The Situation and Policy Course Mode of the Ideological and Political Education Perspective

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Abstract. Situation and policy course occupies an important position of ideological and political education work in colleges and universities, responsible for the spreading of correct guiding ideology and the important task of policy, which is determined by the nature and characteristics of situation and policy course. The situation and policy course has some practical problems presently, which affect the course quality. From the perspective of ideological and political education, combined with the reality of ideological education work, this paper is going to explore new patterns of situation and policy course and expand the practice teaching platform and innovate the way of inspection in order to improve the quality of the course.

Introduction

Situation and policy course has played an important role in the ideological and political education in colleges and universities, it helps students understand national policies, international situation, social phenomenon and transformation of ideas, knowledge[1]. They are the main territory of ideological and political education. Along with the progress of the times, social development, situation and policy course in colleges and universities are confronted with severe challenges; traditional course format has no longer been unable to guarantee the quality of courses. In order to ensure curriculum relevance and effectiveness, we must explore new approach in the course scientifically.

Firstly, there are prerequisites that the situation and policy curriculum intergrades effectively with ideological and political education in colleges and universities.

Situation and policy courses of ideological and political education work in colleges and universities belong to the areas of education, on the one hand, forms and policy courses of ideological are the main source and major carrier of collage ideological and political education. On the other hand, the college ideological and political education gives situation and policy course certain intension, makes it more fit to reality and the advanced theoretical knowledge will be settled in students daily life[2].

1. Accordance of education goal. Situation and policy course is compulsory for each student, ideological and political education in colleges and universities take on an important mission, and has an irreplaceable role, the administration lessons help students understand the situation at home and abroad and dialectical analysis problems, ideological and political education starts. They promote students comprehensive quality and establish a correct outlook of life values and world view.

2. Accordance of education staff. The key personnel of ideological and political education are counselors, and most college counselors served as teacher of situation and policy course, fully realizing the importance of the combination of theory and practice. Counselors can groom problems vividly, use a diversity of course patterns, so the class perform effectively with a high degree of participation.
Analysis of Current Situation and Policy Course

Single course pattern with large capacity. The situation and policy course of lessons using one-way transfer method which teaches teach and students listen, but low efficiency in the classroom, not only the teacher are tired, but also students learns tiredly, dull classroom atmosphere can not attract students' attention, the effect is not obvious. As requested, each semester have to teach about 4 topics, each is rich in content, only valid knowledge can ensure that the content of each topic are clear, and drove home, instead of the current a little knowledge.

The synchronization of course content and student development, lack of qualified teachers[3]. Most of situation and policy course topics are broad and hollow. They are dominated by knowledge and how to access them. As for the connection, influence and function between the course content and student are not taken into consideration. So there is no way to achieve the true aim of ideological and political education. Other teachers are mostly part-time staff, miscellaneous, who have no time for preparation and study, and they lack of professional training and research, their knowledge and academic perspectives are hard to meet students' needs.

Lack of awareness and attention. From teachers to students, they are lack of awareness of how important the situation and policy course is, and thought it is not significant. In one way it fades away teachers' initiative and paying less attention on the course, resulting in shortage of teacher. On the other hand teaching management processes are not standard will also makes students misunderstand and think that situation and policy course is less important than other courses.

The Reform of Forms and Policies Curriculum Pattern from the Ideological and Political Perspective

Based on ideological and political education, the goals of the situation and policy curriculum reform is to make the courses exercise educational function in a better way, achieve educational goals, be welcomed and appreciated by students. This paper is based on innovative teaching methods, development of practice teaching platform and creating new teaching evaluation to reform and innovate the situation and policy course.

Innovative Teaching Methods

Teaching method determines the quality of course directly. Spoon-feeding teaching methods are unable to meet the needs of students at this stage, only by understanding the characteristics of students and respect students, arouse students' enthusiasm, let students to lead the class, the goal of situation and policy course can be achieved.

Thematic teaching. The course needs to be completed in a given short time according to the timeline of situation and policy course requirements. We should teach all the knowledge, but also adjust and update content, thematic teaching is a better model. Through thematic teaching, the course will be categorized broadly into sections. Inviting experts to guide, so that each topic can be fully explained. Experts' rich teaching experience and profound knowledge will make the class attractive, improve students' enthusiasm, and students begin to transform from passive to initiative.

