education and people cultivation are urgent problems to be solved in the construction of IPTCs in Colleges and universities. Based on scientific definition of relevant connotation characteristics, through investigation and analysis of the current difficulties and challenges, this paper puts forward the path to realize the unity of Knowledge-faith-action in IPTCs in Colleges and universities, and constructs an evaluation mechanism to evaluate the effect rationally.

3.1 Analysis of Logical Relationship and Development Context

Under the background of socialism with Chinese characteristics entering a new era and national colleges and Universities Running ideological and political courses well, focusing on the new situation and new tasks faced by ideological and political theory courses, this paper makes a theoretical discussion on Ideological and political theory courses in Colleges and universities from the perspective of dialectical unity of "knowledge", "faith" and "action", and accurately grasps the dialectical relationship between political and academic rationality, dominance and subjectivity, problem orientation and firm belief in the construction of ideological and political theory courses, and full-time all-round education for all members, and scientifically defines the relevant connotation of "knowledge", "faith" and "action" in the ideological and political theory course of colleges and universities.

3.2 Investigation of Current Situation and Reasons

Combined with the innovation of Ideological and political course reform and the new situation of College Students' training in the new era, through questionnaire survey, in-depth teaching front-line investigation, telephone inquiry, participation in practical activities and other ways, this paper systematically combs the fracture of "knowledge", "faith" and "action" in the ideological and political theory course of colleges and universities, and analyzes the corresponding causes for the specific manifestations of "knowledge and action paradox".

3.3 Implementation Path

Focusing on the fundamental purpose of improving the effectiveness of IPTCs, combined with the dialectical concept of "knowledge", "faith" and "action", following the internal law of political theory teaching in Colleges and universities, this paper puts forward reform measures from the aspects of improving the comprehensive quality of teachers, enriching and optimizing the content system of courses, innovating teaching methods and means, and optimizing the construction of course environment, and the teaching model of "One goal, four dimensions and five aspects" was constructed to promote the process reengineering of ideological and political theory courses in colleges and universities and accelerate each other between teaching and studying.

3.4 Effect Evaluation

Based on the teaching evaluation of "multidimensional integration", the CIPP evaluation model is constructed. The scientific and targeted teaching evaluation indexes are formulated from the aspects of evaluation subject, evaluation process and evaluation method. The evaluation index system including classroom teaching effect, teacher quality, classroom teaching organization and classroom teaching environment is constructed to evaluate the model of Knowledge-faith-action integration of Ideological and political courses in all dimensions, find out the shortcomings and propose countermeasures for further improvement.

4. Conclusion

The mode of "Knowledge-faith-action integration" is creatively applied to the ideological and political theory course, and the logical relationship among the three aspects of "knowledge, faith and action" in the ideological and political theory course is systematically analyzed, so as to provide a new idea for the teaching innovation of the political theory course. In terms of mode construction, according to the characteristics of Ideological and political theory course, based on the concept of "unity of Knowledge-faith-action", the paper constructs the teaching model of "One goal, four dimensions and five aspects", The teaching method of action and learning is integrated, and the knowledge is built around the problems encountered in actual learning and practice, and continuous learning is carried out. CIPP evaluation model is used to evaluate the practicability of the model quantitatively, in order to put forward operable suggestions for further implementation of learning effect.

Acknowledgements

The authors gratefully acknowledge the financial support from National Social Science Foundation of China (Project No. 19VSZ151).

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