

Research on Heuristic Teaching of Ideological and Political Theory Courses in Colleges and Universities

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Abstract: *Heuristic teaching of ideological and political theory courses in colleges and universities helps to improve the effectiveness of ideological and political teaching, cultivate students' subjectivity and enhance the interaction between teachers and students. At present, there are some shortcomings in the heuristic teaching of ideological and political courses in colleges and universities, which makes it difficult to deepen the problem-oriented teaching model. Heuristic teaching of ideological and political theory courses in colleges and universities must adhere to the principles of leadership, reality, inspiration and consistency. In carrying out heuristic teaching of ideological and political theory courses in colleges and universities, teachers should give full play to their leading role in ideological and political courses, be good at using problem heuristic methods for teaching, and strengthen student-centered teaching design.*

Keywords: Heuristic Teaching ; Ideological and Political Theory Course; Teaching Reform.

1. Introduction

Focus on inspirational education, guide students to discover problems, analyze problems, and think about problems, and let students come to conclusions naturally in the process of continuous inspiration. As a key course in colleges and universities, ideological and political theory courses play an important role in improving students' political literacy. How to further improve the quality of ideological and political teaching, arouse students' interest in learning, and make ideological and political courses truly "silently moisturize things" is the goal that ideological and political teaching constantly pursues. The implementation of the heuristic teaching model in ideological and political theory courses in colleges and universities is one of the important directions to promote the reform of ideological and political teaching in colleges and universities.

2. The Necessity of Heuristic Teaching in Ideological and Political Courses in Colleges and Universities

As a new teaching model, the heuristic teaching of ideological and political courses helps to improve the effectiveness of teaching, cultivate students' subjectivity and enhance the interaction between teachers and students.

2.1 Helps Improve the Effectiveness of Teaching

The heuristic teaching of ideological and political courses is of great significance to improving the effectiveness of teaching, which is mainly reflected in two aspects: on the one hand, the integration of heuristic teaching enhances the pertinence of ideological and political teaching. Integrating heuristic teaching into ideological and political courses is conducive to the problem-oriented teaching of ideological and political teachers, which enhances the pertinence of ideological and political teaching. At the same time, heuristic teaching requires ideological and political teachers to fully understand the interests of students in learning, so that

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 talk in general due to one-sided focus on students' interests, nor will it discourage students' enthusiasm for learning due to the boring knowledge indoctrination. On the other hand, heuristic teaching has changed the current situation of "theory divorced from reality" in ideological and political teaching, and effectively promoted the realization of the goal of "internalization in the heart and externalization in action" in ideological and political teaching. 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 for thinking, so it is more important for ideological and political teaching to adhere to problem orientation. Ideological and political theory courses must truly solve students' deep-seated ideological confusion, learning confusion, and life confusion. They must combine obscure theoretical knowledge with real-life problems, and correctly guide and educate students in an easy-to-understand way. Heuristic teaching focuses on combining theory with practice. It takes students' problems as the axis, fully combines the current reality in teaching practice, introduces courses with practical problems in real life, and communicates and teaches course content with solving practical problems as the main line, thereby gradually achieving the goal of "internalizing in the heart and externalizing in action" in ideological and political teaching.

2.2 It Helps to Cultivate Students' Subjectivity

Promoting the improvement of college students' ability and ideological progress is one of the important goals of ideological and political courses in colleges and universities. It is necessary to carry out teaching based on this and give full play to the subjectivity of students as the teaching objects. However, the teaching of ideological and political courses in some colleges and universities was once based on the one-way indoctrination of teachers in the classroom and the passive acceptance of students, ignoring the subjectivity of students. Most of them have dull classroom atmosphere, low student participation in the classroom, and the disconnection between

students' learning needs and the teaching of the knowledge system. As a new teaching model, heuristic teaching is very different from the traditional one-way indoctrination classroom of teachers. This new teaching model takes problems as the main line, concretizes classroom knowledge into practical problems in life, and teaches obscure theories to students from the outside to the inside and from the shallow to the deep, giving students enough time to communicate with teachers. In this teaching model, students focus on thinking and dare to question. They not only have a strong sense of problem, but also can transform the discussion of the surface of the problem into deep thinking, and complete the designated teaching tasks through team division of labor, each doing their own job, and helping each other. Therefore, the heuristic teaching of ideological and political courses is conducive to improving students' independent thinking ability, critical thinking, communication and cooperation ability, and teamwork ability, and giving full play to students' subjectivity.

2.3 It Helps to Enhance the Interaction between Teachers and Students

At present, the teaching of ideological and political courses in some schools only focuses on "what" but ignores "what students want to learn" and "how they want to learn". There is a serious lack of two-way communication and exchange between teachers and students, resulting in low head-up rate and poor interactivity in ideological and political courses. In response to this phenomenon, the Ministry of Education issued the "Basic Requirements for the Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Era", emphasizing that "innovation in classroom teaching methods should insist on taking students as the main body and teachers as the leading factor. Strengthen the interaction between teachers and students and focus on mobilizing students' initiative" [1]. It emphasizes that the interaction between teachers and students should be fully strengthened in the teaching of ideological and political courses. As a teaching model with four links of "question-thinking-communication-answering", heuristic teaching plays an important role in enhancing the interaction between teachers and students. In the heuristic teaching model, the teacher's primary task is to design questions based on current hot topics and students' interests, thereby triggering students' thinking. On this basis, the teacher conducts further theoretical lectures and classroom summaries, thus forming interactive teaching between teachers and students. The roles of teachers and students are no longer "lecturers" and "receivers", but have changed to "guides" and "explorers". It can be seen that in this teaching model, the interaction between teachers and students runs through the entire process, and the classroom is no longer a one-way teaching from the teacher to the students, but an interactive learning between teachers and students. This dynamic communication teaching model not only helps to break the dull atmosphere of the classroom, but also helps to strengthen the interaction between teachers and students, thereby fully improving the classroom teaching effect.

