

Research on Problem-Oriented Teaching of Ideological and Political Theory Courses in Colleges and Universities

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Abstract: *The process of teaching ideological and political theory courses in colleges and universities is a process of resolving doubts and confusions. Problems are the chain that runs through this process and are the motivation for the development of thinking activities. The teaching of ideological and political theory courses in colleges and universities must adhere to problem orientation. Problem orientation is a distinctive feature of Marxism, an inherent requirement for teaching ideological and political theory courses well, and an era requirement that adapts to the needs of student development. Problem-oriented teaching activities must adhere to the basic principles of unity between theoretical indoctrination and problem inspiration, unity between teacher leadership and student subjectivity, and unity between value guidance and emphasis on effectiveness. As the main force in cultivating morality and cultivating souls, teachers of ideological and political theory courses should adhere to problem orientation, establish a student-centered teaching concept under problem orientation, optimize the teaching content system with "problems" as clues, and innovate teaching methods based on problem-based teaching.*

Keywords: Problem-oriented, Ideological and political theory course, Ideological and political theory teacher.

1. Introduction

As a key course for cultivating morality and educating people, the ideological and political theory course in colleges and universities plays an important role in improving students' political literacy. How to further improve the teaching quality of ideological and political courses, arouse students' interest in learning, and make ideological and political courses truly "moisten things silently" is the goal that college ideological and political courses are constantly pursuing. Problem-oriented and student-centered ideological and political course teaching breaks the traditional classroom situation where teachers only focus on lecturing and ignore students' active learning. It can stimulate students' subjective consciousness and make ideological and political theory courses have stories, pictures, warmth, and depth, which helps to enhance the affinity, pertinence, and appeal of ideological and political theory courses. It is an effective way to enhance the ideological and theoretical nature of ideological and political theory courses.

2. The Necessity of Problem-oriented Teaching in Ideological and Political Courses in Colleges and Universities

"Problems" are the driving force of human thinking activities, the heart of classroom teaching, and the bridge for interaction between teachers and students, and between students. The ideological and political theory course in colleges and universities is responsible for the systematic Marxist theoretical education of college students, helping college students to establish a correct world outlook, outlook on life and values. It is the main channel and core course for fully implementing the party's education policy and fulfilling the fundamental task of cultivating morality and cultivating people. Its teaching content is highly theoretical and

speculative. Problem-oriented teaching can effectively resolve theoretical difficulties and promote students' thinking about problems and grasp of theoretical knowledge. It is an important model for the teaching of ideological and political theory courses in colleges and universities.

3. Problem-oriented is an Inherent Requirement for Teaching Ideological and Political Courses in Colleges and Universities

The ideological and political theory courses in colleges and universities focus on the fundamental task of cultivating morality and cultivating people, revealing the Marxist standpoint, viewpoint and method, aiming to cultivate new people of the era under the guidance of Marxism. It is an important course that has strong internal logic, distinct political attributes, and full theoretical depth, which can enlighten the mind and touch the soul. The knowledge system involved in the ideological and political theory courses in colleges and universities has a strong theoretical depth and breadth. Therefore, the abstract theoretical indoctrination and scholastic preaching of teachers often make the ideological and political theory courses boring, and students are not very active and enthusiastic in learning. How to make abstract knowledge concrete, profound theories vivid, and boring principles vivid on the basis of ensuring the ideological and theoretical nature of the ideological and political theory courses, improve the affinity and pertinence of the ideological and political theory courses, and enhance students' sense of participation and gain has become an urgent problem to be solved in the teaching of ideological and political theory courses. "Questions" are the driving force that inspires people's desire for knowledge and thinking. The spark of thinking can only be generated and bloom with the brilliant light of the times in question-and-answer activities. In the

teaching of ideological and political theory, "problems" are the link between teachers and students, theoretical knowledge and real life, and play an important role in promoting the transformation of the teaching material system into the teaching system. The nature and characteristics of the ideological and political theory course inherently stipulate that teaching ideological and political theory well cannot rely solely on the one-way indoctrination of concepts, categories, and principles, but must use problems as clues to connect the theoretical knowledge of the textbooks, and explain the content of the ideological and political theory course clearly, thoroughly, and thoroughly in the two-way question-and-answer interaction between teachers and students.

4. Problem-oriented Teaching of Ideological and Political Courses in Colleges and Universities Helps to Cultivate Students' Subjectivity

Promoting the improvement of college students' ability and thought is one of the important goals of ideological and political courses in colleges and universities. This requires that in the process of ideological and political teaching, students' physical and mental development characteristics must be fully considered, and teaching must be carried out based on this, giving full play to the subjectivity of students as the teaching object. Influenced by traditional indoctrination teaching, the teaching of ideological and political courses in colleges and universities was once dominated by teachers' one-way indoctrination in the classroom and students' passive acceptance of teaching content, ignoring students' subjectivity. Most of them have dull classroom atmosphere, low student participation in the classroom, and students' learning needs are out of touch with the teaching of the knowledge system. As a new teaching model, problem-oriented teaching is different from the one-way indoctrination of "teachers talk and students listen". It emphasizes students' subjectivity, conducts teaching with students as the center, gives students enough time to communicate with teachers, and takes teachers as the leader and students as the main body of course teaching. In this teaching model, students dare to ask questions and question, have a strong sense of problem, transform the discussion of the problem from the surface into deep thinking, and learn through teamwork, and complete the designated teaching tasks through team division of labor, each doing their own job, and helping each other. This new teaching model uses problem clues to concretize the theoretical knowledge of ideological and political courses into problems that are closely related to students' reality, popularize abstract and difficult conceptual theories and make them easier for students to accept. It guides students to think consciously and truly acquire relevant knowledge from course learning, ultimately achieving the goal of transforming passive learning into active learning. It is conducive to improving students' independent thinking ability, dialectical thinking ability, communication and cooperation ability, and teamwork ability, and giving full play to students' subjectivity.

