

An empirical study on the teaching methods and practical teaching of ideological and political courses in higher vocational colleges

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Abstract: to understand education courses teaching methods in higher vocational colleges, and to validate its practical teaching situation, this paper surveyed the some higher vocational colleges, the basis for research, the second around the results of the survey for the school education courses teaching method and practice teaching, introduces the basic situation of the final against the lack of improvement countermeasures and inspection, at the same time, to improve the teaching conditions are introduced. Results by comparing the teaching performance of ideological and political course in higher vocational colleges before and after the improvement of the teaching method, it is illustrated that the teaching method before the improvement of ideological and political course in higher vocational colleges has defects. Considering the representativeness of ideological and political course teaching methods in higher vocational colleges, the problems are common in other similar colleges. Therefore, the improvement method in this paper has the advantages of high universality and good improvement effect, and has certain application value.

1. Introduction

It is difficult to teach ideological and political theory in higher vocational colleges, so the key to improve the effect of ideological and political theory is to optimize the teaching method and improve the teaching effect of practical course. In actual teaching, according to the characteristics of students and teaching content, adopting various teaching methods is an important way to improve classroom teaching effect. The key to improve the teaching effect is to set up all kinds of practical course activities according to local conditions, improve the teaching effect of practical course, and innovate the teaching form of practical course.

In order to optimize teaching methods and improve the effect of practical courses, it is necessary to put forward targeted measures based on empirical research. This project carries out an empirical study on the teaching methods of ideological and political courses and the basic teaching situation of practical courses in higher vocational colleges through the stages of preliminary practical investigation, mid-term statistical collation and later in-depth analysis, and puts forward Suggestions and countermeasures for the existing problems in the teaching methods and practical teaching of ideological and political courses.

2. Basic information of the survey

2.1 survey questions

In view of the teaching method and practice teaching of ideological and political theory course in higher vocational colleges, the research group has designed a total of 12 multiple-choice questions related to the teaching method and practice teaching. This survey mainly involves the understanding

of the teaching method and practical lesson significance of ideological and political course, the degree of interest in the teaching method and practical lesson of ideological and political course, the preference for the teaching method and practical lesson form of ideological and political course, and Suggestions for improving the teaching method and improving the effect of practical lesson. Through the empirical study of these problems, specific Suggestions and countermeasures are put forward.

2.2 survey methods

This survey mainly USES is paper questionnaire, by random sampling survey method, and the combination of individual interview methods for different grade students sampling interview, a combination of field interviews and questionnaire, guarantee the sampling representative and randomness, first-hand real data, with a comprehensive understanding of the basic education courses teaching methods and practice lesson. In terms of analytical methods, this empirical study adopts quantitative analysis method and qualitative analysis method. On the basis of obtaining real data, it conducts a comprehensive and in-depth analysis of the data to objectively reflect the real situation.

2.3 subjects of the survey

This survey takes the class of 2017 students in the case university as the survey object. A sample survey was conducted among students majoring in marketing, chain operation, tourism management, financial management, computer software and Internet of things information. 300 questionnaires were distributed and 289 valid questionnaires were returned.

3. The basic situation of ideological and political teaching methods and practical teaching

3.1 investigations on teaching methods of ideological and political education

As for the satisfaction with the teaching methods of ideological and political courses, according to the survey results, most students are basically satisfied with the teaching methods of ideological and political courses. Among the answers to the question "are you satisfied with the current teaching methods of ideological and political education in the college?", 110 chose "general satisfaction", accounting for 38.1%. 116 people were satisfied, accounting for 40.1%. Forty-two, or 14.5%, were satisfied. Of course, 21 people, or 7.3%, were dissatisfied. It shows that most students are generally satisfied and relatively satisfied with the current ideological and political course teaching methods, but the proportion of very satisfied is relatively small. See figure 1.

