

# Research and Practice on the "Teaching and Practice Integration" Model of Ideological and Political Courses in Applied Undergraduate Colleges

Yuzhuo Chen

Liaoning University of International Business and Economics School of Marxism, Dalian, Liaoning, China

**Abstract:** *Applied undergraduate education is an important component of the modern higher education system. How to construct the teaching model and teaching theory system of ideological and political theory courses is related to the dissemination and inheritance of Marxist theory. This paper aims to explore a new "teaching and practice integration" model, improve students' theoretical level through theoretical teaching, practical guidance, cultural internalization and other multiple means, enhance the effectiveness of ideological and political courses, and thus improve the comprehensive quality of college students in the new era.*

**Keywords:** Ideological and political teaching, Integrated teaching model.

## 1. Introduction

In recent years, in order to further promote the reform of ideological and political education in my country's colleges and universities, improve the teaching level of ideological and political theory courses, and enhance the timeliness and pertinence of ideological and political theory courses, the "teaching and practice integration" teaching model emphasizes the need to adhere to sufficient theory in the process of professional course teaching, focusing on cultivating students' practical operation ability, dividing the teaching process into several modules, and combining theoretical teaching with practical skills training to promote the all-round development of students.

## 2. The Teaching Mode of "Teaching and Practice Integration" has Its Own Characteristics

### 2.1 Adhere to the Teaching Principle of People-oriented and Highlight the Dominant Position of Students

When teaching, teachers should organize and guide students in a planned and purposeful manner, actively participate in various teaching practice activities, explore knowledge independently, and be able to discover and solve problems. The application of the "teaching and practice integration" teaching model in applied undergraduate colleges emphasizes that in the course design and teaching process, the main position of students should be highlighted, and students should be guided to give full play to their subjective initiative, reflect their active participation, stimulate their inherent potential, and promote the healthy growth and all-round development of students.

### 2.2 Emphasis on Solving the Problem of Combining Theoretical Teaching with Practical Teaching

The "teaching and practice integrated" teaching model breaks through the traditional teaching model. It can reasonably allocate theoretical courses and practical ability training courses according to the educational goals of colleges and

universities and the actual needs of enterprises for talents, thereby realizing the linkage between "teaching" and "learning", theory and practice, and classroom and extracurricular activities.

### 2.3 Emphasis on Combining Innovative Teaching Ideas with Rich Teaching Methods

Tao Xingzhi's theory of "teaching and practice as one" points out that both "teaching" and "learning" should be centered on "practice". Therefore, in the actual teaching process, teachers should constantly innovate teaching ideas, enrich teaching methods, and design teaching and course modules based on real business processes to create a platform for real application to promote teaching reform, promote the connection between the teaching process and the production process, and enable students to participate in every aspect of classroom teaching.

## 3. The Necessity of Implementing the "Teaching and Practice Integration" Teaching Model in Ideological and Political Theory Courses in Applied Undergraduate Colleges

Ideological and political theory courses integrate knowledge, theory, thought and practice, and the basic teaching requirement is to combine theory with practice. Carrying out practical teaching activities can encourage students to closely connect professional theoretical knowledge with social reality problems, and effectively improve students' social practice ability and social responsibility awareness. Applied undergraduate colleges aim to cultivate high-quality applied talents who meet the needs of social and economic development, have innovative spirit, strong practical ability and professionalism, and need to promote the "teaching and practice integration" teaching model in ideological and political theory courses.

## 4. Research Status of the "Teaching and Practice Integration" Teaching Model of

## **Ideological and Political Theory Courses in Applied Undergraduate Colleges**

### **4.1 Insufficient Understanding of the "Teaching and Practice Integration" Teaching Model of Ideological and Political Theory Courses**

Insufficient understanding of the "teaching and practice integration" teaching model of ideological and political theory courses. The "teaching and practice integration" teaching model of ideological and political theory courses is a systematic project composed of leaders, organizers, participants, etc. However, the personnel among them generally lack understanding of the connotation of this model, which affects the smooth implementation of this model. Most people unilaterally believe that this model is to organize students to carry out social practice activities, and they must go out of the classroom, out of the campus, and into the society. Although the two have certain similarities, the "teaching and practice integration" model emphasizes close connection with theoretical teaching and serving the course teaching objectives. Organizing students to carry out extracurricular practical activities is only one of the manifestations, and it also includes in-class practical activities. The confusion between the two is not conducive to the participants of this teaching model to correctly guide, manage and evaluate this teaching model.