5. Problem-oriented Teaching Helps to Enhance the Effectiveness of Ideological and Political Teaching

Due to the particularity of ideological and political theory courses, in the process of teaching, there is often a problem that the teaching focus of different courses and different chapters of the same course is not clear. Integrating problem-oriented teaching into ideological and political courses is conducive to ideological and political course teachers to be problem-oriented and further clarify the focus of different courses and chapters, so as to enhance the pertinence of ideological and political course teaching. At the same time, problem-oriented teaching requires ideological and political course teachers to fully understand the interests of students in learning. In this way, teaching can take into account the pertinence of the course and the enthusiasm of students in learning. It will not be divorced from reality and general due to one-sided focus on students' interests, nor will it dampen students' enthusiasm for learning due to the boring knowledge indoctrination.

Problem-oriented teaching has effectively promoted the realization of the goal of "internalizing in the heart and externalizing in action" in ideological and political teaching. Problem-oriented teaching has changed the current situation of "theory divorced from reality" in ideological and political teaching. As far as the content of ideological and political teaching in colleges and universities is concerned, it is highly theoretical and easily divorced from reality. In addition, with the advent of the big data era, students will inevitably combine their views on current social issues with the teaching content of ideological and political courses to think about them, and the effectiveness of ideological and political teaching becomes even more important. If ideological and political theory courses want to "teach and solve doubts" and truly solve the ideological confusion, learning confusion and life confusion deep in the hearts of students, they must combine obscure theoretical knowledge with real problems and provide correct guidance and education to students in an easy-to-understand way. Problem-oriented teaching is to use a far-sighted strategic vision and strong practical concern, with keen insight and high generalization ability to judge and answer a series of major issues in the new era, and to make academic analysis and convincing responses to students' doubts [2]. Problem-oriented teaching breaks the separation between theory and practice. It takes students' problems as the axis, fully combines current reality in teaching practice, introduces courses with practical problems existing in real life, and communicates and teaches course content with solving practical problems as the main line, thereby gradually realizing the goal of "internalizing in the heart and externalizing in action" in ideological and political teaching.

Being problem-oriented is the requirement of the times to meet the development needs of students. The ideological and political theory course is a key course and an important position for educating people with the Marxist truth. Its starting point and goal is to "educate people." Therefore, to run the ideological and political theory course well, we must firmly grasp the key subject of contemporary college students.. Contemporary college students grow up in an era of globalization and informationization. "They are energetic, eager to learn and motivated, have a broad vision, are open and confident, and are a lovely, credible, and capable generation" [3]. Having lofty ideals, having a distinctive personality, being willing to think and explore, and daring to

ask questions are the distinctive characteristics that the new era has given to contemporary college students. The teaching of ideological and political theory courses should focus on the development characteristics of contemporary college students who are good at thinking and questioning, and provide them with a stage for the exchange of views and ideas, and debate, so that they can absorb theoretical knowledge and accept the influence of truth through full classroom participation. With the rapid development of modern science and technology and the overall progress of our country's society, the channels for contemporary college students to acquire knowledge are increasingly broadened. Traditional classroom teaching is no longer the only channel for acquiring knowledge. The emergence of the Internet and new media enables students to acquire knowledge independently. However, not all this knowledge is consistent with mainstream ideologies. Various fragmented erroneous views and confusing discourse traps on the Internet and new media platforms often make it difficult for students to distinguish, thus giving rise to many difficult ideological confusions. As a course that infiltrates the soul and shapes the soul with mainstream ideologies, ideological and political theory courses must adhere to a problem orientation, be based on students' physical and mental development conditions, have a keen insight into students' ideological confusion, observe reality, and provide answers with logical knowledge and persuasive words. Students' confusion and confusion, cultivate new people of the era with firm ideals and beliefs, noble moral sentiments, and the courage to take responsibility and contribute.

In short, the problem-oriented approach in the teaching of ideological and political theory courses in colleges and universities is an effective way to construct a knowledge system, strengthen ideological guidance, and shape correct values, helping students to get out of ideological misunderstandings in the interaction between teachers and students and the interactive confrontation of ideas and concepts, and promoting the transformation of the teaching material system into the teaching system, and the teaching system into the student's cognitive and belief system. It is a beneficial exploration and vivid practice. As the first person responsible for teaching ideological and political theory courses well, teachers of ideological and political theory courses should establish a sense of problem, be problem-oriented, student-centered, strengthen theoretical armament, cultivate teaching skills, and explain the principles of Marxism in depth, thoroughly, and vividly, so that they can be firmly rooted in the hearts of students and shine brilliantly in practice.

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