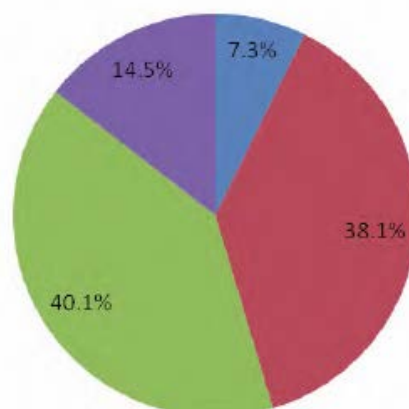


Figure 1 Results of Satisfaction Survey before Improvement

This survey designs two questions about the importance of ideological and political course teaching method. According to the survey results, most students think that teaching method is more important. In response to the question "how do you think the teaching method affects the teaching effect of ideological and political courses?", 107 people chose "very important", accounting for 37.0%. 140 people chose "important", accounting for 48.4%. 'moderately important' was chosen by 32 people, while 'unimportant' was chosen by 10 people, accounting for 11.2% and 3.5%, respectively. It can be seen from the statistical data that most students think the teaching method of ideological and political education is very important, as shown in figure 2.

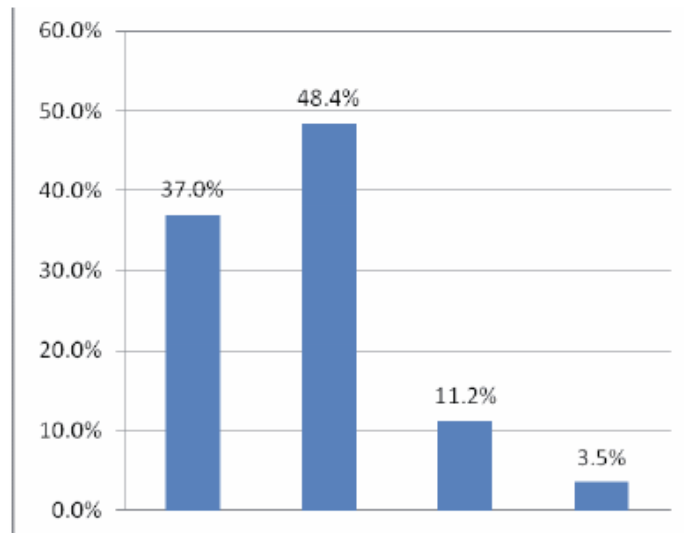


Figure 2 Survey on the Importance of Ideological and Political Teaching before Improvement

In response to the question "which is more important in improving the ideological and political teaching effect, which teaching method is more important than the teaching content?", 73 people chose "teaching method", accounting for 25.3%. 21 (7.3%) chose the "teaching content". 188 students, or 65.1 percent, chose both content and method. It can be seen that students attach great importance to teaching methods. See figure 3.

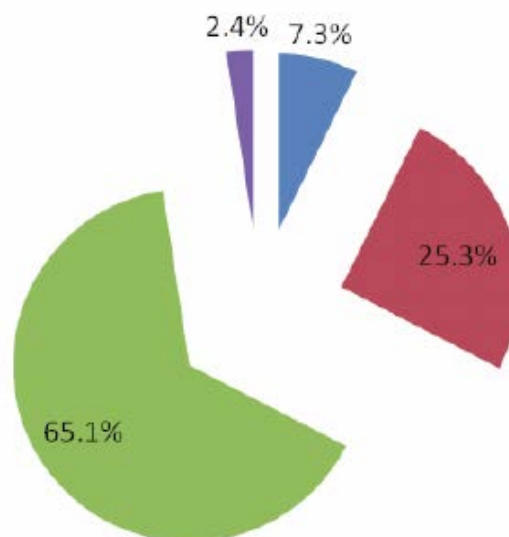


Figure 3 Which is more important than the teaching methods and contents before the improvement of the survey results?

In terms of the influence of ideological and political teaching methods on teaching results, the survey results show that students basically recognize that there is a great relationship between the two. In the answer to the question "you think some students can't listen to the teacher carefully in class, the main reason is", 90 people chose "boring teaching content", accounting for 31.1%. There were 119 students (41.2%) who chose "single teaching method, not attractive enough". 17 (5.9%) chose "limited teaching level". "Poor classroom discipline" was chosen by 63 people, accounting for 21.8 percent. It can be seen that students think that teaching method has the greatest influence on teaching effect, and "classroom discipline" is closely related to teaching method. If the teaching method is appropriate, more students will pay attention to the lecture. See figure 4.