Experimental teaching. Classroom can be colorful, likewise, there are many ways to learn and understand, the experience teaching make students to understand and feel the situation fully. For example in teaching "80 anniversary of the victory of the long march" project, as well as explaining the basic knowledge, allowing students to tell the stories, reproducing the scenes, sing songs to experiences the spirits. Students gather information and summary character and feel the spirit amply.

On-line teaching. Due to the popularity of media, the method of teaching in classroom has become rich and flexible. Huge amount of information will lead students to understand the thematic content anytime and anywhere. However internet is a double-edged sword, making good use of the online platform will make our situation and policy course become better. Teachers construct forum, micro-class, network community, and flipped classroom in new media platform. Not only can achieved full exchange without time and space, also can let teacher to understand students' real
thoughts, get in touch with students, using an acceptable method to guide students to form correct outlook of life. Distinguish right or wrong during the collision of thoughts, enhance political awareness.

**Life-oriented teaching.** Situation and policy course does not have to be in the form of classroom or network, it can also be in students’ life. Teacher can integrated curriculum content into day-to-day management, combine the course content and daily ideological education, through class meetings, recreational activities, social practice and so on to convey the spirit of the eighteenth National Congress of the CPC, truly combine theory with practice, so the dull and vague theories become vivid, height and dimensional.

**Expand Practice Teaching Platform**

Teaching should be combining with theory and practice, good practice and practical platform is an essential part of teaching, through practice use the theory taught in the classroom into real life, transfer theory into results, and achieve the effective transformation of knowledge structures.

**Visit the learning platform.** When teaching the knowledge about 80 anniversary of the victory, we should led a group of students to visit local military museum to experience and understanding details during the March, by vivid stories, vivid pictures, hand-woven straw sandals, the students will understand the long March spirit more thoroughly, inspired by the real, such a platform is more intuitive.

**The research platform.** When taught the knowledge of Socialist core values, combined League, and students community, carried out of school both indoor and outdoor activities, let students go to local rural area, streets, around volunteer service, social donation, citizens moral, and traditional crafts heritage to research, let students to learn social changes and understand livelihood focus, after the research do a summary in class to exchange ideas, using vivid and deep statement, refined students’ Socialist core values effectively, which is worthwhile.

**Practical platform.** When teaching knowledge of innovation and entrepreneurship, apart from teaching college students innovation and entrepreneurship policy, core spirit, entrepreneurial qualities, theoretical knowledge, we should also include the simulation and practice of innovation and entrepreneurship. Students understand the innovation process and steps through simulate innovation entrepreneurship, they may encounter difficulties, issues such as investment and efficiency. On the one hand the college students’ innovation and entrepreneurship will become more rational, careful; On the other hand it also made unique and creative ideas of students to have a chance of coming to reality.

**Construct New Testing Methods**

Assessment is a measurement of a course, a teacher, a student's level, but assessment methods can be varied, either printed papers, reports, and other forms of artistic expression can be used. Opening assessment methods are more suitable to the situation and policy course, it investigate students’ ability to analyze, understand, identify and solve problems.

**The propositional evaluation.** Students follow the fix method to answer the questions according to the teacher. Gathering around a topic and analyzing data, collating ideas, words and prove it. For example, in the assessment of "supply reform", students are enabled to analyze "supply reform's influence on college students’ living expenses", we can found in the title, knowledge is very large, very macro, but the end result is low, the students need to understand knowledge, combined with real life to answer the question, and have their own arguments.

**The class assessment.** Attendance in the class, answer questions, schedule tasks can be converted to part of the final grade. So that students are able to participate actively throughout the semester. Each class have a chance to think, practice, truly achieve the interactive teaching, reach the two main functions of teaching.

**The performance appraisal.** Split the class into groups, and each group is given a current affairs context, such as a story, a report, a theme, which are performed by the group itself, and reproduced the scene within the stipulated time. Meanwhile, among the various groups using peer-assessment,
evaluation results make the assessment are no longer solely depends on the teacher, but completed by teachers and students. At the same time it improve students’ participation, and also assess each student's ability to analyzing, solving problems, communication, teamwork capabilities comprehensively and reach the goal of ideological and political education.

Summary

To sum up, The situation and policy course mode of the ideological and political education perspective is no longer a single teaching mode, a single platform, a single assessment methods, it should fully consider the teaching environment and the characteristics of students, expand classroom forms from first class to the second, third, fourth and fifth class, making our situation and policy course stereoscopic, visualized and realistic.

References