

Skills Mastered by Young Ideological and Political Teachers in Colleges and Universities

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Abstract: Based on young teachers' deficiencies exposed in the ideological and political course, this paper puts forward several suggestions. First, young teachers should improve their ability to control the teaching materials, and emphasize more on important and difficult points. Second, the classroom presentation should be logical. Third, examples used in the class should be pertinent. Fourth, practical and pertinent topics should be selected according to social practice tasks. Fifth, the summary should be in place. Sixth, the teacher can choose different classroom teaching methods. Seventh, the management of classroom discipline should be attached importance. Eighth, the new teaching idea should be set up to realize the teaching objectives of knowledge, emotion and intention.

1. Introduction

University classroom organization and management refer to the science and art of controlling the class which should be mastered by university teachers. It is different from school administration and organization, and is one of the required courses and teaching abilities that every teacher in universities and colleges should acquire.

2. Improving the Ability of Organizing Teaching Materials

Teachers should improve the ability of organizing teaching materials, since it is impossible to cover all contents in 40 minutes. The lectures should focus on key points and difficult points; teachers are required to prepare lessons before the class according to key and difficult points described in the syllabus. In the classroom, more time should be distributed to key and difficult points, and the teaching content should be adjusted according to key and difficult points. That is to say, the explanation of important and difficult contents needs to cost considerable efforts before and during the class. This part of content should be explained clearly and logically. The teacher should transform knowledge points into attractive explanation which can be understood and internalized by students, so as to facilitate students' acceptance and understanding. In the session of three 40-minutes class, the contents and theories of one chapter should be explained clearly; all key and difficult points should be interpreted; contents described in the syllabus should be covered. It requires young teachers' ability of preparing lessons and organizing teaching materials.

Following methods can be adopted by young teachers. First, they need to read through textbooks, study syllabuses carefully, read reference materials in detail and learn current events as well as news policies extensively. Secondly, they can learn from supervisors' and experienced teachers' feedbacks after class, accept their suggestions modestly and adjust the teaching methods in time. Third, they can listen to other teachers' classes and make evaluations, and try their best to attend senior teachers' lectures to learn experienced teaching styles, teaching methods, as well as classroom management skills. These experiences can help young teachers to improve their teaching abilities quickly. Fourth, in the daily teaching process, young teachers can write down their thoughts and difficulties they encounter, and solve them through checking materials as well as collective preparation and discussion with other teachers in the research team, so as to promote the mutual development of teaching and research. Fifth, they need to participate in high-level academic conferences, understand the latest trends and requirements of curriculum construction, and

exchange and discuss ideas in a higher platform. Attending conferences can bring back new policies, concepts, methods and guiding ideas, which will help teachers to adjust and integrate old and new concepts, update classroom teaching contents through their vision and methods, and help students to keep pace with the times through receiving new ideas, new knowledge and new ideas.

3. The Logical Presentation of Curriculum Contents

Limited by their teaching levels, young teachers usually cannot teach the contents with strong logical thinking. The lack of logical thinking is reflected in the absence of causal analyses, the short of horizontal and vertical comparisons, as well as the absence of the in depth explanation. It is difficult for students to form deep impression on the knowledge points; the classroom presentation is only the stacking of a mass of contents. Students cannot form the habit of improving their thinking methods under that situation. Therefore, the classroom presentation must be logical, and the teaching content should be transformed according to the interests and needs of the teaching objects, so as to gradually improve the teaching level.

