

# Research on Strengthening the Attraction of Ideological and Political Theory Courses in Colleges and Universities

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**Abstract:** College ideological and political theory courses are the main channels for ideological and political education for college students, shouldering the sacred duty of educating people and establishing people. Practically improving the effectiveness and attractiveness of ideological and political theory courses will help to improve the overall quality of students and train qualified builders and reliable successors in socialist undertakings. To this end, it is necessary to focus on the teacher and students who carry the teaching process, improve the quality of teachers, guide the students in the study of ideological and political theory, change the concept of students, and correct the students' attitude towards the theory of ideological and political theory. It is necessary to connect theory with practice, improve the pertinence and affinity of the curriculum, innovate teaching methods, and enhance the appeal and appeal of education.

## 1. Introduction

College ideological and political theory courses are a platform for ideological and political education for college students. They shoulder the sacred mission of improving the ideological and political quality of college students, strengthening their communist beliefs, and establishing a correct world outlook, outlook on life and values. General Secretary Hu Jintao had made important instructions seven times in succession, demanding that measures be taken to strengthen the work of ideological and political theory courses in colleges and universities, and to enhance the effectiveness and attractiveness of ideological and political theory courses [1]. The Central Propaganda Department and the Ministry of Education have also given three times to the ideological and political theory courses in colleges and universities. Make adjustments and improvements to improve effectiveness and attractiveness. However, due to the theoretically strong traits of ideological and political theory courses and the lack of attention to students, coupled with the great environmental impacts such as social transformation, the effectiveness and attractiveness of ideological and political theory courses need to be strengthened.

## 2. The ideological characteristics of contemporary college students

Contemporary college students are mainly after 90s and 00s. The youth of these two eras have distinct characteristics of the times, and their value orientation, ideas and attitudes reflect new changes.

### 2.1 The concept of life is individualized.

Personality enhancement is an important feature of contemporary college students. They express their own personality in terms of thoughts, concepts, lifestyles, and life. They oppose the cumbersome interpretation of the theoretical framework in an abstract way, and they are eager to make their own judgments on real problems. For doubts and difficulties, they hope that teachers can make reasonable and reasonable explanations, and they are eager to fully release their vitality in ideological and political classes [1]. At the same time, they have strong self-expression desires, strong self-esteem, independence consciousness, creative consciousness and competition consciousness, emphasizing the existence of their own values. The enhancement of personality characteristics also leads to more prominent individual psychological problems, such as lack of self-confidence, full of

embarrassment for the future, lack of self-confidence, and doubts about the way to study.

## **2.2 Diversified values.**

Contemporary college students have grown up in the era of deepening reform and opening up, the prevalence of network information, and the complex and ever-changing international situation. Therefore, they occupy a relatively large number of material and information resources, and their values tend to be diversified. Some social realities allow them to focus more on specific things than on abstract ones; more on instrumental rationality than on the level of belief. They accept both the education of values of socialism and the impact of the wave of market economy and the influence of Western values [2]. There are many confusions, contradictions and conflicts in value choices, leading to negative and positive behaviors.

## **2.3 The political outlook is enhanced.**

First of all, contemporary college students' awareness of political democracy has increased. They are eager for democracy, pursue democracy, and have a strong interest in democratic elections and democratic supervision. Secondly, political democracy has a strong sense of participation and is transformed from passionate participation into pragmatic participation. Finally, the contemporary college students' political outlook tends to reality [2]. They strongly hope to achieve modernization at an early date, support reform and opening up, care about the party style and social atmosphere, have a strong sense of responsibility and mission; on the other hand, they are characterized by too much reality, that is, political enthusiasm and political indifference, and the forward trend of political thought. It is difficult to accept the duality of the real society, and there are psychological barriers such as idealization, fanaticism, confusion, pessimism, and neutrality in political consciousness.

## **3. Reasons for the insufficient attraction of ideological and political courses in colleges**

The attraction of teaching arises from the teaching activities, and the teaching is the activity that the teacher is in a certain situation, facing a specific student, and teaching a specific teaching content to achieve the teaching goal by means of certain teaching methods [2]. Therefore, all the factors related to teaching are the potential reasons that affect the attractiveness of teaching, including teachers, students, teaching materials, teaching methods, teaching equipment, school style, teaching management, and social environment. From the perspective of teaching practice, there are five main reasons:

### **3.1 Teachers attitude.**

Teachers are the main constructs of teaching attraction. Different teachers speak the same course, and the degree of popularity is not necessarily the same, that is, the attraction is different. The root cause lies in the teacher himself. In fact, teachers play a vital role in the optimization of teaching content, the innovation of teaching methods, the creation of teaching atmosphere, the attraction of students to the classroom, the attention of students to the content of teaching, and the satisfaction of students' needs [3]. Therefore, "building a team of ideological and political theory teachers with high morality, exquisite workmanship, reasonable structure, full of vitality and high quality professionalization" is a key factor in creating the attraction of ideological and political theory courses.

