Research on the Reform and Innovation of Ideological and Political Theory Courses in Higher Vocational Colleges in the New Era

Jie HE*
Tianjin Vocational Institute, Tianjin 300410, China
*Corresponding author

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Abstract. The ideological and political theory courses offered by higher vocational colleges include: “An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics” (“Introduction” for short), “Ideological and Moral Cultivation and legal Basis”, and “Situation and Policy”. Since the implementation of the “05 Program”, especially since the party’s 18th National Congress, the Party Central Committee has attached great importance to the construction of Ideological and political theory courses and has made a series of major decisions and plans. The construction of ideological and political theory courses has been continuously strengthened in the reform, classroom teaching has been significantly improved, and the acquisition of college students' ideological and political theory courses has been obviously enhance. The ideological and political theory course in higher vocational colleges should focus on the reform and innovation in classroom teaching, practical teaching and evaluation mode.

The Evolution and Development of Ideological and Political Theory Courses in Higher Vocational Colleges

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The section headings are in boldface capital and lowercase letters. Second level headings are typed as part of the succeeding paragraph (like the subsection heading of this paragraph). Since 2005, the ideological and political theory courses offered by higher vocational colleges include: “An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics” (“Introduction” for short), “Ideological and Moral Cultivation and legal Basis”, and “Situation and Policy”. These three courses help students establish correct outlook on world, life and values from different aspects and levels. They interact with each other to form a three-dimensional open and complementary curriculum structure system. Since the implementation of the “05 Program”, the overall level of education and teaching of ideological and political theory courses in higher vocational colleges has been significantly improved, but there are still some problems. Teaching philosophy lags behind, curriculum content, teaching methods are simplistic and modeled. Teaching process is modeled. Social practices are few, and the curriculum evaluation pays too much attention to the memory of basic theoretical knowledge. These problems seriously restrict the reform and development of Ideological and political education in higher vocational colleges. Socialism with Chinese characteristics has entered a new era. New and higher requirements are put forward for the ideological and political theory course in colleges, which play an important role of educating people. Since the party’s 18th National Congress, the Party Central Committee has attached great importance to the construction of Ideological and political theory courses and has made a series of major decisions and plans. The construction of ideological and political theory courses has been continuously strengthened in the reform, classroom teaching has been significantly improved, and the acquisition of college students' ideological and political theory courses has been obviously enhance.
Investigation and Analysis of the Present Situation of Ideological and Political Theory Teaching in Higher Vocational Colleges

In recent years, in order to understand the situation of education and teaching of ideological and political theory courses in higher vocational colleges, and further improve the construction of these courses in the colleges, the author has taken the students studying in her college as the main investigator, and focuses on the following three aspects: students’ general understanding and evaluation of the courses and the teaching, students' situation in the courses, and teachers’ situation in the courses. More than 2,000 students participated in the online survey.

Survey results show that, the teaching situation of ideological and political theory courses in higher vocational colleges is generally good. Teachers have devoted a lot of efforts in teaching, and the quality of these courses has steadily improved. Students are more satisfied with the teaching of these courses. 1). Students have a clear understanding of the meaning of the ideological and political theory courses. Research has shown that, 73.8% of the students think that the ideological and political theory courses are meaningful; 72% of the students like those courses. 2). Students have a clear understanding of the role of ideological and political theory courses. Research has shown that, 56.15% of students believe that studying political theory courses can improve their quality of ideological and political theory; 86.3 of the students think that these courses will help them in their future development. 3). Students are generally satisfied with the teaching effect of ideological and political theory courses. Research has shown that, more than 70% of the students are satisfied with the effect of the course teaching.

Survey results show that, there are several problems in the teaching of Ideological and political theory in higher vocational colleges. 1). More than 10% of the students still do not know much about the significance and role of Ideological and political theory courses, and don’t like them. 2). Students generally reflect that ideological and political theory courses should strengthen practical teaching. 3). Students require teachers to provide opportunities for off-campus study, enrich the form of practical teaching, and connect theory with practice. 4). Some of the students reflect that the teaching skills of teachers need to be improved, and the teacher-student interaction is insufficient. They suggest the teachers to change their teaching methods and improve students' participation in class and interest in learning. To solve these problems, we should continue to deepen the reform and innovation of ideological and political theory courses and strengthen teaching and research activities; revise and improve the curriculum design, especially the practice teaching design; strengthen the process of ideological and political theory courses and standardize the teaching process; mobilize students to actively participate in the teaching activities of ideological and political theory courses; improve the students' comprehensive ability by consolidating the practical aspects of the ideological and political theory course; strengthen the education and guidance of students, improve students' understanding of the importance of ideological and political theory courses, and build them into courses that students really love and benefit for life.

