The Teaching Reform of the Course on "An Introduction to MAO Zedong Thought and Theoretical System of Socialism with Chinese Characteristics"

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Abstract. The course "MAO Zedong thought and introduction to theoretical system of socialism with Chinese characteristics" is an important carrier of ideological and political education in colleges. The paper puts forward the existing problems and analyses the current situation in the teaching of this course, and then, it proposes the five aspects of the course teaching reform including improving classroom teaching quality, carrying out teaching practice, carrying out academic research and exchanges, teaching methods reform, assessment and evaluation reform.

Introduction
The course of "Introduction to MAO Zedong thought and theory system of socialism with Chinese characteristics" is a required political theory course in colleges and universities, and it will shoulder a new mission in a new era. In 2018 edition of textbook, it absorbs "Xi jinping new thought on socialism with Chinese characteristics for a new era", so it let students understand and master the process of China's comprehensive reforms, also the theories in textbook enhance the students' sense of mission, responsibility and pride. As a political theory education course, it should adapt to the development of the new situation. This course is one of the most powerful reform courses in several current political theory courses. Therefore, it is especially important to actively explore and innovate the teaching method of this course.

The Current Situations and Existing Problems of the Course

The Knowledge System is Updated Quickly and the Teaching Quality of Teachers is Highly Required
In recent years, the course has been added a lot of knowledge contents that have been developed and reformed with the times. Each version has been updated, which requires teachers not only grasp a large amount of development information in time, but also internalize the information to teaching contents. The course structure system changes greatly, the teaching difficulty is tough and the teachers are very demanding, the above is the important characteristics of the course.

The Old and Unitary Assessment Method is not Suitable for the Current Curriculum Reform
At present, The assessment of students in many colleges mainly includes the usual scores and the final exam, they still only check students' attendance in class as a result of usual scores, and the final examination mainly adopts a single written examination. These single assessment methods are no longer applicable to the development requirements of the course. First of all, it is easy for students to develop the habit of memorizing by rote[1], which is not conducive to students' recognition and understanding of social development and their ability to solve practical problems. Secondly, the examination is only conducted in the way of classroom attendance and written examination. It is easy to cause students do not listen carefully in class and ignore the usual theoretical study, class participation and practical performance in and out of class.
The Contradiction of Rich Content and Limited Learning Time

Many colleges offer this course in 48 or 32 hours. And this course is a broad and profound scientific thought and theory system, is of rich content involving political, economic, military, culture, thought, foreign affairs, ethnic, religious and other fields, also involves the history of the modern stages including the new democratic revolution theory, the theory of socialist transformation and the exploration of the road of socialist construction with Chinese characteristics, etc. so it requires careful study on how to make students master the core points and essence of this course in a limited time [2].

Traditional Teaching Mode is Rigid

The traditional teaching method is backward and unitary, the teaching method is hard to attract students, which has seriously affected the attraction of the course, and even affected the teaching effect. it is worth further research on how to carry out targeted teaching in combination with social development in teaching.

Opinions on Teaching Reform of This Course

To Improve the Quality of Classroom Teaching

(1) To change the previous teaching concepts. The new teaching methods should be continuously added into the course, the classroom teaching methods, interactive teaching and practice investigation should be fully integrated into the course teaching. In the teaching process, the student's main status should be highlighted, the students' social identity should be strengthened, it should be constructed on a new student-centered teaching mode to deal with ideological content and the relationship between teaching theory, knowledge and ability[3].

(2) To select teaching thematic classes. The theoretical system of socialism with Chinese characteristics is divided into several parts, and the theme is concise. Before the special subject teaching, the basic knowledge points and theoretical viewpoints involved in the special subject should be sorted out and mapped so as to make students understand clearly at a glance. Students' logical mastery of the theoretical system and knowledge relevance should be cultivated by focusing on the central idea and main idea of the special subject teaching [4].

