

The Application of "Teaching Process Methodology" under the Task-driven Theory in the Teaching of Ideological and Political Theory Courses

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Keywords: task-driven; teaching process; teaching reform

Abstract: The "teaching process methodology" based on task-driven theory is in line with the actual situation of ideological and political theory teaching in colleges and universities, and is conducive to improving students' recognition and satisfaction of ideological and political theory courses. Achieving effective teaching methods will help students to understand the society correctly, enhance their responsibilities and abilities to consciously shoulder and fulfill social action, and solve the difficulties that ideological and political theory courses face in the current teaching reform in colleges and universities.

1. Introduction

The ideological and political theory course in colleges and universities is the core course for implementing the fundamental tasks of strengthening moral education and cultivating people. It is the soul course for realizing the connotative development of higher education. It is also the main channel for the study and propagation of Marxism. It played an important role in the "three enter into" of Xi Jinping's socialism with Chinese characteristics in the new era.

Through in-depth implementation of construction system innovation of ideological and political theory course, let Xi Jinping's new era of socialist thought with Chinese characteristics runs through the whole process of ideological and political theory education. To comprehensively and systematically interpret scientific system and rich connotation of the Xi Jinping's new era of socialist thought with Chinese characteristics, and educate and guide students learn to use Marxist standpoints and methods to observe the world, analyze the world, so as to truly understand the issues of the times, profoundly grasp the development trend of the world, and recognize the development trend of China and the world.

2. Current Situation of Classroom Teaching of Ideological and Political Theory Courses in Colleges and Universities

Colleges and universities have always been the forefront and main front of ideological work, and ideological and political theory courses in colleges and universities have played a huge role in it. It is also a better educational platform for "strengthening moral education and cultivating people" as described by Comrade Xi Jinping. Enhancing the effectiveness of ideological and political theory courses is of great significance for the further development of ideological and political theory courses in colleges and universities.

Ideological and political courses should convey the power of ideals, rationality and theories, guide students to expand their horizons, enlarge the structure, connect personal dreams, ideals with the development of the times and social progress. To learn to behave and learn to do things, truly come into mind and heart through ideological and political courses, making this course become a "worthy learning" course for college students. However, the ideological and political course is a highly political course. For most non-professional students, the theory is obscure. Many ideological and political teachers still use relatively traditional teaching methods, relying on classroom teaching of echoing what the books say and one-way indoctrination style. The teaching method is single, formal, insufficient in fun and reality, and lacks communication and interaction with students. As a result, it lacks learning interest and motivation, and it is difficult to improve the appeal of

ideological and political lessons.

Classroom teaching is laborious. Teachers' teaching has entered a period of exhaustion and students have gradually lost interest in learning. There is a very prominent problem: teachers work hard in teaching and students are suffering in their study, but the students have not gotten the development they deserved. As the core link of school education work, the efficiency of the ideological and political theory classroom teaching directly affects the quality of talent cultivation.

General Secretary Xi Jinping pointed out: "ideological and political work in colleges and universities should use classroom teaching as the main channel, and ideological and political theory courses must be strengthened by improvement, enhance the affinity and pertinence of ideological and political education, and meet the needs and expectations of students' development." In reality, the current situation of the classroom effect of ideological and political theory courses in some universities is not optimistic, and it does not give full play to its due function. At present, the teaching reform of ideological and political theory courses mostly starts with traditional teaching methods, most of them tend to theoretical research, lacking practical operation steps and specific application methods.

3. Task-driven Teaching and Analysis of Teaching Process Methodology and Concept

At present, with the steady advancement of teaching reform, we have taken the first step to change the concept of learning theory. Now our pace of reform has stepped into a new period of how to solidly study effective teaching models, improve the effectiveness of subject teaching, and promote connotative development of classroom teaching reform. Teaching reform is a very important part of curriculum reform. The success of teaching reform should not only be reflected in the change of teaching over the years, the innovation of teaching content, the change of teaching form, but also be reflected in the actual effect of teaching.