The General Idea of Reform and Innovation of Ideological and Political Theory Course in Higher Vocational Colleges in the New Era

1). We should change the teaching concept, adhere to the people-oriented, take the students as the main body, and highlight the ability standard. 2). We should create a classroom teaching mode of "integration of education, learning and practice", systematically integrate theoretical teaching content with special topics, and optimize teaching content. 3). We should strengthen practical teaching, establish a systematic practical teaching project system, and broaden the practical teaching channels. 4). We should optimize teaching methods and teaching methods, and integrate teaching resources. 5). We should reform and improve the assessment method, and combine process and final assessment with theoretical and practical assessment. 6). We should develop the teaching space on the platform of excellent courses.
Exploring the Path of Reform and Innovation of Ideological and Political Theory Courses in Higher Vocational Colleges

Reform and Innovation of Classroom Teaching in Ideological and Political Theory Courses

Introduce the "integration of education, learning and practice" mode into the teaching reform practice of ideological and political theory courses, and create a classroom teaching mode of "integration of education, learning and practice".

Integrate Teaching Content Using the Platform of Teaching Topics. In the "Introduction" course, for example, we should use the Chinese Marxism as the theme, take the Sinicism of Marxism as the main line, focus on the construction of socialism with Chinese characteristics, and take the development of students' quality and the needs of professional activities as the realistic basis. We should comprehensively promote Xi Jinping's new socialist ideology with Chinese characteristics into teaching materials, classroom and students’ minds. The teaching content should be integrated into several teaching themes, such as Mao Zedong Thought, Deng Xiaoqing Theory, the important thinking of the "Three Represents", the Scientific Outlook on Development and Xi Jinping's new era of socialism with Chinese characteristics.

Reconstruct the Teaching form Using the Teaching Project as theCarrier. In the "Introduction" course, for example, the teaching organization form of the course is "project carrier type", that is, "project centered" curriculum paradigm. We need to develop and design specific training programs and project systems based on three teaching topics.

Expand the Teaching Space with the Quality Courses as a Platform. The in-depth construction of the excellent courses of ideological and political theory courses at the national, provincial and ministerial levels provides a broad platform and valuable teaching resources for the teaching reform and practice of ideological and political theory courses, and effectively expands the teaching space. Firstly, provide advanced teaching methods; secondly, optimize in-class teaching and strengthen extracurricular practice; thirdly, strengthen self-directed learning, research-based learning, and targeted education for students; fourthly, strengthen teaching interaction, make teaching and learning, teachers and students related closely; finally, use the excellent course platform to set up an online classroom, make full use of network’s characteristics: massive information, openness and interactivity, and strengthen the construction of teaching network.

Reform and Innovation of Practical Teaching in Ideological and Political Theory Courses

The practical teaching mode combining "point" with "surface" should change to the new mode of "all staff, whole course and all-round" practice teaching. Practice teaching activities on the "surface" include: organizing all students to participate social practice research activities during the winter and summer vacations every year, holding winter and summer vacation social practice experience exchange meetings, and select outstanding research reports. Practice teaching activities on the "point" include: speech contests, knowledge contests, essay competitions, courseware competitions, micro-curricular competitions, micro-film production competitions, college students' ideological and political theory course competitions, etc. The new practice teaching mode of "all staff, whole course and all-round" is to use one-third of the total class hours of the "Ideological and Political Theory Course" for practical teaching, extend the original practical curriculum in time (student throughout the school), space (from school to off-campus) and staff participation (all students), and make practical teaching "be participated by everyone, always be happening, and include every aspects". For practical teaching, we should expand the simple social practice teaching to the classroom and campus practice teaching. The content of practice teaching includes "theory cognition practice" and "social cognition practice". In this all-round social practice, students' understanding of the theoretical system will deepen, so that students can understand the society more deeply; serve and contribute to society; hone their perseverance, cultivate their quality, and grow their talents; strengthening the sense of social responsibility and historical mission.
Reform and Innovation of the Evaluation Model of Ideological and Political Theory Courses

For the examination content, we must adhere to the principle of "learning for practical use". On the basis of examining the basic theoretical knowledge of students, it is necessary to examine their abilities to use the knowledge they have learned to understand, analyze and solve problems. For the form of the examination, the final grade of the course should be the combination of the usual grade and the final exam grade. The usual grades the comprehensive result of students' attendance, class speeches, class notes, practical projects, writing papers, etc., which is 60% of the final grade; the final exam is an open-book exam on the computer, which is 40% of the final grade. Examine course is a course examination in the form of a thesis writing or oral reply. The teacher writes a set of topics based on the teaching content and puts forward specific requirements, Then students choose their own topics, collect relevant materials, write papers or defense materials, and publicly read or reply in the course. Student representatives will judge it with the teacher’s help, and the results of the exam will be given. For the assessment management, we should pay attention to process management, adjust the ratio of usual and final grades to 6:4, and enhance students' daily learning and attendance. For the assessment mechanism, we should use a variety of reward mechanisms. In each semester, we should hold speech contests, knowledge contests, courseware competitions, essay contests, experience exchanges, etc. based on the teaching content of the "Ideological and Political Theory Course". All the students who have won the grade awards in these activities will receive different types of rewards such as final exam exemption, extra usual scores, award certificate or prizes.

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References


