

Problem Oriented Teaching Promotes the High-quality Development of in Universities

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Abstract: *Resolving doubts and doubts is the essence and core of Ideological courses in universities. The problem is the chain that runs through this process and the motivation for the development of thinking activities. The teaching in universities should adhere to a problem oriented approach, which is an inherent requirement for teaching well, and a requirement of the times to meet the development needs of students. The problem oriented teaching activities must adhere to the basic principles of integrating theoretical indoctrination with problem inspiration, teacher leadership with student subjectivity, and value guidance with emphasis on effectiveness. As the main force in cultivating moral character and shaping soul, teachers should adhere to a problem oriented approach, establish a student-centered teaching philosophy under the guidance of problems, optimize the teaching content system with "problems" as the clue, and innovate teaching methods based on problem-based teaching.*

Keywords: Problem oriented approach, Ideological courses, Ideological Course Teacher.

1. Introduction

As a key course for cultivating students' moral character, Ideological courses in universities play an important role in improving students' political literacy. How to promote the high-quality development of Ideological education in universities is the goal that Ideological education in universities constantly pursues. We must adhere to the unity of indoctrination and inspiration, which proves that problem oriented and student-centered Ideological education should be carried out, breaking the traditional classroom model and making Ideological education have stories, images, warmth, and depth.

2. The Necessity of Problem Oriented Teaching in Ideological Courses in Universities

Problem "is the driving force behind human thinking activities, the heart of classroom teaching, and the bridge for teacher-student interaction and student interaction. The Ideological courses in universities undertake the task of providing systematic education on Marxist theory to college students, helping them establish correct worldviews, outlooks on life, and values. They are the main channel and core courses for comprehensively implementing the Party's education policy and the fundamental task of cultivating morality and talents. Their teaching content has strong theoretical and speculative qualities. Problem oriented teaching can effectively resolve theoretical difficulties, promote students' thinking on problems and grasp of theoretical knowledge, and is an important mode of Ideological education in universities.

2.1 Problem Oriented Teaching is Helpful in Meeting the Intrinsic Requirements of Ideological Courses

The Ideological courses in universities focus on the fundamental task of cultivating morality and talents, revealing the Marxist stance, viewpoints, and methods, aiming to cultivate new generations guided by Marxism. It is an important course with strong internal logic, distinct political attributes, and full theoretical depth that inspires ideas and

touches the soul. The knowledge system involved in Ideological courses in universities has strong theoretical depth and breadth. Therefore, teachers' abstract theoretical indoctrination and scholastic preaching often make Ideological courses boring, and students' initiative and enthusiasm for learning are not high. How to make abstract knowledge concrete, profound theories lively, and boring principles vivid while ensuring the ideological and theoretical basis of Ideological courses, improve the affinity and pertinence of Ideological courses, and enhance students' sense of participation and gain has become an urgent problem to be solved in Ideological teaching. Questions are the driving force that inspires people's desire for knowledge and thinking. The spark of thinking can only be generated and shine brightly in question and answer activities. In the teaching of Ideological courses, the "problem" is a link that connects one end to the teacher and the other end to the students, one end to theoretical knowledge, and the other end to real life, playing an important role in promoting the transformation of the textbook system into the teaching system. The nature and characteristics of Ideological courses inherently stipulate that teaching Ideological courses well cannot rely solely on one-way indoctrination of concepts, categories, and principles. Instead, it is necessary to use questions as clues to connect the theoretical knowledge of the textbook, and to explain the content of Ideological courses clearly, thoroughly, and thoroughly in the two-way Q&A interaction between teachers and students.

2.2 Problem Oriented Teaching Helps to Stimulate Students' Subjectivity

Influenced by traditional indoctrination teaching, the teaching of Ideological courses in universities was once mainly based on one-way indoctrination by teachers in the classroom and passive acceptance of teaching content by students, ignoring the subjectivity of students. Most of them had dull classroom atmosphere, low student participation, and a disconnect between student learning needs and knowledge system teaching. Problem oriented teaching, as a new teaching model, is different from the one-way indoctrination of "teachers speak, students listen". It emphasizes student subjectivity and student-centered teaching, giving students enough time to

communicate and interact with teachers. Course teaching is led by teachers and student-centered. In this teaching mode, students are brave enough to ask questions, have a strong sense of questioning, and transform surface level discussions into deep level thinking. They engage in learning through teamwork, completing designated teaching tasks through team division of labor, individual responsibilities, and mutual assistance. This new teaching model concretizes the theoretical knowledge of Ideological courses into problems closely related to students' actual situations through problem clues, making abstract and difficult conceptual theories popular and easy for students to accept. It guides students to think consciously, truly acquire relevant knowledge from course learning, and ultimately achieve 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, fully exerting their subjectivity.