The third section of the third chapter, how to treat the life environment scientifically in the course, Ideological and Moral Cultivation and Legal Basis: Treating Life Environment Scientifically is taken as an example. The lecture includes four contents: to promote the harmony of body and mind; to promote the harmony between individuals and others; to promote the harmony between individuals and the society; to promote the harmony between man and nature. The textbook is compiled through gradually expanding a small topic from the perspectives of scope and relationship. If the teacher explains in this order, the presentation can be logically linked. The key is the presentation method. Explaining according to the order of the textbook, the lecture will become a cliché routine which cannot attract students' attention. The author's teaching method is to invert the logic of the textbook, and explain from big concepts to small ones. Methods applied in the class include mind maps (to illustrate the content of lecture). First, climate change is a global challenge that no country or individual can avoid. Human health depends on the orderly and harmonious operation of the nature. In the 21st century, human behaviors have broken many natural laws and led to natural disasters. Earthquakes happen frequently; tsunamis appear; mudslides and landslides "break out"; haze becomes the normal situation. They can be regarded as some early warnings from the global climate change. Second, in the face of warning, response varies. On June 1, 2017, the Obama administration unilaterally announced its withdrawal from the Paris Agreement on the grounds that the bill threatens its domestic economy and employment. This is the negative attitude held by a hegemonic country toward the climate governance (which is one of the manifestations of its hegemony). Will it produce negative effects? China's position shows the attitude and responsibility of a big country: actively promote the adoption of the Paris Agreement and take on the duty of a "responsible big country". On September 3, 2016, the Standing Committee of the National People's Congress approved China's accession to the Paris Climate Change Agreement, making our country the 23rd party that has completed the ratification. At The United Nations Climate Change conference, China pledged to reduce carbon emissions per unit GDP by 40%-45%. For the withdrawal of the United States, China's attitude is to continue to implement. The behavior means, we do not have to do that. But China chooses to fulfill our commitment, holds on to our "innovative, coordinate, green, open and sharing" ecological and civilization construction concept, and takes the road of sustainable development. The new policies and concepts of the Nineteenth National Congress of CPC were also introduced. Third, after explaining the attitudes and responsibilities of big powers, the teacher shares with students the sixth episode of Keeping the Reform to the End: Protecting Green Waters and Rivers, so that students can perceive the various efforts made by the state for ecological improvement and construction in the past 10 years, and mention relevant strategies of our country such as the transferring of Tibetan water to Xinjiang and the planning of diverting Lishui (the Lijiang River) into Mongolia (Mengzi). Fourth, the teacher needs to guide students' personal behaviors. While sharing economic results, advocating public service policies such as sharing bicycles and cars for green travel, the State advocates the change of people's production and lifestyle, such as travel modes, dietary habits, as well as water and

electricity consumption concepts. (Practical examples at home and abroad are cited). The change of the way of life of each citizen improves the quality of the whole nation. Fifth, the teacher summarizes the three concepts of the community with shared future for mankind in external policy (the concept of One Belt and Road development), the community of life (the concept of ecological construction) as well as the concept of sustainable development (national development concept) in internal policy.

4. Pertinent Examples

Examples used in the class should be targeted and can hit the topic directly. Good examples can play the role of theoretical evidence; examples irrelevant to questions should be abandoned no matter how wonderful and eye-catching they seem, since they run away from the topic and can produce the negative effects of consuming students' attention and misleading them.

5. Pertinent and Practical Topics should be Selected According to Social Practice Tasks Afterwards

By the end of a course in the ideological and political education series, students can form their own opinions after the period of theoretical study. These opinions need to be internalized and promoted through practical activities. Colleges and universities usually carry out practical activities through the forms of Situation and Policy as well as Social Practice. Social practice can exercise students' perception of social phenomena, improve their sensitivity of current news, and cultivate their ability of analyzing policies and extracting learning interest points. Students can form the self-guidance ability of thinking positively and maturely, and can take the initiative of finding solutions to problems. At this stage, teachers' timely guidance is very important. Combining with current affairs and policies, as well as social phenomena and students' living environment, teachers can tell students about research methods and skills, and guide them to use what they have learned to solve problems in real life. Even if they fail to get satisfactory answers or solutions for a while, students' thinking consciousness has been improved and their thinking habits have been formed. The function of the practical course has been realized through this process.

6. The Summary Should be in Place

Qualified classroom summaries require the teachers' language using and thinking skills. This link needs to be prepared before class. In the class, according to students' understanding abilities and acceptance levels, the teacher should summarize their presentation with different focuses. The summary can play the role of leak filling as well as deepening students' absorption and memory.

7. The Choice of Teaching Methods in Ideological and Political Classes

Since ancient times, preaching, teaching and dispelling doubts have been the main tasks of traditional teaching. Teachers' main task in traditional classroom is to impart traditional knowledge. But in today's university classroom, students' absorption to the same content is not satisfactory, which is one of the reasons of above-mentioned bad behaviors. This phenomenon prompts us to reflect on the question. What and how we should teach in the classroom? The author provides several alternative answers: A, instilling; B, explaining; C, communicating; D, sharing. It is a multiple choice question. Questions should be ranked as DCBA according to the degree of importance. There are different opinions on this issue. The use of indoctrination in traditional teaching has caused much criticism. However, the actual situation is that the teaching content can be organized according to students' interests and actual needs. The way of teaching should be determined according to the contents. Sharing is an equal and interactive way of communication between teachers and students. Teachers can share with students the achievements, policies, experiences, practices, social phenomena and existing problems of national development. Teachers

