

Application of Mind Mapping and Classroom Interaction Models in Ideological and Political Courses in Universities

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Abstract: As an important position for moral education, the instructional effect of IPE (Ideological and political education) course in universities directly affects the formation of students' ideas and values. The purpose of this article is to explore the application of mind mapping and classroom interaction mode in university IPE courses and the theoretical framework of their integration, so as to provide new ideas for improving the quality of IPE. Firstly, this article combs the concept and characteristics of mind map, and points out its unique advantages in systematizing knowledge and stimulating learning interest. Secondly, it discusses the types, theoretical basis and significance of classroom interaction mode to enliven classroom atmosphere and enhance students' subjective consciousness. Finally, the theoretical framework of the integration of mind mapping and classroom interaction mode is put forward. The research shows that mind mapping, with its visual and structural characteristics, can effectively assist students to build a knowledge system, while classroom interaction mode promotes ideological collision and knowledge internalization through diversified communication forms. This research provides theoretical support for the teaching reform of IPE course in universities, and also lays a foundation for the further development of teaching practice in the future.

1. Introduction

In the process of educational development in the new era, the importance of IPE courses in universities is becoming more and more prominent. It undertakes the key task of educating people, which is of great significance for cultivating high-quality talents with correct world outlook, outlook on life and values [1]. However, the current IPE course teaching in universities still faces many challenges. On the one hand, the IPE course is rich in content and theoretical, and the traditional linear teaching method makes it difficult for students to effectively build a systematic knowledge system, and it is difficult to understand and master knowledge [2]. On the other hand, the form of classroom interaction is relatively simple, students' participation is not high, and the main role is not fully exerted, which leads to unsatisfactory instructional effect [3].

In this context, the application of mind mapping and classroom interaction mode provides a new idea for the teaching reform of IPE course in universities [4]. Mind mapping, with its visual and radioactive characteristics, can structure and level complex IPE knowledge, help students better understand and remember, and stimulate students' thinking vitality [5]. The classroom interaction mode emphasizes students' dominant position, and creates an active classroom atmosphere through various forms of interaction, such as teacher-student interaction and student-student interaction, which promotes students' ideological exchange and collision and enhances the effectiveness of IPE.

Previous studies have discussed the application of mind map and classroom interaction mode in university teaching, but it is still insufficient to apply them organically to the study of IPE courses in universities [6]. The purpose of this article is to deeply explore the application of mind mapping and classroom interaction mode in IPE courses in universities, analyze their related theories, and construct the theoretical framework of integration mode. Through theoretical research, it is expected to provide a useful reference for improving the instructional quality of IPE courses in universities,

promote the innovative development of teaching methods of IPE courses, and better realize the fundamental goal of IPE courses.

2. Theory of mind mapping in IPE course in universities

Mind mapping, put forward by Tony Bozan, is a tool to visualize thinking. It takes a core theme as the center, and connects related concepts and knowledge points through branch structure, forming a radioactive structure like brain neurons [7]. Mind mapping has remarkable characteristics. One is visualization, which presents abstract knowledge with intuitive elements such as graphics, lines and colors, making the knowledge structure clear at a glance. The second is radioactivity, which diverges around the central theme, simulating the natural thinking mode of the human brain and facilitating the stimulation of association and creativity. Thirdly, it is hierarchical, and the branches are arranged hierarchically according to the logical relationship, which clearly shows the primary and secondary relationships of knowledge.

From the perspective of cognitive psychology, mind mapping conforms to the way the human brain processes information [8]. The human brain tends to store information in an organized and related way. The radioactive structure of mind map contributes to the effective coding and storage of knowledge and improves the memory effect. For example, when students study the contents of socialist core values in IPE courses, they will take "socialist core values" as the central theme and expand specific contents such as "prosperity, democracy, civilization and harmony" as branches, which can better remember and understand.