"Task-driven" is a teaching mode in the theory of constructivism, which is to reintegrate the knowledge to be learned and implant it into a certain situation, and this situation appears in the form of "task". After the task is proposed, students disintegrate, discuss the task and execute tasks in the process of cooperation with other students, and finally realize the construction of the knowledge by completing the tasks.

"Teaching process methodology" means that under the task-driven theory, teachers should improve and perfect modern teaching methods in the teaching process. That is, the five basic aspects of teaching process management: target design and development, process planning and implementation, textbook design and production, expression skills and methods, acceptance standards and advanced levels. Based on the management of the teaching process, in the course of teaching, using the teaching principles such as "the ascending stairs-style (step-style) structural principle", "Occam's razor principle", "interaction principle of large-content", "process neglect principle", and "incentive acceptance principles" to organize the effectiveness of classroom teaching.

Taking the constructivism theory as the background, start from the target difficulty setting, set a case where the target direction basically converges, and distinguish knowledge points by "classification". During the teaching process, clear goals and process planning are established, and the case analysis "platform" is used for teaching, and "returns" are set up to consolidate the knowledge points in stages, and the difficulty of the courses is progressively advanced. And according to the characteristics of the objects of teaching, teachers teach students according to their aptitude, supplement reasonable expression and set situation problems. Through scientific and reasonable adjustment of the course structure to solve the difficulties in classroom teaching by clear goals and modern teaching methods.

4. The Specific Application of "Teaching Process Methodology" in Teaching

Applying the "teaching process" methodology under the task-driven theory to classroom teaching to improve the effectiveness of classroom teaching, we must pay attention to the

processing of knowledge skills and process methods, and deeply discuss and research methods of curriculum integration, and teaching strategies of core content. Teachers should set task modules in advance, rationally set the content of teaching materials, handle teaching links flexibly, and promote students' effective participation. When teachers guide strategies for classroom teaching activities, discuss strategies for classroom questions, and practice strategies, they should do a large amount of preparatory work in advance.

In the teaching process, using "task-driven theory" and through the application of "teaching process methodology", teachers provide task topics and set teaching situations according to teaching goals. Based on this, the study group put forward the overall idea of problem solving through data analysis and theoretical verification, which focuses on the cultivation of students' problem awareness strategies, students' innovation ability, cooperative spirit and inquiry ability cultivation strategies; to train students' positive personality and enhance students' self-confidence, improve students' self-learning ability, independent practice, practical ability and problem-solving ability; to improve students' classroom participation, guide and experience the stimulation evaluation strategies, and promote students' to study hard continuously.

The task-driven teaching method focuses on three levels of method application, teaching content and assessment methods, including task and project design, teaching organization and implementation, assessment of student learning effects, and how to effectively reform the teaching content in the teaching materials of the existing professional system. Learning from the teaching ideas and teaching methods advocated by the task-driven approach, use the "teaching process methodology" to stimulate students' enthusiasm in ideological and political classrooms, promote the understanding and mastery of theoretical teaching, and further improve the pertinence and effectiveness of ideological and political teaching in colleges and universities, to design classroom practice activities that are more in line with teaching purposes.

1) Analyze teaching content

According to the relevant teaching theory and student specialty, the main content of the course is divided into several parts, and the "Occam's razor principle" is used to sort out the key content and delete it if not necessary. The deleted content can be distributed to students before or after the class by using the third classroom, online and offline mixed teaching and other methods to improve students' self-learning ability, at the same time, to enhance the effectiveness of teaching in classroom teaching.

2) Draw up the knowledge goals and mission goals to be achieved

Using the "teaching process" methodology to build a knowledge platform. According to the "the ascending stairs-style structural principle", the knowledge points are progressively go forward from easy to difficult. Starting with case introduction, make a step by a principle, make a step by a stop, and return on each small knowledge platform to consolidate knowledge content. To have case discussions and group activities at each small knowledge platform to get students involved.

