

Research on the Path to Improve the Structure of Ideological and Political Teachers under the Context of “Double First-Class Education”

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Abstract: Perfecting the collaborative education mechanism of ideological and political education (IPE) is not only the internal demand of the structure of “double first-class” in universities, but also the guarantee of improving the quality of IPE in universities and promoting the growth of IPE in universities. The new mission of founding “double first-class” universities also puts forward higher requirements for the structure of IPE teachers. Under the new situation of promoting the structure of “double first-class”, it is necessary to further analyze the existing problems of IPE teachers, and then explore a characteristic path suitable for its growth. In the context of the new era, the structure of IPE teachers should carry forward the spirit of craftsmanship, and the majority of teachers should establish themselves, study and teach with virtue, so as to create an excellent IPE teachers team in universities. To achieve this goal, in addition to vigorously improving the school's hardware facilities and optimizing the allocation of subject resources, we should also focus on the structure of teachers, especially the structure of IPE teachers. This article analyzes the challenges faced by the teachers in the IPE work, and explores a new way to construct the IPE work.

1. Introduction

“Double first-class” is the main growth strategy of China's education in the context of the new era. The main goal is to establish first-class disciplines and universities with the strength and quantity that can be among the top in the world, and promote China to become an educational power. IPE plays a role in promoting the growth of the social nature of human beings, which is not only related to the progress of their own quality, but also got involved in the transformation of university resources and all aspects of national social growth[1]. To achieve this fundamental and talent training goal, we must give full play to the irreplaceable role of IPE for university students, and we must constantly open up the reform situation of IPE in the whole process and in all directions. Cultivating qualified socialist founders and reliable successors in line with the characteristics of the growth of the times is the main goal of the “double first-class” structure. This requires universities to focus on the progress of their own teaching quality, and the teaching ability of teachers as the main body of teaching is the key factor affecting the teaching level of universities[2]. As a basic component of the higher education system, IPE in universities is facing new growth opportunities and challenges under the context of “double first-class” structure.

Only by carrying forward the spirit of craftsman can teachers of IPE courses in universities adhere to the unity of teaching and educating people, the unity of oral and personal teaching, the unity of paying attention to society and the unity of academic freedom and academic norms. At present, the IPE work in universities does not meet the requirements of deepening comprehensive reform in terms of educational process, educational methods, educational evaluation and teacher-student relationship. It is necessary to solve the difficulties and challenges faced by the work in the context of promoting the structure of “double first-class”, centering on the fundamental task of establishing morality and cultivating people[3]. The IPE work in universities has always been the work that has been attached great importance by the educational community. Its growth needs to be carried out in the context of promoting the structure of “double first-class”, closely around the fundamental task of establishing morality and cultivating people, face the difficulties and

challenges faced by the IPE work in universities, and put forward corresponding countermeasures for research[4].

For IPE in the current context, universities should strive to found an excellent team of IPE teachers, and advocate that the majority of IPE teachers should establish themselves by virtue, learn by virtue, and moral education, and practice the spirit of craftsmanship. In order to continuously improve the structure effect of “double first-class”, we must put the founding of high-quality teachers and the ideological and political structure of universities in an important position[5]. This article will analyze the problems encountered by IPE in universities in the perspective of “double first-class” structure, and explore the structure path of innovative teaching mode of IPE in universities.

2. Problems in the Structure of IPE Teachers

2.1 Inadequate Adaptability of IPE

The existing IPE system in universities has many problems of adaptability when connecting with the demand of “double first-class” structure. Some teachers believe that the purpose of the IPE teaching course is only to impart fixed theoretical knowledge to students and help them pass the paper examination smoothly, ignoring the fundamental purpose of “educating people” of IPE, leading to the deviation of IPE in some universities to theoretical teaching[6]. The fundamental purpose of IPE is to educate people. From the perspective of the past or the current situation, the setting of the subjects of IPE is largely due to the needs of the discipline, not to cultivate people's ideological and moral character, which to a large extent affects the initial intention of teachers in class and allows teachers to teach under the pressure of examination.

In teaching, teachers often treat students as passive learners of education. What and how to talk in class, the method, form, content and requirements for students, etc., are always in the hands of teachers. The students in the political class are more active, and the evaluation links are many and complex. Many teachers cannot evaluate every student in the class because of time reasons or conditions. Therefore, they can only use the score as the measuring instrument of teaching. In addition, the disadvantages of exam-oriented education are still widespread, and the flexibility of educational evaluation needs to be optimized.

2.2 Teachers' Responsibilities Are Difficult to Implement

At this stage, in the process of founding the “double first class”, there is a widespread phenomenon of inadequate and unbalanced participation of IPE teachers in IPE, which is mainly manifested in the difficulty in implementing the responsibilities of teachers' IPE. We should make every effort to found a team of teachers of ideology theory courses that meet the growth requirements of the new era, and make contributions to the structure of “double first-class”. We also need the full cooperation of universities and IPE teachers[7]. For IPE teachers, the main performance is: on the one hand, in the classroom, teachers should take students as the main body of classroom teaching, start from the actual situation of students, design the course teaching content, innovate the teaching mode, use modern technology, and carry out effective IPE activities in combination with the actual situation of students. Cultivating and improving the core quality of IPE teachers is not only the need for their professional growth and personal value realization, but also the basic education direction for the overall progress of the structure of first-class teachers.