(3) To construct interactive teaching. In order to cultivate the innovative ability, it is necessary to master the modern education means, adopt multi-media, Moocs, Rain classes, Split teaching and other modern teaching methods, and take the teacher as the leading role to enlighten and guide the teaching, fully mobilize the students' initiative and enthusiasm. It is very important to establish a two-way interactive teaching method of teacher question-answer and student question-answer, and further explore the use of discovery teaching, question guidance teaching, exploratory teaching and other methods [5].

(4) To carry out class discussions actively. It is vital to change the single teaching method of "monologue" and "full classroom" of teachers, and increase the time for teachers and students to discuss with each other [6]. In order to organize discussion lessons, several points should be made. First, the discussion topics should be carefully designed. Second, the teacher should guide students to write a speech outline, and speech should be systematic and polite; Third, the teacher ought to create a relaxed and active speaking atmosphere.

To Carry out Practical Education Teaching

(1) To visit and learn in practice education bases. The teacher periodically ought to organize students to visit and study in education bases, and assign students to fixed education bases for long-term study in winter and summer vacation as much as possible [7].

(2) To organize social investigation. The teacher should organize students to carry out social practice surveys in winter and summer vacations and holidays. Students can form research groups, prepare questionnaires or oral surveys, it necessary to exercise students' research standardization and seriousness, and they could learn research knowledge from surveys.
(3) To guide the writing of thesis. By using the methods such as visiting and studying, social investigation, etc., the students are required to write papers by combining theory with practice, and then their ability of sorting out materials and thinking is exercised. Papers should account for a certain percentage of the course exams.

(4) To fulfill extracurricular reading. The teacher could assign a related bibliography and ask students to read extra books. The students should make good reading notes and write comments. Book notes can account for a part of the average score.

**To Conduct Academic Research and Exchanges**

(1) To hold teaching and research activities regularly. The teaching and research activities could be held on Friday or any other days every week, teachers discuss new policies and new situations with each other, feedback any problems on teaching conditions timely, exchange information and problems in teaching, and grasp the common progress. Also it should be organized group lectures, class reviews and lesson preparation regularly.

(2) To carry out academic researches. The teaching and research group ought to organize teachers to think about and research the key points, discuss the difficult and hot issues in the teaching content, discuss and research the teaching methods, especially strengthen the research of the teaching reform, the latest teachers' research results should be added into the classroom teaching, and it could be realized the interactive cycle between the teaching content and scientific research.

(3) To invite experts to make reports. The teachers could invite relevant experts, celebrities and successful people to our school for special reports on major theoretical issues, domestic and international events, and issues of hot topics and difficulties that students generally care bout.

**To Reform Teaching Methods**

(1) To strengthen the construction of the second class. In addition to the usual classroom teaching, social investigation, keynote speech, visiting internship and various extracurricular educational method, the teachers can encourage students to collect data in small groups, explore the social development that related to curriculum theory content, within the second class, the students learn to increase awareness about the theoretical knowledge and realize own internalized knowledge.

(2) To adopt “Case plus Situational teaching method”. The teacher collects some cases related to the course knowledge, so as to realize the connection of knowledge points by case teaching, achieve the content by cases, and explain knowledge by cases. To fulfill the theory links with practices, knowledge links with cases, and teachers could narrate by more cases on the abstract and difficult knowledge, let students deepen their understanding of basic concepts and theories, so as to improve their ability to analyze and solve problems. Situational teaching method is suitable for teaching related to economy, politics, culture and social construction. It can effectively promote students' participation in classroom teaching and give play to their initiative and creativity [8].

**To Reform Assessment and Evaluation Methods**

In terms of the assessment method, the course assessment can be divided into three parts: the first part is the usual assessments, accounting for about 20% of the total score, including classroom questions, classroom discussion, learning attitude, homework completion, usual test, attendance, etc. The second part is the special tests, accounting for about 30% of the total score, including social investigation, visiting and internship, extracurricular reading, keynote speech, etc. The third part is the final examination, which accounts for about 50% of the total score. The examination is conducted in open-book form, and the teachers take turns to give the examination papers and revise the papers in flowing water.

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