2.3 Problem Oriented Teaching Helps Enhance the Effectiveness of Ideological Education Teaching

Problem oriented teaching effectively promotes the achievement of the goal of "internalizing in the heart and externalizing in action" in Ideological education teaching. Problem oriented teaching has changed the current situation of "theory divorced from practice" in Ideological education teaching. In terms of the content of Ideological education in universities, it is highly theoretical and prone to detachment from reality. In addition, with the arrival of the big data era, students will inevitably combine their views on current social issues with the teaching content of Ideological courses for thinking, making the effectiveness of Ideological course teaching even more important. In order to achieve "answering questions and solving doubts" in Ideological courses, and truly solve students' deep-seated ideological confusion, learning confusion, and life confusion, it is necessary to combine obscure theoretical knowledge with practical problems, and provide correct guidance and education to students in a simple and understandable way. Problem oriented teaching is to use a broad strategic vision and strong practical concern, with sharp insight and high generalization power to analyze and answer a series of major questions in the new era, and to provide students with a rational and convincing response to their doubts. Problem oriented teaching breaks the disconnection between theory and practice. It takes students' problems as the axis, fully combines current reality in teaching practice, introduces courses based on practical problems in real life, and exchanges and teaches course content with the main line of solving practical problems, gradually achieving the goal of "internalizing and externalizing" Ideological education teaching.

2.4 Problem Oriented Teaching Helps to Adapt to the Objective Requirements of the Development of the Times

Guided by problems, promoting the high-quality development of Ideological courses in universities is an objective requirement to adapt to the development of the times. The Ideological education course is a key course and important platform for cultivating students' souls through the truth of Marxism. Its starting point and foothold lie in "cultivating

students". Therefore, to do a good job in Ideological education, we must firmly grasp the key subject of contemporary college students. Contemporary college students grow up in the era of globalization and informatization. They are full of vitality, eager to learn and progress, have a broad vision, and are open and confident. They are a lovely, trustworthy, and capable generation. Having lofty ideals, distinct personalities, a willingness to think and explore, and the courage to ask questions and doubts are significant characteristics bestowed upon contemporary college students by the new era. The teaching of Ideological courses should focus on the developmental characteristics of contemporary college students who are good at thinking and asking questions, providing them with a stage for exchanging viewpoints and ideas, and debating, so that they can absorb theoretical knowledge and receive the influence of truth through full classroom participation. With the rapid development of modern science and technology and the comprehensive progress of our society, the channels for contemporary college students to acquire knowledge are increasingly expanding. Traditional classroom teaching is no longer the only channel for acquiring knowledge. The emergence of the Internet and new media enables students to independently absorb knowledge, but not all of this knowledge is in line with mainstream ideology. Various fragmented erroneous views and confusing discourse traps on the Internet and new media platforms often make it difficult for students to distinguish, thus breeding many difficult to understand ideological confusions. As a course that infuses and shapes the soul with mainstream ideology, Ideological education must adhere to a problem oriented approach, be based on the physical and mental development of students, keenly perceive their ideological confusion, reflect on reality, and use logical knowledge and persuasive language to answer their confusion and perplexity. It aims to cultivate a new generation of people with firm ideals and beliefs, noble moral character, and courage to take on responsibilities and contributions.

3. The Principles Followed in Problem Oriented Teaching of Ideological Courses in Universities

3.1 Adhere to the Principle of Integrating Theoretical Indoctrination with Problem Inspiration

Theoretical indoctrination and problem inspiration are dialectically unified and complementary. Theoretical indoctrination is the goal and destination of problem inspiration. The formulation and setting of problems are not simply for the purpose of asking questions or discussing problems, but rather serve the purpose and plan of teaching theoretical knowledge and achieving established teaching objectives. Problem inspiration injects inexhaustible motivation and fresh vitality into theoretical indoctrination. We should pay attention to heuristic education, guide students to discover, analyze, and think about problems, and enable them to draw conclusions naturally through continuous inspiration. Heuristic education emphasizes that teaching should start with problems to stimulate students' curiosity and thirst for knowledge, activate their divergent thinking, grasp the substantive content hidden in problems through continuous thinking and exploration, and subtly learn theoretical knowledge, receive ideological education,

strengthen theoretical armament, and achieve the educational effect of moistening things silently and dripping water. While imparting Marxist theory, Ideological education should fully leverage the inspiring and guiding role of problems, adhere to the principle of "inspiration" in the process of "infusion", deepen the understanding of theory and expand the knowledge horizon through questioning the progressive problems, adhere to the principle of "infusion" in the process of "inspiration", and ultimately impart knowledge, clarify principles, and enlighten wisdom in the unity of the two.