### **4.2 Lack of Long-term Mechanism for Organization and Implementation**

It is mainly manifested in two aspects: first, there is a lack of a sound teaching management system. Due to the talent training characteristics of applied undergraduate colleges, the school pays more attention to the practice of professional content, but neglects ideological and political theory courses, and lacks a sound teaching management system. In addition, applied undergraduate colleges have a short time to be upgraded to colleges, and resources are relatively scarce. The funds for the activities of the "teaching and practice integration" model of ideological and political theory courses cannot be guaranteed, which affects the smooth development of this model. In addition, there are unreasonable aspects in the teaching arrangement of ideological and political courses in schools, which is not conducive to the smooth development of this model. Secondly, the organization is not standardized. The smooth development of this teaching model requires the cooperation of all departments of the school, and long-term and regular activities in which students actively participate need to be strictly organized and arranged. But the fact is that most applied undergraduate colleges lack standardized organization for this, and the activities are carried out independently, inconsistently and uncoordinated. It hinders the comprehensive and continuous development of this model. Finally, there is a lack of a sound evaluation system. Scientific and perfect evaluation inscriptions can truly reflect the teaching effect. However, some applied undergraduate colleges lack perfect assessment indicators and methods. There is a lack of scientific evaluation indicators for the implementation process and results of teachers and students' activities, and there are problems of focusing on results rather than processes, and focusing on forms rather than contents. There is no comprehensive evaluation of students' abilities

and beliefs during the implementation process. This has also affected the effectiveness of the model to a certain extent.

### **4.3 Lack of Extensive Participation**

The "teaching and practice integration" model of ideological and political theory courses can effectively improve the teaching quality of ideological and political courses, and is aimed at the entire student group. However, in the specific implementation process, due to the constraints of various factors such as course time, location and teaching content, few students can really participate. This problem has deviated from the original intention of the model, thus affecting the implementation effect.

## **5. Countermeasures to Improve the Effectiveness of the "Teaching and Practice Integration" Teaching Model of Ideological and Political Theory Courses in Applied Undergraduate Colleges**

### **5.1 Correctly Understand the Importance and Connotation of the "Teaching and Practice Integration" Teaching Model of Ideological and Political Theory Courses**

Applied undergraduate colleges aim to cultivate talents with strong practical ability and serve the local economy and society. Therefore, ideological and political theory courses should pay more attention to strengthening practical teaching and improving students' hands-on skills, so as to play its role as the main position and main channel for students' ideological and political education. Therefore, all participants in the entire ideological and political theory teaching model, from school leaders to students, must reshape their concepts and fully realize the importance and necessity of this model. School leaders should pay enough attention and support, organizers should continue to explore, boldly innovate, and strengthen management; students should actively participate, observe and practice carefully, and achieve unity of knowledge and action. In addition, it is necessary to clarify the difference and connection between this model and social practice activities. This model is an expansion and extension of ideological and political classroom theory teaching, and it complements it, but it is by no means limited to social practice activities. The form of this model is diverse. Therefore, in practice, only by fully understanding and recognizing the true connotation of this model can we formulate correct teaching program documents and ensure the smooth implementation of this model.

### **5.2 Improve the Organization and Guarantee System of the "Teaching and Practice Integration" Teaching Model for Ideological and Political Theory Courses**

Perfecting the organization and guarantee system is the basis for ensuring the leadership, management and operation of this model. In order to make this model go smoothly, the cooperation of all departments of the school is needed. Therefore, applied undergraduate colleges should set up a guarantee group led by school leaders and actively participated by all departments to lay the foundation for the

smooth development of this model. In addition, on the basis of full investigation, according to the specific needs of students, the original course teaching content and system should be reformed, and the teaching material system should be transformed into a teaching system in combination with the actual situation of students; at the same time, multimedia means should be fully used to reform the original classroom learning model and effect; and on the basis of practice, combined with the professional characteristics of students, the original course practice model should be reformed to achieve "other courses should guard a section of the canal and plant a good responsibility field, so that all kinds of courses and ideological and political courses go in the same direction and form a synergistic effect", to ensure the effective connection between courses and majors. In short, all departments of the school should work together to form a good operating mechanism, combine students' professional knowledge, reform the original ideological and political theory teaching system and learning model, and highlight the professional characteristics, pertinence and effectiveness of ideological and political theory courses in applied undergraduate colleges.

### **5.3 Build a Platform and Expand the Scope of Participants**

The integrated teaching model of "teaching and doing" in ideological and political theory courses is for all students. Only by ensuring that every student participates in it can the pertinence and effectiveness of this model be truly ensured. Based on this, applied undergraduate colleges should build various practical activity platforms according to the actual situation of the school and the characteristics of economic and social development in the region, fully mobilize the enthusiasm of students and their active participation, and strive to get all students to participate in the activities, so as to continuously improve students' learning and practical abilities throughout the teaching process.

