

Exploration of New Teaching Model Based on the History and Experience of Education in Situation and Policy

Yaru Gao

Second Clinical Medical College, Shaanxi University of Chinese Medicine, Xianyang, 712046, China

Keywords: situation and policy, history and experience, teaching model

Abstract: Situation and Policy Curriculum has gone through five stages of development in China, leaving some historical reference experience for modern teaching. According to the present teaching situation of "Situation and Policy", this paper finds out the following problems, such as: single teaching mode, emphasizing theory over practice, curriculum that can not reflect the latest situation and related policies of the country or the world deeply. According to the actual needs of students, we should take the following teaching forms to stimulate students' learning motivation and enhance teachers' teaching effects, such as: network teaching, social practice and reorganization of students and classes, and boldly explore new teaching modes to serve the students better.

1. Situation and Policy is a compulsory course in colleges and universities.

To educate college students in patriotism, train them to analyze and judge the situation of the country and the world, to study the latest policies of the country and the parties, all of these are related to the development of the nation and the prosperity of the country.

1.1 The teaching model of the course is single.

With the development of network technology and the integration of artificial intelligence and education, the network learning mode has changed dramatically compared with the traditional learning mode. The traditional teaching mode can not meet the needs of contemporary students, and the effect of teaching is even less satisfactory. At present, considering that the conditions are not allowed or the concept is outdated, most colleges and universities still adopt the teaching mode of "single indoctrination", that is, the passive mode of teachers speaking and students listening, resulting in insufficient motivation for students to learn and unsatisfactory teaching effects. Students are not deep enough to study, some students even cope with or do not listen at all. This teaching mode is rather old, can not meet the needs of contemporary college students, and the combination of science and technology has not been developed innovatively, which can not stimulate students' interest in learning, let alone students' motivation to learn.

1.2 The curriculum emphasizes theory over practice.

The current situation is that the syllabus usually set out the task and purpose of the course like this. 1) Students are required to understand basic theory and knowledge, situations and policies. To enable students to learn scientific situation and policy analysis methods, especially to understand, analyze and familiarize themselves with basic national conditions, domestic and foreign hot spots, and to overcome difficult points, in the hope of helping students to understand correctly the law of current situation and policy development, forming a scientific political view. 2) Hope to cultivate students' ability of integrating theory with practice. Students are generally encouraged or required to take the initiative to participate in social practice and establish a correct world outlook, outlook on life and values, but there is generally little or no opportunity to practice. 3) Hope to guide students to understand the purpose of educational development, clarify the current professional employment situation, and establish a realistic concept of employment. With the syllabus, teachers usually only emphasize imparting theoretical knowledge and neglect teaching practice. As a result, many students can only learn the knowledge from books, and they can not apply it in practice, which

leads many students not to be interested in the course. Therefore, the practical teaching mode is urgent!

2. Since the founding of the people’s Republic of China, the development of curriculum has experienced 70 years, which has a certain historical accumulation and teaching experience.

The "situation and Policy" curriculum has gone through five stages of development since it was incorporated into the curriculum system

The first period: From 1949 to 1956, it is the curriculum formation stage. Specifically, "the curriculum was not developed at this stage and it mainly used in various national political education series activities. At that time, the teaching mode emphasized the effective combination of social hot spots, such as national events, political movements and so on, as well as the policies of the Party and the state. At the same time, the teaching model combined theory with practice and finally adjusted the specific teaching contents to meet the current teaching needs. That way of education did indeed stimulate the upsurge in students learning at that time.

The second period: from 1956 to 1966, the curriculum was formally formed. The iconic event was the Context and Task course, which was launched in 1956. At this stage, the course is required to be study at a fixed time in politics.

The third period: From 1956 to 1976, teaching pauses and retrogression stage. Influenced by the Cultural Revolution, curriculum teaching paused and finally regressed. Under the influence of some negative thoughts, some students and thoughts are biased, distorting the original intention of setting up situation and policy courses.

The forth period: Recovery and development stage, from 1978 to2000. With the arrival of the reform and opening-up, the curriculum education has a new vitality. The teaching mode of this stage requires that the teaching content should be arranged according to the characteristics of the students and the current needs in the political work.

The fifth period: From 2000 to the present, continuous improvement phase. At this stage, the curriculum design, the teaching staff, the curriculum development and so on have been fully improved, and the teaching mode has changed greatly .

Table.1. Five Periods of Situation and Policy Course Experience

Period	Time and Characteristics
The first period	1949-1956, curriculum formation stage.
The second period	1956-1966, the course "Situation and Policy" formally took shape.
The third period	1966-1976, teaching pause and regression period.
The fourth period	1978-2000, the stage of recovery and development.
The fifth period	2000-present, continuous improvement stage.