3.2 Adhere to the Principle of Unity between Teacher Led and Student-centered Approach

The adherence to problem oriented teaching in Ideological courses should fully tap into students' subjectivity and initiative while ensuring that teachers are the setters and guides of problems. It should cultivate students' awareness and ability to actively ask questions and follow up, and build a solid knowledge foundation, cultivate ideal beliefs, and correct values in the teaching of "co construction" between teachers and students under problem orientation. In today's era, the complex integration and exchange of ideological and cultural concepts, as well as the intangible infiltration of non mainstream ideologies, undoubtedly lead young students who are in the "bud stage" of their lives into confusion and perplexity. Schools are not "ivory towers" or "peach blossom fields", but the forefront of ideological work. As the main channel for mainstream ideological education, Ideological courses should build a strong defense line for students' ideological consciousness to resist the invasion of erroneous views and ideological trends. The key to guarding this safety line lies in the teacher, who should highlight their leading position. Teachers should be the main force in problem setting, ideological guidance, teaching content, and teaching management, rather than simply preaching one-way knowledge transmission. Instead, they should focus on questions closely related to theoretical teaching, students' confusion, and issues that they should pay attention to and understand. In question and answer activities, they should guide students to consciously think, ask questions, and actively solve problems. They should not only teach people a "fish" to achieve effective transmission of theoretical knowledge and cultivation of correct values, but also teach them a "fish" to cultivate students' problem awareness and ability to independently face, calmly analyze, and effectively solve problems. They should create teachers who are happy to teach, students who are passionate about teaching, and students who are happy to learn. A teaching atmosphere where learning is enjoyable and enjoyable.

3.3 Adhere to the Principle of Integrating Value Guidance with Emphasis on Practical Results

The teaching of Ideological courses must adhere to a problem oriented approach and attach importance to connecting theoretical and practical problems to form a complete knowledge system, achieving the goal of stimulating interest, inspiring thinking, and promoting learning through questioning. In the teaching of Ideological courses, we must adhere to the unity of problem orientation, knowledge transmission, and value guidance. The formulation of problems should serve the teaching of theoretical knowledge

and be in line with the goals of value education and belief construction. Only by identifying problem points that connect textbooks, students, and real life, and using them as a basis to explain abstract theoretical knowledge, answer students' ideological confusion, and build a knowledge fortress, can we avoid the quagmire of empty political propaganda and pure moral admonition in Ideological teaching. The problem oriented teaching of Ideological courses should attach importance to effectiveness and emphasize the teaching results achieved, that is, whether the Marxist theoretical knowledge is clarified and effectively taught around the core issues, and whether the correct values are guided on the basis of theoretical teaching. To enhance the effectiveness of problem oriented teaching, emphasis should be placed on the selection of "problems". Teachers are based on a comprehensive examination of textbook content, accurate grasp of social hot topics, and in-depth analysis of students' cognitive abilities and theoretical levels. They continuously deepen their understanding of major theoretical and practical issues, feel the charm of Marxist truth, and enhance the effectiveness of problem oriented teaching in Ideological courses to meet students' strong thirst for knowledge and promote the internalization and externalization of scientific theoretical knowledge and correct values in their hearts and actions.

4. The Implementation Path of Problem oriented Teaching in Ideological Courses in Colleges and Universities in the New Era

4.1 Using a Solid Theoretical Foundation to Solve Students' Questions

Teachers of Ideological courses should accurately perceive and promptly answer students' ideological doubts. In the new era, young people have active thinking, are diligent in thinking and eager to learn, and are willing to accept new knowledge. However, their correct values have not yet been fully formed and they are in a transitional period from immaturity to maturity. As the "aborigines" of the Internet, their learning and thinking ways have distinctive network branding and ideological fog. Teachers of Ideological courses should peel off the superficial surface of students' doubts, delve into the root of the problems to explore their essence, "break down and crush these problems, conduct in-depth research and answer them, and explain the facts and principles clearly one by one". They should explain them concisely, highlight the key points, and be organized clearly; To identify the main problem and use it as a starting point to promote the solution of related problems by analogy. This requires Ideological education teachers to have a deep theoretical foundation and be able to withstand students' questioning of 'why'. As the main engineer of soul casting and education, one must speak the truth well, remain calm and composed when facing students' questions and debates about "why", and use scientific and rigorous theoretical analysis and logically clear theoretical teaching to solve their doubts and doubts. The first and most fundamental thing is to master the truth, have a solid theoretical foundation, and enrich knowledge reserves. Teachers of Ideological courses should delve deeply into the original works, explore the theoretical core and spiritual essence of Marxism from the original works, and in the process of understanding the original works, break through