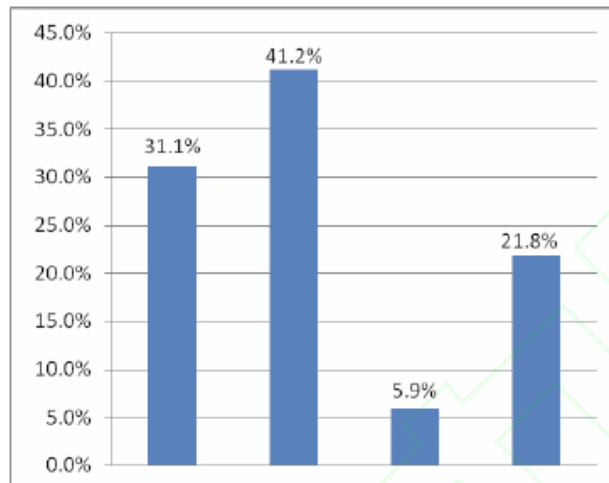


Figure 4 Survey results of the influence of the teaching methods of Ideological and political courses on the teaching effect before improvement

3.2 investigation of practical teaching of ideological and political courses

As for the degree of satisfaction with ideological and political practice courses, the survey results show that most students are basically satisfied. In the answer to the question "are you satisfied with the practical course of ideological and political education in the college?", 99 people chose "general satisfaction", accounting for 34.3%. 110 chose "relatively satisfied", accounting for 38.1%. Those who chose "very satisfied" accounted for 16.6 percent, with 48 respondents. Of course, 32 people chose "dissatisfied", accounting for 11.1%. It can be seen that more than 70% of the students are satisfied with the practice course, but only 16.6% are "very satisfied", and 32 choose "not satisfied", indicating that the satisfaction still needs to be improved. See figure 5.

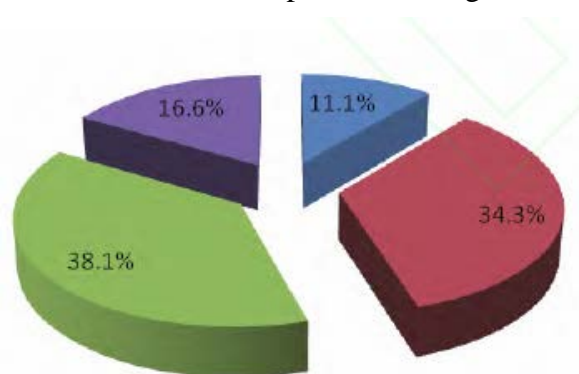


Figure 5 Survey Results of Satisfaction Level of Improving the Practice Course of Ideology and Politics

As for the understanding of ideological and political practice course, this survey designs two questions. From the survey results, it can be seen that most students attach great importance to practical course. For the answer of "do you think the ideological and political practice course is important?", 83 people chose "very important", accounting for 28.7%. The number of students who chose "as important as theoretical courses" was 51.9%, with 150 students. The number of students who chose "secondary theory courses" was 13.8%, with 40 students. Sixteen chose the unimportant ones, or 5.5%. See figure 6.

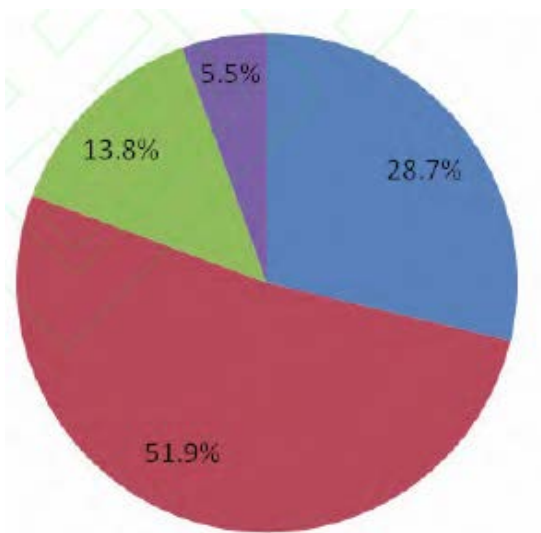


Figure 6. The results of the survey on improving the understanding of the ideological and political practice course

In the answer to the question "which type of course do you prefer compared with theoretical teaching?", 51 people chose "practical teaching", accounting for 17.6%. 33 chose "theory teaching", accounting for 11.4%. The number of people who think "practical teaching combined with theoretical teaching" is 66.4%, with 192 people. Thirteen, or 4.5 percent, said it didn't matter. It can be seen that students attach great importance to practical courses. See figure 7.

