

On the Innovation Research of College Ideology Teaching under the Education Environment of "Great Ideology"

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Abstract: With the progress of our times and the rapid development of economy, only by keeping pace with the times can college teaching cultivate outstanding talents for the society. From the perspective of "great ideology", universities can no longer adopt traditional teaching methods to teach college students ideology, but should strengthen ideological practice teaching for college students on the basis of theoretical teaching, improve the assessment and evaluation mechanism of ideological quality for college students, and promote the rapid improvement of students' comprehensive ideological quality. Based on this, from the perspective of "great ideology", this paper makes relevant research and discussion on the innovation and path of college ideology teaching.

1. Introduction

University personnel training is a systematic project, and ideological education is an important link in this system. The systematic and perfect concept of ideological education directly determines the effect of university ideological education. With the reform of university teaching in China, the concept of "great ideology" has been deeply rooted in people's hearts, which puts forward new requirements for ideological education in universities. The education of "great ideology" emphasizes that universities should strengthen practical education for students on the basis of theoretical education. Because of this, it is necessary to optimize and integrate the practical teaching resources of ideological courses in schools based on the educational vision of "great ideology".

2. Connotation of "great ideology" education view

The concept of "great ideology", as an important part of ideological education concept in universities, is simply to integrate ideological teaching with daily ideological education and management of college students, that is, to construct a teaching system of "great ideology", so as to achieve a platform of "great ideology", which integrates teaching and practice, theoretical teaching with regular ideological education, and traditional education with innovative exploration. This view of education has three characteristics:

(1) Highlight the practicality of the educational model

On the basis of traditional theoretical education, the educational view of "great ideology" puts more emphasis on practical education and implements "three combinations and three cooperations". Triple combination is the close combination of classroom theoretical teaching and practical education inside and outside the school. Taking students' ideological education as a whole, the teaching itself is divided into three aspects: in-class teaching, in-school practice and out-of-school practice, and the theory and practice are sublimated through the triple combination.

(2) Openness of educational content, subject, methods and methods

The educational concept of "great ideology" puts forward that the educational content should not be confined to rigid teaching materials and items, but should be closely linked with the main body of the times and current affairs politics, introduce the educational content and theme of the times, pay attention to the actual life of students, promote curriculum innovation and discipline improvement, and break the traditional thinking that full-time ideological education teachers are solely responsible.

(3) Extensibility of educational process

The educational view of "great ideology" emphasizes that the whole process from college students entering school to leaving school should adhere to the principle of educating people first and moral education first, and is not limited to ideological teaching classroom. Accordingly, schools should fully tap the educational resources in students' daily life, and establish a two-pronged and mutually penetrating educational view of quality-oriented and ability-training.

3. Problems in the teaching of ideology in universities at present

3.1. Universities don't pay enough attention to ideology classes

Ideological theory course is the core of ideological education in universities, and it is also the carrier to support the development of ideological education in universities [3]. However, at present, most universities do not pay enough attention to ideology teaching, and think that public courses are not as important as professional courses, so they are less enthusiastic about ideology teaching. Especially, many teachers don't pay enough attention to ideology teaching, and often only talk about theoretical knowledge, but neglect how to give full play to students' practical ability. Ideology teaching is just to achieve teaching objectives.

From the school's point of view, in recent years, influenced by the social utilitarian atmosphere, some universities pay more attention to the construction of science majors in their own schools, and invest less in ideology courses, which not only affects teachers' teaching enthusiasm, but also greatly affects students' learning enthusiasm. From the students' point of view, many students often don't know what knowledge they have mastered and the significance of learning this course, let alone use it flexibly. These are the problems in the current ideological teaching.

3.2. The utilitarianism of education weakens the educational status of ideology course

With the rapid development of social economy, people's ideological values are constantly changing, and the influence of material and money in various fields of social life is constantly being highlighted, which has caused many adverse effects on the cultivation of contemporary college students' world outlook, outlook on life and values. In such a social environment, the utilitarian trend of higher education is increasing day by day, and many teachers and students begin to measure ideology classes with the standards of 'useful' and 'useless' [4]. Therefore, there is a lack of initiative and enough energy to invest in the study of ideology, especially with the expansion of university enrollment, the employment pressure of college students is increasing. In order to improve students' employability and professional knowledge level, many universities begin to consciously reduce the hours of ideology, which leads to the declining status of ideology in the whole higher education curriculum system.

3.3. The priorities are reversed and there is a serious imbalance

The orientation of "ideological theory course in colleges and universities is the main channel of ideological education for college students" requires that ideological teaching should "do its job in its place", and also requires schools to allocate resources so that it can "do its job in its place". However, in practice, the problem that the teaching status of ideology course is not prominent is still obvious. For example, schools can be vigorous in cultural and sports activities, but they only require the completion of teaching tasks in the practical teaching of ideology courses [5].

When it comes to the allocation of resources, whether it is subject resources, object resources, mediator resources or environmental resources, the resources that ideology teaching can directly control are much less. It can be reflected from the financial input of schools that the teaching operation funds invested by some universities in the ideological teaching department are not as good as the administrative operation funds of a middle-level institution. This irrational allocation of resources reflects that some universities have mishandled the relations among subsystems in the "great ideology" education system, which makes it difficult to highlight and realize the main channel status of ideology courses.