Constructivist learning theory emphasizes that learners actively construct knowledge system. Mind mapping provides a tool for students to construct their own knowledge. Students can sort out and relate the knowledge of ideology according to their own understanding and deepen the internalization of knowledge. For students, mind mapping helps to build a knowledge system [9]. The knowledge points of IPE course are numerous and complicated. With the help of mind map, students can sort out the context of knowledge and clearly grasp the logical relationship between knowledge points. For example, when studying part of the outline of China's modern history, we can construct a mind map with the time axis as a branch, which can connect different historical events in series in an orderly way. Furthermore, mind mapping stimulates interest in learning. Its rich colors and diverse graphics break the boredom of traditional Chinese character learning and make the learning process more interesting. For teachers, mind mapping assists teaching design. By drawing mind maps, teachers can better plan instructional content and process, highlight key points, disperse difficulties and improve instructional efficiency.

3. Theory of classroom interaction mode of IPE course in universities

3.1. The concept and types of classroom interaction mode

Classroom interaction mode refers to the various forms of interaction and influence between teachers and students in the classroom teaching environment [10]. It is an important part of the teaching process, which is directly related to the instructional effect and students' learning experience. In IPE courses in universities, the common classroom interaction modes mainly include the following types.

Teacher-student interaction is the most common interaction mode, which covers the links of asking questions to students, students answering questions, and teachers' feedback and guidance to students' answers. Teacher-student interaction can solve students' doubts in the learning process in time and guide students to think deeply about the theoretical knowledge in IPE course. Student-student interaction emphasizes the mutual communication and cooperation between students. For example, students discuss hot topics of ideology in groups and complete project assignments together. Student-student interaction is helpful to cultivate students' teamwork ability and critical thinking, and let students get new inspiration from their peers' views. All-staff interaction is an interactive activity carried out by the class as a whole, such as classroom debate

and brainstorming. This interactive mode can stimulate collective wisdom, create a warm classroom atmosphere and enhance students' sense of participation in IPE courses.

3.2. The theoretical basis for the application of classroom interaction mode to IPE courses in universities

Communicative teaching theory emphasizes that the teaching process is a communicative process between teachers and students. In the IPE course in universities, through different forms of classroom interaction, teachers and students, students and students realize the exchange and communication of ideas. This kind of communication is not only the transmission of knowledge, but also the mutual influence of emotion and values, which is helpful to achieve the educational goal of IPE course.

Cooperative learning theory advocates that students complete learning tasks together in groups, and improve learning effect through division of labor, cooperation and mutual help. In the IPE course, students can deepen their understanding of the theory of ideology through discussion and cooperation, and at the same time cultivate the spirit of cooperation and social skills.

3.3. The significance of classroom interaction mode to the teaching of IPE course in universities

Diversified interactive mode breaks the dullness of traditional IPE classroom, makes the classroom full of vitality and improves students' learning enthusiasm. Different students have different views on the problem of ideology. Classroom interaction provides a platform for students to share their views, inspire each other and broaden their thinking horizons. For example, in the discussion on "the modern value of traditional culture", students expounded their views from different angles, enriching each other's understanding of the issue. In addition, the interactive mode allows students to change from passive acceptance of knowledge to active participation in learning, and give full play to their main role. Take the interactive classroom debate as an example, students need to actively consult materials, organize language and expound opinions. In this process, students' subjective consciousness is greatly enhanced. The characteristics and effects of different classroom interaction modes of IPE courses in universities are illustrated in Figure 1 below:

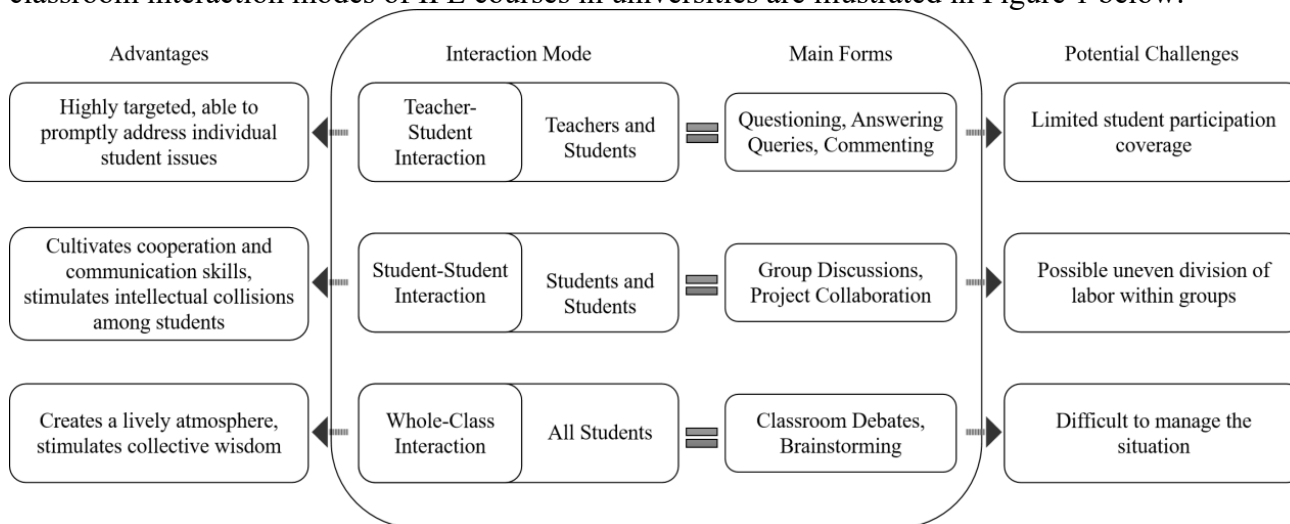


Figure 1 Comparison of Characteristics and Effects of Different Classroom Interaction Modes in Ideological and Political Courses in Universities

Figure 1 clearly shows the characteristics and effects of different interactive modes, which provides a reference for teachers to choose the appropriate interactive mode in IPE teaching. This will help teachers to flexibly use the interactive mode according to the instructional content and objectives, and improve the instructional quality of IPE courses.

4. The theoretical framework of the integration of mind mapping and classroom interaction mode

4.1. Feasibility analysis of fusion

The integration of mind mapping and classroom interaction mode is based on their high consistency in instructional objectives and functions. The core goal of IPE course in universities is to help students build a systematic knowledge system and cultivate their critical thinking ability and sense of identity with values. Mind mapping, with its structural and visual characteristics, can effectively assist students to sort out complex knowledge; Classroom interaction mode promotes students' ideological collision and knowledge internalization through diversified forms of communication. This functional complementarity provides a solid foundation for the integration of the two.

First of all, from the perspective of instructional objectives, both mind map and classroom interaction mode are committed to improving students' learning initiative and participation. Mind mapping helps students to understand the logical relationship between knowledge more intuitively through graphic display; Classroom interaction mode stimulates students' thinking depth and breadth through the communication between teachers and students, students and students. The combination of the two can better achieve the dual goals of "knowledge imparting" and "ability training". Secondly, from the perspective of functional characteristics, mind map emphasizes the systematic presentation of knowledge, and classroom interaction mode pays attention to the dynamic exchange of ideas. The integration of the two can form a virtuous circle between static knowledge and dynamic thinking, thus improving the instructional effect.

4.2. The principle of integration

When applying mind map and classroom interaction mode to IPE courses in universities, we need to follow the following principles to ensure the scientificity and effectiveness of the integration: ① Student-centered: The integration model should always focus on students' needs and give full play to students' main role in the learning process. Whether using mind map to sort out knowledge or carrying out classroom interaction, we should pay attention to stimulating students' initiative and creativity. ② The principle of moderation: the application of mind mapping should avoid being too complicated or cumbersome, so as not to increase students' cognitive burden; Classroom interaction should also control the rhythm to avoid deviating from the instructional objectives due to excessive interaction. ③ Systematic principle: The design of integration mode should run through the whole process of pre-class, in-class teaching and after-class consolidation, so as to ensure the coherence and integrity among all links.