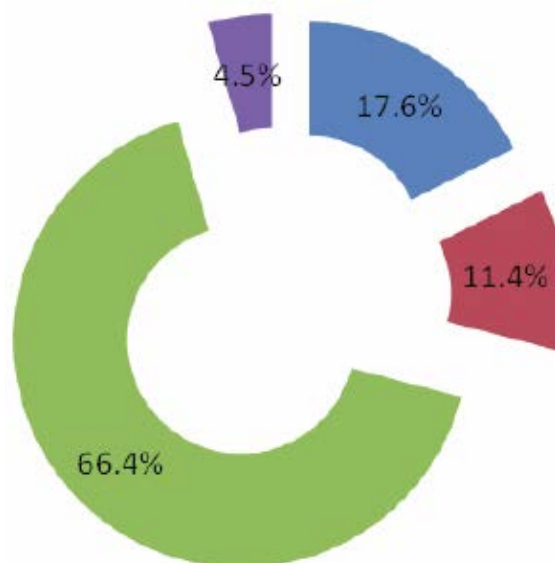


Figure 7. Survey results on the tendency of practice teaching and theory teaching before improvement

As for the influence of ideological and political practice course on teaching effect, two questions are designed in this survey. From the survey results, it can be seen that the teaching effect of practice course has a great influence. In response to the question "do you think it is necessary to strengthen the practical teaching of ideological and political theory courses? At 63.0%, 182 people said "needs to be increased, but with appropriate methods and forms". Another 5.1% of students chose "disapprove" and another 5.1% chose "whatever", both of which had 15 students. See figure 8.

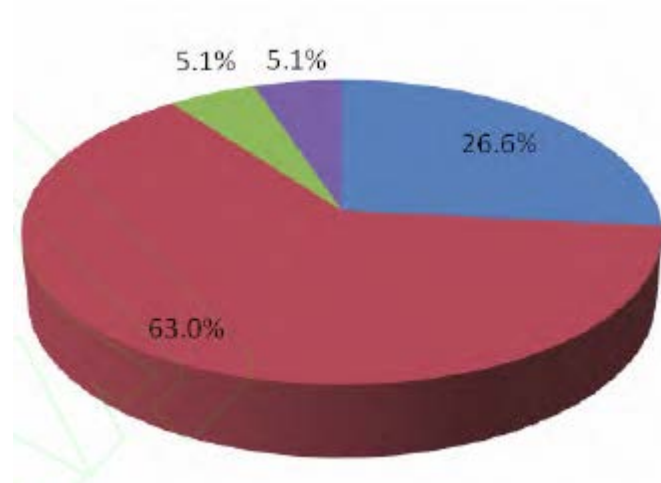


Figure 8 Survey results of the influence of Ideological and political practice course on teaching effect before improvement

In response to the question "what do you think the significance of ideological and political practice courses lies in? Of the 53 people, 106 (36.7%) said they had a "profound understanding of what they have learned". Those who chose "broaden their horizons" were 119, or 41.2 percent. Of course, 11 chose "nonsense", 3.8 per cent. From the survey data, it is not difficult to analyze that the practice course has a great impact on the teaching effect, which needs to be further strengthened. See figure 9.