4. Teaching innovation of college ideology course under the educational environment of "great ideology"

The reform of ideological education in universities is a long-term and overall project, which needs the cooperation of various forces. Starting from the educational concept of "great ideology", we should carry out comprehensive reform from the aspects of ideological concepts, system and mechanism, and take the integration of practical teaching resources as the breakthrough point, gradually change the teaching content, methods and assessment mechanism of ideology course, and strive to improve its effectiveness.

4.1. Establish the concept of practical teaching and subjective education

The course of ideological and moral cultivation and basic law is the basic course of ideological education in universities theoretically, but at the same time, it is also very lively and practical. The practicality, openness and extensibility of the educational concept of "great ideology" reveals that its core connotation is to establish the practical and subjective educational concept of university ideological education.

Practice is a unique way of human existence, and it is necessary to closely link students' practical activities with the promotion of their perceptual knowledge, and realize the change and innovation of ideas and concepts through guiding and applied practical experience [6]. The purpose of ideological teaching in universities is not only to impart theory, but also to shape students' correct ideas and ideology.

As a sharp weapon to reform the traditional educational concept, the idea of subjectivity education has become the guiding ideology of China's educational reform since 1990s. It tries to change students' passive acceptance status in the process of education and teaching, and advocates that students are the main body of education and should fully respect and give play to their subjective initiative. The educational view of "great ideology" requires starting from practical education, fully mobilizing students' interest in learning, enhancing their subjective consciousness, enabling students to gradually learn to use knowledge and experience, and gain experience by contacting phenomena and analyzing reality in practice; In practice, we should further broaden our horizons, sublimate our experience, and enhance their quality conservation and comprehensive ability while improving their practical ability.

4.2. Strengthen the construction of teaching staff in "great ideology" education

Teachers are the main force in ideological education for college students, and all teaching tasks can be successfully completed through teachers' teaching. Therefore, strengthening the construction of teachers' team in "great ideology" education for college students is the direct way for universities to strengthen ideological education for college students, and the improvement of teachers' quality can guarantee the improvement of ideological education level for college students.

When universities arrange teaching tasks for ideological teachers in schools, they should combine theory with practice teaching, regard theoretical teaching as the routine teaching task of ideological education for college students, and regard practical teaching as the intensive teaching training to enhance ideological quality of college students. Teachers can encourage school associations to carry out corresponding organizational activities or combine with local patriotic education bases when carrying out practical teaching for students [7]. In addition to arranging professional ideological teachers to teach students ideology, we should also arrange school counselors, class teachers, campus teachers and tutors to participate in ideological education for college students, so as to form a joint force in ideological education for college students and promote the efficiency of ideological education for college students through collective strength.

In addition, through the reform of personnel system, schools can bring teachers, students and workers of ideological theory courses, and party and group staff into ideological education and teaching departments. While optimizing the personnel structure of the ideological teaching department, we can improve the overall quality and theoretical level of teachers by further education and introducing highly educated full-time teachers. Universities can set up quality

education guidance organizations for college students, and take cultural quality organizations and art education centers as supplements to the "great ideology" teaching organization, and cooperate with the ideological teaching and research department to set up quality education practice courses.

4.3. Expand the carrier of educating people and promote the realization of all-round education

The so-called all-round education refers to making full use of various media carriers inside and outside the school, inside and outside the class, inside and outside the network, making good use of all media resources that may have an impact on students, transmitting ideological education information and carrying out educational activities.

Specific requirements: First, we must occupy the main position of classroom and strengthen the intensity of classroom practice teaching activities; Second, we should fully base ourselves on the campus and strive to enhance the ideological education connotation of campus cultural activities; The third is to establish various forms of social practice bases; Fourth, we should pay attention to the development of new media and occupy the position of new media.

In the new media, bad information and culture can be easily spread. Without teachers' active guidance, students can easily be confused by false and wrong information, which will lead to students' wrong experience of ideology and affect students' correct values and political attitudes. Pay attention to the research of new media platform, make full use of Weibo, blog, WeChat and other new media, infect and guide people with vivid examples and advanced models, and use the new media platform to carry out practical experience activities of college students' ideology class.

4.4. Innovative examination and evaluation mechanism of ideology teaching

The traditional mode of teaching assessment and evaluation of college ideology course is that teachers carry out one-way evaluation on students, and most of them take the form of closed-book examination. It is obviously difficult to fully and truly reflect the ideological situation of students, and it is difficult to really play the role of 'baton' in teaching evaluation. Therefore, from the perspective of "great ideology", the teaching and evaluation of ideological courses in universities should be diversified, dynamic and full-course, break the traditional standardized and final evaluation methods, downplay the evaluation of theoretical knowledge memory, pay attention to students' understanding and application of knowledge, as well as students' learning status, cognitive ability, learning emotion and progress, and take comprehensive measures such as open-book examination and practice bonus to enhance the scientific and reasonable evaluation of ideological teaching.

5. Conclusions

The reform of ideology course is a long-term systematic project, which requires the cooperation of various forces and is also a necessary condition for the innovation of ideology theory course in Chinese universities. Therefore, university ideological educators should base themselves on the current situation of students' ideological and moral qualities, establish a modern educational view of "great ideology", integrate Marxist theoretical education, socialist core values education, moral education and practical education, meet the needs of high-quality talents in China at present, and make university ideological teaching better serve the economic and social development.

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