#### **5.3.1 Diversified forms of classroom teaching activities**

Classroom teaching activities are one of the main forms of this model. In the actual teaching process, the teaching content should keep pace with the times and meet the needs of students; the teaching form should be wonderful, which can mobilize students' enthusiasm and participate widely. Specifically, teachers can insert relevant videos according to the classroom teaching content to encourage students to improve their theoretical cognition and understanding with the help of sound and images. Teachers can also let students discuss and share based on the video content; in addition, they can also give thematic speeches and discussions on current hot topics in connection with the ideological and political theory they have learned. After the discussion, the teacher should comment on it to deepen students' understanding of the problem; in short, through a variety of classroom teaching practice activities, students' sense of participation can be enhanced and their ability to comprehensively analyze and solve problems can be improved.

#### **5.3.2 Carry out various forms of campus practical activities**

Carrying out various forms of campus practical activities as a

supplement and extension of classroom teaching is also an important manifestation of the "teaching and practice integration" model of ideological and political courses. In practice, the ideological and political teaching team can organize students to carry out various forms of campus activities such as club activities, charity activities, campus speeches and debates, campus greening protection, etc., and combine professional knowledge with ideological and political theory, so that students can deepen their understanding and recognition of theoretical knowledge, improve the teaching effect of ideological and political theory courses, and truly form a "big ideological and political" teaching pattern, ensuring that every course is an "ideological and political course" and ideological and political education runs through the entire process of teaching practice.

#### **5.3.3 Carry out rich and colorful social practice activities**

The key to the "teaching and practice integration model" of ideological and political courses lies in students' hands-on operation. Therefore, organizing social practice activities is the most important manifestation of this model and the most popular form among students. Applied undergraduate colleges can regularly organize students to go deep into society, factories, streets and communities according to the actual situation of the school. Through students' personal field investigations and visits, they can continuously broaden students' horizons, so that they can understand society, understand society, experience people's sentiments and national conditions. It can not only cultivate students' practical ability, but also improve their comprehensive quality; students can be regularly organized to participate in various national, provincial and municipal innovation and entrepreneurship competitions, which can not only improve students' practical ability of organization and planning, in-depth observation of society, but also cultivate students' innovation consciousness and team consciousness; students can be regularly organized to visit and study at patriotism education bases and various communities, social service agencies, etc., so that students can receive profound revolutionary traditional education on the one hand, and can deeply understand and experience society on the other hand. In addition, students can also use the winter and summer vacations to go back to their hometowns for field investigations, and can write the specific content of their own investigations and research into social practice investigation reports, so as to enhance their social responsibility and historical mission of loving the motherland and hometown. This "teaching-practice-integrated" model can not only improve students' practical skills, but also enhance their ability to link theory with practice, analyze and solve problems.

### **5.4 Professional Courses and Ideological and Political Courses Go Hand in Hand to form a Synergistic Effect**

The main goal of applied undergraduate colleges in training students is to improve their hands-on practical skills, help them adapt to their jobs in the shortest possible time, and better serve the local economy and society. Based on this, ideological and political courses in applied undergraduate colleges must continue to experiment and innovate boldly. In the construction of the ideological and political course system,

professional courses must be included. In combination with the different characteristics of each major, the teaching system and content must be adjusted in a targeted manner to achieve specialization and differentiation, and to achieve effective connection between professional courses and ideological and political courses, thereby effectively avoiding the past "separate" curriculum settings, improving the affinity and pertinence of education, and meeting the needs and expectations of students' growth and development. Other courses must guard a section of the canal and cultivate their own responsibility fields, so that all kinds of courses can move in the same direction and form a synergistic effect.

Applied undergraduate colleges should further promote the "teaching and practice integration" teaching model in ideological and political theory courses, innovate new links between "curriculum ideological and political" and "professional ideological and political", pay attention to the growth process and laws of students, and then create a new ideological and political teaching system. Only in this way can we effectively help college students to deeply understand the society, understand the national conditions, improve their abilities, enhance their sense of social responsibility, create a distinctive ideological and political theory teaching model that is different from that of research-oriented universities, break through the constraints of the traditional model of applied undergraduate colleges, achieve the unified integration of practicality and professionalism, and truly realize "teaching and practice integration", thereby cultivating more high-quality applied talents who can serve the local economic and social development.

## References

- [1] Cheng Qun. Research on the effectiveness of practical teaching methods in ideological and political theory courses [J]. Journal of East China University of Science and Technology: Social Sciences Edition, 2015 (4).
- [2] Li Zongling, Jiang Xiansheng. Investigation, analysis and reflection on the practical teaching of ideological and political theory courses in colleges and universities [J]. Higher Education Forum, 2016 (1).
- [3] Song Rong, Zhang Xiaohong, Gao Yixin. Discussion on the practical teaching form of ideological and political theory courses in local universities - taking the course "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" as an example [J]. Education and Teaching Forum, 2014 (7).
- [4] Hu Hongbo, Duan Yongmei. Philosophical thinking on "integration of teaching, learning and practice" [J]. Educational Research, 2014(10).