### **3.2 Students themselves.**

Students are the objects of instructional attraction, or objects. The same ideological and political theory class gives an evaluation from the perspective of teaching attraction. Some students score 99 points, and some students think that they fail. The reason for this huge gap is that the student's study is the main aspect of the contradiction between teaching and learning. In this pair of contradictions, the teacher's teaching is an external factor for the students' learning. If the students do not have enough understanding of the importance of the ideological and political theory class, and lack the internal motivation to learn, even the best teachers will not be able to attend classes. Students will not feel the

attraction of students because of their interest [3]. Therefore, the attraction of the teaching of ideological and political theory courses requires the participation of teachers and students.

### **3.3 Teaching content.**

Teaching content is an intermediary for teaching appeal. Teachers always rely on certain content to attract students' attention. The 2005 program currently under implementation consists of four courses: ideological and moral cultivation and legal basis, an introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics, an outline of China's modern and contemporary history, and an introduction to the basic principles of Marxism [4]. The content of these courses presents the following characteristics: First, the extensive content of the four subjects, from the first-level discipline, involves many disciplines such as philosophy, law, political science, Chinese history, Marxist theory, and theoretical economy. History to reality, from theory to practice, all-encompassing; second, the repetitive nature of content, mainly reflected in the high repetition rate of textbooks with middle schools; third is a strong theoretical, the content of the textbook is highly abstracted from real life, not rich Social experience readers have a feeling of being separated from the realities of society. These all affect the interest of students in learning.

### **3.4 Teaching method.**

Teaching methods are subjective factors in the attractiveness of teaching. It is a general term for a set of interactive activities adopted by teachers and students in the teaching process in order to achieve teaching goals and accomplish certain teaching tasks. Teaching methods include both the methods taught by teachers and the methods of student learning [4]. For a specific course of teaching, teachers, students, teaching content, and teaching environment all have relatively stable characteristics, and only teaching methods are flexible and versatile. The adoption of teaching methods should be closely combined with the teaching content, the students' actual conditions, the existing environmental conditions, and be applied selectively and creatively. If the teaching method is applied properly, it will be half the effort and enhance the attractiveness of teaching. Otherwise, the teaching effect will be greatly reduced.

### **3.5 Teaching environment.**

The teaching environment is an objective factor in teaching attraction. The teaching environment is all external factors that the teaching activities rely on, and these factors can be classified from the perspective of the impossible. The common classification is to divide the teaching environment into social environment, school environment and family environment. Each environment can be divided into two levels: material and spiritual [3]. At present, the environment facing the ideological and political ideological teaching in colleges and universities is extremely complicated, especially the spiritual layer of the social environment has formed a great impact on the teaching of ideological and political theory courses, such as the negative influence of money worship, individualism and hedonism on college students [2]. Let the teaching of ideological and political theory in the front become an empty preaching. If the students don't really believe, they will not really learn, and the attraction will not be discussed.

## **4. Strategies to enhance the attraction of ideological and political theory courses in colleges and universities**

It can be seen from the analysis of the main factors affecting the attraction of ideological and political theory courses. It is a systematic project to enhance the attraction of ideological and political theory courses. In order to achieve the intended goal of ideological and political teaching, teachers need to update the concept of education and teaching, integrate the content of the course, adopt the teaching method suitable for students, and enhance the attraction of classroom teaching of ideological and political theory.

#### **4.1 Grasping the attention of college students with the art of tutoring.**

Tutoring is an indispensable primary part of the classroom teaching structure. Teachers must first introduce the new lesson, and link the new lesson with the old lesson, new knowledge and old knowledge. Artistic tutoring can induce college students' attention and thinking, and stimulate college students' motivation, interest in learning and desire to learn. Therefore, the opening remarks of a class are very important [5]. If you are unruly and can't grasp the attention of college students, it will be difficult to attract them to listen. Even if the following content is more exciting, college students can't afford to be interested. How to guide the course? It is the key to getting a good result in a class. In the past, teachers often used classes to review the content of the lessons, and then pointed out the content to be learned. Such an old-fashioned form obviously makes it difficult for college students to pay attention to and pay attention to what they have learned today.