4.3. Construction of fusion mode

Based on the above principles, this article puts forward a framework of classroom interaction mode under the guidance of mind map, and explains it through the operation points and expected results of specific links. Figure 2 lists in detail the specific application modes of classroom interaction mode guided by mind map in different teaching links, which provides a reference for teachers' practice.

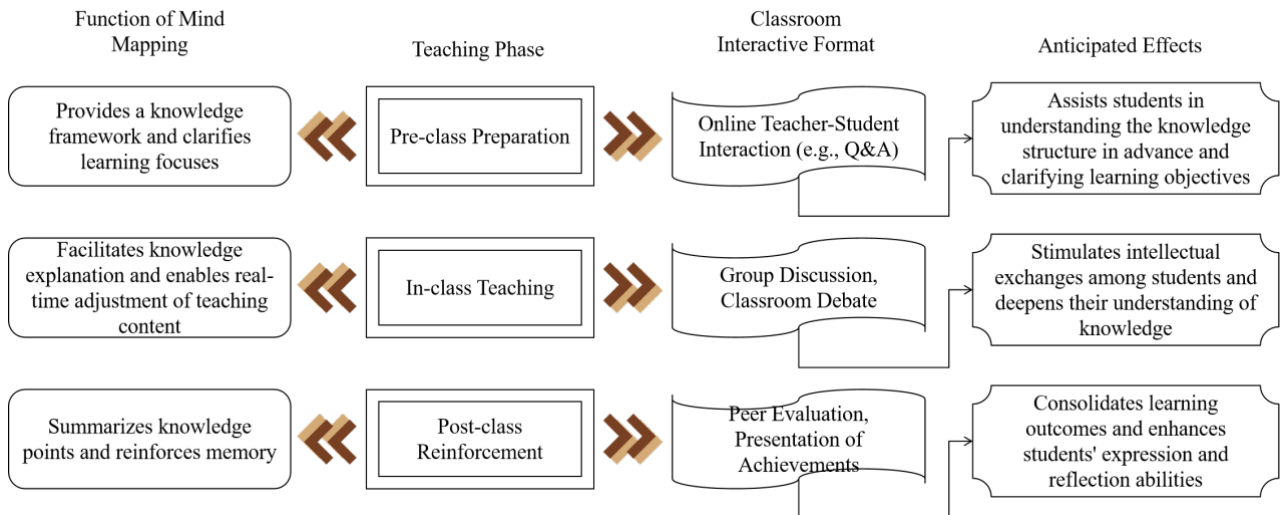


Figure 2 Operation Procedure of Classroom Interactive Mode Guided by Mind Mapping

5. Conclusions

IPE course in universities is an important way to train socialist builders and successors, and undertakes the key mission of shaping students' correct world outlook, outlook on life and values. However, in the current educational practice, the limitations of traditional teaching methods are gradually emerging. Based on this realistic background, this article deeply discusses the application of mind map and classroom interaction mode in IPE courses in universities, and tries to build a fusion mode of them. Research shows that mind mapping, as a visualization tool, with its characteristics of visualization, radioactivity and hierarchy, can help students better sort out complex knowledge and build a systematic cognitive framework. The classroom interaction mode creates a positive learning atmosphere and promotes the exchange of ideas and the cultivation of abilities through teacher-student interaction and student-student interaction. The organic combination of the two not only makes up for the deficiency of the single method, but also forms a complementary effect on the achievement of instructional objectives and the realization of functions, which opens up a new path for improving the instructional quality of IPE courses in universities.

The classroom interaction mode under the guidance of mind map closely combines static knowledge presentation with dynamic thinking exchange through the whole process design of pre-class, in-class teaching and after-class consolidation. This integration mode not only helps students to build their own knowledge system, but also stimulates students' interest in learning and creative thinking through diversified interactive forms. Furthermore, the integration principles put forward in this article—student-centered, moderate and systematic, provide clear guidance for teachers to use this model flexibly in practical teaching. The integration of mind mapping and classroom interaction mode has injected new vitality into the teaching reform of IPE course in universities, and it still needs to be explored in theory and practice in the future to better serve the fundamental goal of cultivating people in Lide.

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