The characteristics of past course teaching experience. From the course of teaching and development in the past few decades, the course has the following teaching characteristics. The first is to take the students as the subject and assist the students to understand the teaching purpose of the course. Since the beginning of the class, the Party and the state, who understand the politics, have made them familiar with the national conditions of our country and the present situation of the present development in order to cultivate the patriotic college students. Therefore, they have made unremitting efforts to make the students fully study and objectively understand the current learning hot spots in order to return to the university students as the center. It is the principle that the curriculum must follow. The second is to pay attention to the timeliness of the teaching content. Namely, the timeliness of the current teaching content is emphasized. Once, during the period of the Anti-Japanese War, our country has popularized relevant knowledge for college students.

3. Exploration on the Teaching Model of Situation and Policy

The combination of classroom, network and practice. In-depth research, not only to understand the scheduled learning process content, but also to understand the latest hot spots at home and abroad. The times tell us that we need to combine the Internet, timely understanding current events hot spots. At the same time, due to the strong theory of the course and the limited knowledge reserve of students, we should try our best to integrate theory in order to practice and improve teaching effect.

The combination of classroom Teaching and Network Teaching. That is, Situation and Policy Teaching pay attention to Students' learning knowledge, Training students' capacity of thinking situations and policies independently .So, in teaching, use teaching program at the core. The most important thing is to develop students' ability to judge and analyze problems. Specifically, that is, we should choose instructive teaching materials and, at the same time, pay attention to guide college students to form a scientific and systematic point of view that ultimately gives students a certain degree of discrimination by the textbooks. The most important is to train the students' habit of paying attention to the hot spots of the current affairs, so that the students naturally develop patriotic feelings. Meanwhile, train the students'. Thinking ability to learn thoroughly what you have learned. So, combined with the Internet to push the latest hot spot when selecting teaching materials, the effect will be better, and it also can stimulate students' interest in learning.

Strengthen practical teaching. At present, students do not have better conditions to understand what they have learned, which makes it difficult to stimulate their deep thought about current hot spots. In many times, some situations and policies occurs mainly in society, which is the problem of the process of social practice. As part of the problem, if college students can't walk out. There's no way to be objectively understand society .It is difficult to have a scientific understanding of the developing situation or difficulties. So, in the process of learning pattern exploration, we can adopt the following several ways. First, Combining Students' Activity Characteristics, Infiltrate what has been learned into students' social service activities. Through social services or visit activities, college students can fully experience the present life, and feel changes in the state and society In the process, the student union will have the opportunities to communicate with people who've been experience it, understanding the profound changes in the situation of the country 2, require college students to take advantage of Holiday In Related unit to proceed field investigation and research. This process is very important for students to understand social needs and adapt to future job needs. They can understand changes in the country through personal experience, and also understand the country's development and change through the relevant leaders and managers' introduction and experience, which is also the direction of the course.

Reorganize the teaching class. In general, our teaching is based on the class or major units Well, However, no matter which one, there are problems in form and combined teaching mode. So, if the number of students of the same major or class are assigned to the same classroom, the teaching discussion is not good. As a result, these students having similar life experiences, cultural backgrounds and knowledge reserve look at policy issues generally similarly. If we arrange the students of different majors and classes, in this way, a new class will be set up, with students having different experiences, experience and knowledge .There will be a different view of the same problem, which is beneficial to the students to communicate in class, open up their horizons, stimulate their thinking ability, form a competitive learning atmosphere, and enlighten their thinking ability!

4. Conclusion

Be good at summing up and actively explore a new teaching mode. The course has seventy years of development history in our country with the characteristics of strong timeliness and theory. As a teacher of the new era, we should learn to sum up and draw lessons from history teaching experience and inherit good teaching habits ,meantime ,According to the requirements of teaching

and the characteristics of college students, we should adopt colorful form of teaching, which is more in line with the times and the needs of students . Such as: classroom teaching, network teaching, social practice and the second classroom, etc. Positively explore teaching mode more suited to the development of the times to stimulate students' motivation to learn and train qualified builders and successors who love socialism for the country!

References

- [1] Wang N, Fei C. Reflections on the Teaching Methods Reform and Innovation of Ideological and Political Theory Course in Higher Education Institutions[J]. Journal of National Academy of Education Administration, 2017.
- [2] Feng-Zhi H. Practical Teaching Reform of Ideological and Political Theory Course in Institutions of Higher Learning under the Mode of Combination of Working and Learning[J]. Journal of Jilin Teachers Institute of Engineering and Technology, 2014.
- [3] Wang H. Higher Vocational College Physical Education Situation Analysis and Reform[J]. Advanced Materials Research, 2014, 1044-1045:1611-1614.
- [4] Bogoch E R, Elliot-Gibson V, Wang R Y, et al. On Situation and Policy of Construction of Party Conducts and Incorruption Administration in Higher Vocational College[J]. Weifang Higher Vocational Education, 2012, 27(1):604-618.
- [5] Yuan C D, Pu W F, Jin F Y, et al. Research on the Integration of Ideological and Political Education and Employment Guidance Education in Colleges[C]// Conference on Informatization in Education. 2015.