Nowadays, college students pay attention to the major events and politics at home and abroad, and are also very interested in the relevant issues of the postgraduate entrance examination. It is better to combine these contents with the teaching content and use it as a starting point to introduce new lessons. The way to take is "three minutes of news" before class, so that college students can collect the big things happening at home and abroad and the news they are interested in. Every two people, according to the standard of broadcasting news, let the students themselves describe what they want to express [5]. Then, all the students selected one or two hot issues that most people are more concerned about and discussed with the teachers. The interest of college students is often mobilized from the beginning, and the classroom atmosphere is active. After discussion, college students exercised their own logical thinking ability and language expression ability. The teachers let the college students see the knowledge of learning, the analogy of the class, the harmonious relationship between teachers and students, and made a good foundation for the next teaching. However, this form has higher requirements for teachers. Teachers must pay attention to current affairs, have a wide range of knowledge, and have a smooth language expression. At the same time, they must have the ability to find the connection between the topics discussed and the content of the teaching, and smoothly introduce new courses. Some people think that some things happening every day can be linked to the curriculum, and some can't be contacted [5]. There is no doubt about this, but basically every day, there are important things happening at home and abroad, including political, economic, cultural and social aspects. Teachers need to choose and grasp according to the content of the lectures. Many things that seem irrelevant are actually related. The teacher's job is to find out the relevance, so that the discourse and teaching content of the lectures are close to current events. College students feel that this is a course that has nothing to do with current social development, which will help them better explain the theoretical perspectives they want to learn from the background of the big time. In this way, the attention of college students will focus on what kind of theory teachers use to analyze current events, then the next lecture is a natural thing.

#### **4.2 Strengthen the persuasive power of the theory with vivid examples.**

The connection between theory and practice is an important teaching principle in the discipline of ideological and political education. One of the most important methods to implement this principle is the classroom example. In the classroom teaching, by way of example, it can not only exert the charm of the theory to conquer the human heart, but also overcome the teaching of the theory as a boring article and teaching materials to explain the phenomenon of the book, while also solving the difficulties and reality of the theory itself [6]. The problem raised by the theory. By way of example, on the one hand, relevant factual materials can be used to explain, demonstrate, and prove the meaning and value of the theory. On the other hand, Marxist positions, viewpoints, and methods can also be used to explain, analyze, and explain real-world problems. The reason is shallow, the theory of abstraction is concrete, and the atmosphere of classroom teaching is active.

#### **4.3 Enhance the affinity of the classroom through teacher-student interaction.**

Classroom teaching, the most advocated is the interaction in the classroom. The so-called teacher-student interaction is the interaction between the teachers and students and between students

and students in terms of thoughts, information, emotions, etc., the interaction and interaction between teaching methods and learning methods. In this process, The enthusiasm and initiative of teachers and college students can be fully utilized. In essence, this principle fully reveals the relationship between teachers and college students, between college students and college students [6]. It is a kind of mutual cooperation and cooperation in the teaching process. The teaching elements are a regular synergy relationship. Among them, the regular cooperation between teachers and college students has the greatest significance in the teaching process. In the teaching process, there are two processes of teacher teaching and college students. Only the activities of teachers and the activities of college students are in a common direction, and they can cooperate and coordinate in order to obtain good teaching results. Therefore, teachers should implement the basic requirements of the principle of teacher-student interaction.

#### **4.4 Strengthening the cognitive ability of college students with media assistance.**

The content of ideological and political education for college students is very rich. The political, economic, cultural and other fields at home and abroad will be involved. How to expand the narrow classroom space and broaden the horizons of college students is also an urgent problem to be solved in classroom teaching. The current multimedia teaching methods provide convenience for solving problems [6]. Using multimedia can present some intuitive materials and historical facts in front of college students, which is conducive to college students' understanding of the theory they have learned. In addition, it is also possible to develop "red classic" education, "red website" and other auxiliary means. "Red classic" is a series of works with eternal vitality created around the history of Chinese revolution, including red literature, red art, red Movies, red music, etc., these works have inspired generations of people, and now there is still a charm that can not be underestimated among teenagers. The rapid development of the Internet brings opportunities and challenges for college students' moral education. The interactivity, timeliness, inclusiveness, anonymity and virtuality of the network strongly attract young college students to understand the thinking and regularity of college students through the network [6]. Compared with the traditional ideological and political education methods, the "red website" came into being and became a new force full of vitality in the ideological and political education front.

### **5. Summary**

How to enhance the attraction of ideological and political theory courses is a question that teachers of political science should always think about. There are many reasons for students to get tired of ideological and political classes. They want to enhance the attraction of the curriculum and improve the effectiveness of the curriculum. The teaching reform of the ideological and political course should also start from many aspects, actively use advanced teaching concepts, and constantly optimize the teaching content and innovation. Teaching design and organization, improving teaching methods.

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