the internal logical system of Marxist theory, build a stable and solid knowledge building. They should have the confidence to not be afraid of asking questions, the mentality to be afraid of not asking questions, and the heart to be happy when asked questions. They should be able to keenly perceive problems and use in-depth and insightful analysis and argumentation to answer them. They should be adept in teaching, not only being a "teacher" with profound knowledge to teach knowledge, but also being a "teacher" who leads by example, cultivates their own character, and molds students' souls.

4.2 Optimizing Teaching Content with Closed-loop Problem Clues

Teachers of Ideological courses should focus on creating a teaching content system that integrates theory, novelty, and practicality, based on textbook content and considering practical problems. Teachers should be good at returning to textbooks and analyzing key and difficult issues. Grasp the main content and logical clues of the textbook, clarify the knowledge framework, and solve key and difficult problems. When facing key issues, it is important to clarify where they are "important". When facing difficult problems, difficulties should be made easier. Questions should be set at the key and difficult points, and teaching should be promoted in a subtle and easy to understand manner through interactive Q&A, ideological collision, and viewpoint debate. Students' memory of theoretical knowledge of key and difficult points should be strengthened. It is important to avoid reading from textbooks and treating students as knowledge containers for abstract theory. Instead, the key to opening the door to students' thinking world should be found, and students' daily lives should be familiarized with their expression and discourse characteristics. When dealing with key and difficult problems, conceptual and theoretical teaching language should be transformed into teaching language that is easy for students to accept, easy to understand, and vivid. This will activate students' active participation in the classroom, active participation, and vivid imagery. The initiative to think and ask questions, actively absorb knowledge, and explain key and difficult problems logically. Having ideas, fun, and art. Teachers should have the courage to face and answer sharp and significant real-life questions, and update teaching content in a timely manner. Education guides students to have a correct view, dialectical understanding, and rational analysis of real problems, and promptly solves students' questions. Clarifying these issues is not an easy task. We must first establish a firm political stance, strengthen our ideals and beliefs, enhance our theoretical knowledge, and accelerate the updating of our knowledge. We must not only rely on textbooks, but also move beyond them, and ultimately return to textbooks to update and optimize our teaching content in a timely manner; Returning to the textbook means providing valuable and guiding theoretical answers to students' sharp and significant real-life problems based on the conclusions, viewpoints, and positions of the textbook.

4.3 Design Innovative Teaching Methods based on Problems

Teachers of Ideological theory courses should grasp the problem, closely follow the problem, and think about how to

effectively ask questions around the problem, constantly innovating teaching methods. Infuse 'doubt' in 'environment' to spark students' thinking. Learning begins with thinking, thinking originates from doubt, and doubt arises from the environment. The problem arises in a specific context, and the context requires the integration of the problem to add color and luster to it. Teachers of Ideological courses should focus on teaching objectives, combine students' interests, theoretical frontiers and hot topics, teaching difficulties, and practical life cases, create vivid, novel and typical problem situations with distinct themes, create problem situations, and pay attention to the correlation between problems and the situations set up. To understand the essence behind the problem and the underlying principles, it is necessary for teachers to provide guidance in order to gain a clear and practical understanding. Only with the organic integration of vivid situations and reasonable questions, and the coordination of students' active thinking and teachers' timely guidance, can dry theoretical knowledge be presented vividly, concretely, and thought-provoking. Cleverly creating a 'problem chain' to enhance students' initiative and enthusiasm in thinking about problems. The teaching of Ideological theory courses takes problems as a breakthrough point, based on a systematic analysis of the textbook and a comprehensive grasp of the learning situation, and uses problems as the starting point to carry out "problem chain teaching". That is, teachers closely connect the key and difficult content of the textbook, students' ideological confusion, and social reality problems, combine specific teaching themes and created teaching situations, carefully design a step-by-step, interlocking, and gradually deepening "problem chain", ignite the ideological flame of students' continuous exploration and active questioning, promote teaching in solving one layer after another, improve students' ability to think independently and analyze and solve problems, realize theoretical knowledge construction, and establish Marxist faith. Linking knowledge strings with question strings, explaining the truth clearly and thoroughly, leading students to break through the fog of thought, eliminate ideological barriers, and enter the "clarity of ideological concepts".

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