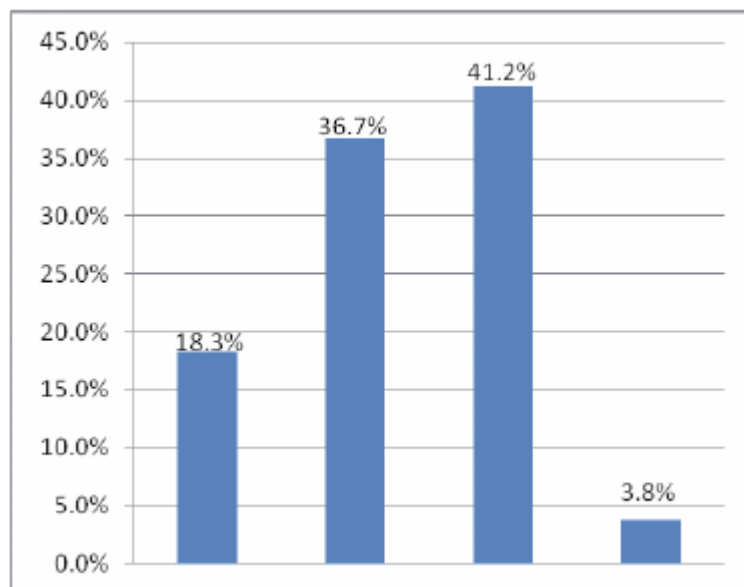


Figure 9 Before the improvement, you think the significance of the ideological and political practice course lies in the survey results.

3.3 students' preference for teaching methods and practical courses

As for the survey on the preference of teaching methods, the question designed in this survey is "what is your favorite teaching method of ideological and political courses", and 40 people answer "theory teaching", accounting for 13.8%. 74 chose "case teaching", accounting for 25.6%. There were 119 students who liked "watching video" the most, accounting for 41.2%. Fifty-six students, or 19.4 percent, chose to participate in the discussion. In general, case teaching and watching video account for a large proportion. See figure 10.

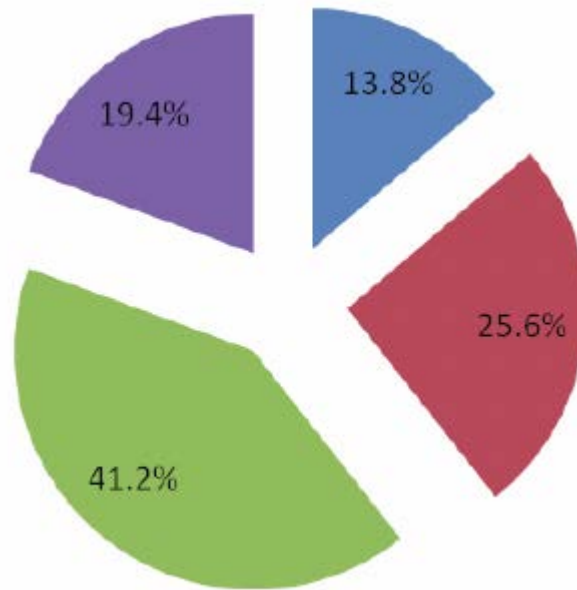


Figure 10 Preference of Pre-improvement Teaching Method

As for the survey on the preference of practical teaching form, the question designed in this survey is "which kind of practical teaching form do you like best?", 92 people choose "special lecture, case review, material analysis and other classroom practical teaching", accounting for 31.8%. 79 people (27.3%) chose "visit, internship, social survey". 41 people chose "psychological health, quality education lecture, situation and policy report", accounting for 13.7%. 77 people chose "various practical activities organized by associations and holidays, social practice and survey activities", accounting for 26.6%. In general, lectures, case reviews, material analysis, visits, internships, social surveys and other forms of practical courses are most popular among students. As shown in figure 11:

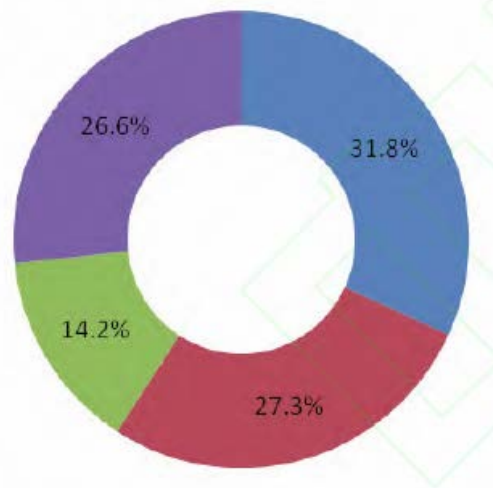


Figure 11 Preference of Practical Teaching Forms before Improvement

4. Countermeasures and Suggestions for teaching methods and practical teaching of ideological and political education:

4.1 improve teaching methods

Teaching content is fundamental, teaching method is the catalyst of learning, appropriate teaching method, can stimulate the enthusiasm of learning, improve the learning effect. According to the survey results, most students can realize the importance of teaching methods. However, the satisfaction of teaching methods still needs to be improved, and teaching methods need to be further improved. Survey data shows that more than 40% of students believe that the main reason for not listening carefully in class is "single teaching method is not attractive enough", which indicates that students hope to diversify teaching methods and stimulate the classroom learning atmosphere. When teachers choose teaching methods, they should pay attention to the following principles: first, the principle of diversity of methods. Teaching methods should be diversified and one teaching method cannot be used for a long time. For example, case teaching method is popular among students. If only this teaching method is used, it is bound to be boring. Second, content applicability principle. The teacher must choose the teaching method reasonably according to the teaching content, achieves the method and the content perfect fusion, enhances the teaching effect by this. For example, the topic of whether "Wolf child" belongs to human can be taught through debate or discussion. In heated debates, students can be guided to think positively and draw correct conclusions.

4.2 improve the teaching of practical courses

Both theory course and practice course are important parts of ideological and political course. Most students prefer practice lesson, from the perspective of the result of survey, select "content design should have attractive" there are 75 people, accounting for 26%, choose "form to lively variety" 83 people, accounting for 28.7%, 6.2% of people think that teachers should fully prepared, only 18, 113 people are of the opinion that "to stimulate the enthusiasm of the students" people accounted for 39.1%. See figure 12.

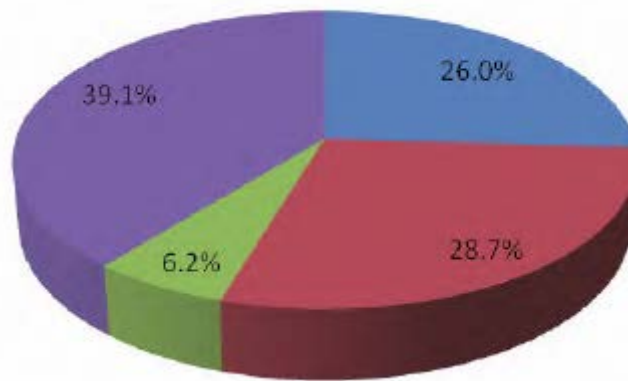


Figure 12. The results of the survey on the degree of preference for practical teaching after improvement

Because the practice class is more vivid and vivid than the theory class, turns the theory into the fact, lets the student experience, therefore the practice class teaching effect is generally better than the theory teaching. However, it must be made clear that the practice course is actually an extension of theory and a supplement to the theory course. The purpose of setting up the practice course is to enable students to have a deep understanding of theoretical knowledge. Through the practice teaching strengthens the theory study. Most of the students think that the practice class is more important than the theory class, but they should be guided to rationally realize that the practice class is an extension of the theory, and deepen their understanding of theoretical knowledge through the teaching of the practice class. Through this effective way of classroom teaching, we can strengthen the students' learning consciousness of the theory course. Only when we have a deeper understanding of the theory course taught by the theory course, can we have a deeper understanding of the content taught by the practice course. Link in practice class, the teacher must be taught the theory of knowledge theory in the practice course of displayed in the form of vivid, allow students to comprehensive and profound understanding of theoretical knowledge, to guide students through the practice to strengthen the theoretical knowledge, form "learning theory - the practice experience - reinforcement theory" teaching mode. In addition, it is necessary to enrich the form of practice class, that is, combine the two aspects of in-class and after-class to enrich the form of practice class. In class, speech, debate and other ways can be used to organize practical teaching activities, to increase the fun of practical classes.

5. Conclusion

This paper mainly studies the teaching methods and practical teaching of ideological and political education in higher vocational colleges. It can be seen from the survey results of the example institutions that, from the perspective of the students of this school, there are many defects in the teaching methods and practical teaching of ideological and political courses, so there is a need for improvement. Based on the analysis of the problems, this paper puts forward the corresponding improvement measures and Suggestions, and through the actual investigation, confirm that the improvement method in this paper is effective. On the basis of the research in this paper, because the teaching situation of the case higher vocational colleges is similar to that of most colleges, the

problems are universal in the industry. The improvement Suggestions put forward in this paper can improve the problems of the case higher vocational colleges, and the corresponding representatives can also be applied to other colleges, so it has the characteristics of high universality.

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