Universities should properly deal with the life problems of IPE teachers in schools, help them to relieve their worries, provide them with strong guarantee, make them more devoted to work, and the instructional effect of IPE teachers can also be effectively improved[8]. The relevance, internal characteristics and educational objectives of IPE and the structure of “double first class” are not well publicized in universities. Some teachers are difficult to thoroughly understand the role of IPE in the structure of “double first class”, which leads to the problem that teachers despise IPE in their routine work.

3. The Path Choice of Strengthening the Structure of IPE Teachers

3.1 Founding a First-Class Teaching Staff for the Study of IPE in Universities

The growth of IPE in universities needs to found a first-class teaching staff. As the main body of IPE, the strength of teachers determines the extent of IPE. It is not enough for IPE teachers to have only rich professional knowledge and teaching skills. They must take morality as the first priority and have the craftsman feelings of establishing morality and cultivating people[9]. Teachers of IPE courses in universities should not only grasp the pulse of the times, but also have a correct view of history, nationality and country. In addition, we must keep abreast of the changes in the country, society and the world in order to cultivate qualified talents for the country. Love your career. This kind of craftsman sentiment is also what university IPE teachers should have.

Teachers should always implement the cultivation of students' ideological and moral quality in education and instructional activities on the premise that the structure of professional theory and practice teaching is fully guaranteed, so as to truly achieve the fundamental goal of IPE. Teachers should focus on the main position of students, and all educational and instructional activities should be carried out around students. Based on the context of the structure of “double first-class” universities, a “new model” of IPE practice and education with “one ideological guidance, three links and five carriers” has been constructed, as shown in Figure 1.

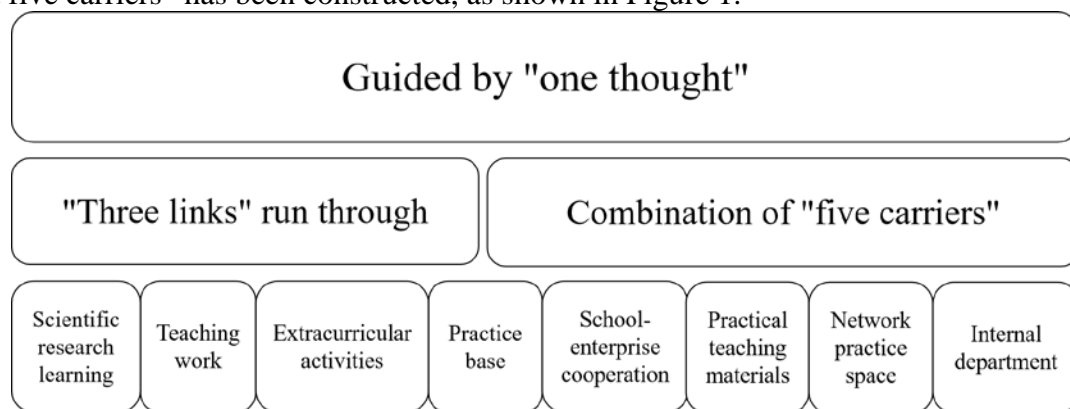


Fig.1 New Mode of IPE Practice

3.2 Be Good At Using New Media and New Technology to Carry out IPE

Under the context of the new technological revolution marked by information technology, universities should pay full attention to and play the important role of information technology such as network and multimedia. focus on the integration of network education resources, innovate the network platform education mode, and start to create high-quality micro-class IPE high-quality courses. In the era of new media with open network, facing the students with active thoughts, teachers should focus on the innovation of IPE methods, and actively expand the “online second class” while based on the offline class[10]. university campus websites should take the initiative to take the responsibility of “leader”, carry forward “new ideas” in line with the growth of the new era, guide students in the correct network value, and give full play to the network practice education function. It can be seen from Table 1 that the application and growth of online media has gradually replaced the traditional news media, while the traditional news media has gradually disappeared from the public view. As an important group in society, the way university students acquire information also represents the way most young people acquire information.

Table 1 Investigation on Information Acquisition Channels of University Students

Access channel	Proportion
Network channel	70.2%
TV broadcast media	30.19%
Books and newspapers	20.36%
Investigation and interview	15.69%

Due to the advent of the Internet plus era, university teachers are required to strengthen IPE

practice and education, and focus on opening up network practice space. Teachers should integrate textbook knowledge into practice, introduce modern educational technology into the classroom, enrich students' learning with pictures and videos, and stimulate students' interest in vivid and vivid ways. Teachers should follow the pace of the times, effectively integrate modern information technology teaching methods into the teaching process of IPE courses in universities, make extensive use of network resources, enhance the attractiveness of IPE courses in universities by creating situational classes and other means, and improve the classroom instructional effect of IPE courses in universities.

4. Conclusion

The structure of “double first-class” is the mission of the times and historical task of Chinese universities, and is an effective way and an important opportunity for universities to improve IPE. Under the context of “double first-class” higher education reform, we should fully understand and actively play the irreplaceable important role and value function of teachers' IPE. The significance of the structure of the IPE teacher team in universities is extraordinary. The craftsman spirit is an inherent quality of the Chinese nation. We should use the craftsman spirit to found a team of IPE teachers of the Party and the country, and cultivate excellent talents for the transformation from “Made in China” to “Made in China”. The cultivation of talents in universities requires not only professional knowledge, but also political awareness and scientific spirit, which is the purpose of IPE. Only by ensuring the implementation of IPE and the effect of practical teaching can we ensure that university talents have lofty ideals and correct moral standards, and lay the ideological and theoretical foundation for the cultivation of university talents under the context of “double first-class” structure.

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