3) Design specific task topics

Specific tasks must be valuable and educational. Combining with the teaching philosophy of "Ideology and Politics Plus Major", it should be close to the reality of social life, close to the student's specialty, close to the reality of the content teaching, and close to the actual situation of students' state of mind. It should be practical tasks that completed by students' preparation.

4) Acceptance stage of teaching goals

According to the formulated specific goals, the acceptance is performed at platform return points of each small knowledge point. Teachers set related tests, questions, and preemptive answers based on the content of the course. To check the students' mastery of knowledge based on the "expression skills and methods principles" and "incentive acceptance principles". Teachers ask questions on the "safe platform", and they should never ask students questions that they cannot answer. In this way, to consolidate students' learning enthusiasm and effectiveness of classroom teaching.

5. The Effectiveness of "Teaching Process Methodology" in Classroom Teaching

The design of practical teaching activities of task-driven teaching method is in line with the

actual situation of ideological and political theory courses in colleges and universities, and can improve students' recognition, satisfaction, and attendance rate of ideological and political theory courses. Change the traditional teaching model and build a new teaching model of "student-centered", starting from the characteristics of "applied technical universities", use more plain and easy-to-understand language, vivid examples and team activities to cultivate students' team awareness, thinking ability, creative consciousness; break the limitation of traditional classroom space, get students moving and busy.

It should be noted that when teaching tasks are performed, the task design should follow the principle of student-oriented and teacher-assisted. In the appropriate teaching situation, teachers should reflect the subject position of students when developing task-driven teaching methods. Teachers should study with students, and provide timely feedback and evaluation, provide guidance when necessary in the process of students' disintegration and implementation of tasks. This requires teachers to teach when they study and to study when they teach; teachers should have strong control ability for classroom, pay attention to collecting relevant materials before and after class, prepare in advance, and provide timely guidance to improve learning efficiency and promote the completion of teaching goals.

1) Improve students' sense of gain and sense of harvest in classroom learning

Teachers set specific and achievable goals through each "small knowledge point" setting, and students can actively participate in classroom activities, such as "telling Chinese stories well", "in-depth discussions", "scenario performances" and other activities. Through actively participating in classroom activities enable students to gain in the activities, improve the efficiency of classroom teaching and students' enthusiasm and participation in ideological and political theory learning, and promote the all-round development, initiative development and personality development of students. After the students have clarified their learning goals, they will continue to inspire students to think actively and carry out cooperative learning that dare to question in task situations, and consciously improve their self-learning and problem-solving abilities and qualities.

2) Provide diversified plans for teachers' classroom teaching

Methodology of teaching process based on the task-driven theory, it breaks the stereotype of "cramming education" in the classroom teaching of the original ideological and political theory course. The theory is no longer obscure, and teachers will explain it in simple terms and apply the theory to practice. In terms of teaching methods, teachers have shifted from learning of single lecture, instilling knowledge to actively organizing and guiding students to learn, and to communicate, discuss and learn together with students in task situations.

Through the reform of teaching concepts and teaching methods, teachers are encouraged to practically change their educational and teaching concepts and student learning concepts, and deepen teaching reform. To improve their professional quality, teaching level and theoretical level in the process of scientific research and teaching reform. On this basis, form a theoretical system and experience models, and explore and summarize a set of strategies that applied in "teaching process methodologies" under the task-driven theory in the teaching of ideological and political theory courses to promote effectiveness of classroom teaching of this course.

6. Conclusion

The "teaching process methodology" based on teaching theory of task-driven can guide students to learn the theory well, at the same time, to understand the reality connecting with their own thinking. It can also clarify the right and wrong of the theory, correctly understand the society, and enhance the responsibility and ability to consciously shoulder and perform social behavior. We must attach great importance to exploring reforms, seeking truth and being pragmatic, and constantly working tirelessly so as to achieve the teaching purpose of ideological and political theory courses, to solve the difficulties faced by this courses in colleges and universities in the current teaching reform.

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