can analyze the causes and consequences of these actions; students can better understand and accept government policies. (For instance, through the “Four-Pronged Comprehensive Strategy” in the curriculum content, the issue of strengthening moral construction can be discussed). This is also one of the methods of resisting the infiltration of Western ideology. Communication is a kind of curriculum design on the basis of students’ understanding of the object. For example, in the course of the formation of students’ outlook on life and values, communication can help us to understand the current situation of college students’ understanding on their own values and their pursuit of goals, and guide them on that basis. Explanation is suitable for the presentation of key and difficult points in the course. Deep analysis and guidance play an important role in students’ thinking mode and ideological guidance. Course contents include the spirit of the times with reform and innovation as the core. The first way of instillation is to list the bibliographies. By listing books of humanities, social sciences and natural sciences, students’ reading volume can be enlarged step by step. Only by accumulating the reading volume can they have the problem-oriented thinking power. The second way of instillation is to share learning materials of different subjects in the WeChat group. The third way is to watch high-quality videos. For example, in the second part of the *Amazing China*, the presentation of the status quo of innovative science and technology enables students to understand the current situation of China’s innovative science and technology as well as the trend of the world in the context of the Internet and logistics network era.

8. The Art of Classroom Discipline Management

Appropriate classroom norms must be established. First, after discussion before the class, the teacher and students can reach a consensus and establish appropriate classroom norms. That is to say, above-mentioned classroom performance can be defined and then included in the category of bad behaviors and be published appropriately. Second, the teacher also needs to pay attention to the establishment of the positive relationship and the mutual trust between teachers and students. Third, the teacher needs to promote students’ successful experience in time, since strengthening expected behaviors can give students positive guidance. Fourth, when teach students skills to deal with their own problems, the teacher cannot blame students. Fifth, teachers should neglect some discipline problems, and avoid being tangled up in students’ unconscious mistakes. Attracting students’ attention does not depend on students’ behaviors, but on teachers’ brilliance, which is a process of training young teachers.

9. Establish a New Teaching Concept to Realize the Objectives of Knowledge, Emotion and Intention in the Teaching Process

9.1 Improving the basic skills of university teachers in the context of the new period

Even with the changes of the times, universities are still important places of imparting advanced knowledge; the dignity of teachers is still the benchmark of education. However, due to the diversification of university functions, the times also put forward higher requirements for university teachers. Therefore, teachers in colleges and universities need to improve their abilities from following aspects.

First, teachers should improve their ability of teaching transformation. They can transform the presentation form and mode of the teaching content according to students’ interests and needs, and improve their teaching methods. Second, they need to understand the frontier trends of the discipline. To change the old concept of “teaching” and “learning” one book in the whole course, university teachers need not only solid professional knowledge, but also continuous learning ability to keep pace with the times. Third, college teachers should cultivate and improve their innovative thinking methods and innovative ability. Only when teachers have curiosity can they continuously guide and inspire students and improve their teaching levels.

9.2 Breaking the unity of the traditional knowledge-imparting method

The first method is organization and inspiration. Ideal university classroom should not be limited

to knowledge imparting. University teachers should re-recognize the definition of teaching and educating people. Through the university classroom, students should grasp basic knowledge points of the course; through reflection, feedback and internalization, they can achieve the multi-dimensional improvement on knowledge, emotions, willingness, skills and thinking methods. Second, teachers need to develop students' self-learning consciousness and ability. Knowledge is boundless. The "spoon-feeding" teaching method in secondary education has been criticized and extended to the university classroom. Some scholars advocate that middle schools should change the evaluation criteria of single performance appraisal, which can also be adopted by universities. College teachers should attach importance to the establishment of students' self-learning consciousness and the cultivation of their self-learning abilities. We can learn from the model of "flipped classroom" from the "Mooc" to achieve proper effects of classroom teaching.

10. Conclusion

To summary, in the ideological and political course, young teachers can improve their teaching skills from following aspects. They need to re-organize teaching materials and focus on key and difficult points; the teaching contents should be represented logically while examples cited should be pertinent; topics should be selected according to social practice tasks. The teacher also needs to make appropriate summaries, choose suitable teaching methods, and pay attention to the classroom discipline. Last but not least, a new teaching concept should be established to realize the teaching objectives of knowledge, emotion and intention. Through these measures, the teaching effects can be improved effectively.

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