3. Problems in the Heuristic Teaching of Ideological and Political Courses in Colleges and Universities

At present, there are still some problems in integrating the

heuristic teaching model into ideological and political courses, mainly in the following aspects.

3.1 Ideological and Political Teachers are Accustomed to Traditional Indoctrination and Teaching, which Affects the Implementation of Problem-oriented Teaching

As far as the actual process of ideological and political teaching is concerned, the fact that ideological and political teachers are accustomed to traditional indoctrination teaching is still the main factor hindering the development of heuristic teaching. From the perspective of ideological and political teachers, some ideological and political teachers in the traditional teaching model often take completing teaching tasks as the main goal, but ignore the reflection and examination of their own teaching, which is not conducive to the reform and innovation of ideological and political teaching. From the perspective of student learning, on the one hand, students are affected by the one-way teaching of teachers in the traditional teaching model, and they lack independent learning in the classroom. They only passively accept the learning of classroom knowledge and find it difficult to think deeply consciously and actively. On the other hand, most students are affected by the traditional test-oriented teaching model. When teachers integrate the problem-oriented model into ideological and political teaching, students also have utilitarian ideas about thinking and answering questions, stay on the surface of information consultation, and take the exam as the main purpose, and cannot think and discuss in depth. In the long run, students' subjectivity cannot be fully exerted, and it is difficult to adapt to the heuristic teaching model.

3.2 Subjective Obstacles Exist between Teachers and Students in the Advancement of Teaching

Another obstacle encountered by heuristic teaching in the process of promoting ideological and political courses is the subjective obstacles of teachers and students in mastering knowledge and transforming learning concepts. On the one hand, the academic background and knowledge structure of teachers themselves have a great impact on the promotion of heuristic teaching. The teaching content of some college teachers is separated from the textbooks and real problems, which is not conducive to students' understanding of the textbooks, but also to cultivating students' ability to analyze and solve problems. At the same time, some college ideological and political teachers only have a superficial understanding of heuristic teaching, and it is difficult to fully mobilize students' enthusiasm in the process of practical application, and they cannot correctly grasp the rhythm of the course. On the other hand, the teaching objects of many college ideological and political courses are in the stage of transformation from high school to university. They still have a rote thinking mode, lack of active thinking and innovative discussion on problems, and have limitations in learning concepts. It is difficult to establish the correct concept of independent learning, comprehensive learning, innovative learning and practical learning, and cannot correctly recognize the true purpose of learning. Therefore, most of them lack initiative and innovation in learning, and are very indifferent to the requirements of cultivating values and improving political literacy inherent in ideological and political courses, which also affects the implementation of heuristic teaching to

a certain extent.

3.3 Insufficient Practical Teaching Leads to Difficulty in Deepening the Problem-oriented Teaching Model

Heuristic teaching has a certain degree of practicality, and some teaching needs to be carried out outside of class or in practical classes. Once teachers and students conduct extracurricular practical activities, the school must provide security, practice locations and related teaching equipment, all of which require a certain amount of financial investment, but the phenomenon of insufficient financial investment exists in large numbers, which limits teachers' design and promotion of practical courses. Heuristic teaching is often limited to theoretical classes. Therefore, even if teachers carry out heuristic teaching, they cannot really achieve the effect of students being immersed in the experience. In the long run, ideological and political courses that promote course teaching with a problem-oriented approach have gradually become procedural and rigid: teachers use completely superficial questions to introduce courses, and even the theme design in the questioning and discussion sessions is not original. Such heuristic teaching often presents a programmed trend of "questions for the sake of questions" and cannot play its due role.

4. Principles to be Followed in the Heuristic Teaching of Ideological and Political Courses in Colleges and Universities

heuristic teaching of ideological and political courses in colleges and universities must be followed to truly achieve the teaching objectives of ideological and political courses and improve the teaching effect of ideological and political courses. These principles mainly include the following aspects.

4.1 Leading Principle

The key to running ideological and political theory courses well lies in teachers, and the key lies in giving full play to the enthusiasm, initiative and creativity of teachers. "The principle of leadership emphasizes the leading role of ideological and political teachers in the teaching process. Teachers should play their leading role on the basis of grasping the characteristics of students' physical and mental development and the training objectives of ideological and political courses. The smooth development of heuristic teaching is the result of the interaction between students' subjectivity and teachers' leadership. In the current era of rapid social development, diverse information sources and cultural diversity, students' learning concepts, tools and methods have undergone tremendous changes. Faced with the influx of complex information, students' recognition is generally low, which requires teachers to give full play to their leading role. Therefore, in the process of heuristic teaching, teachers should not only pay attention to the introduction and design of problems, but also pay attention to answering students' doubts. For issues closely related to current affairs, they should not avoid them. Ideological and political teachers should guide students to understand the essence of this phenomenon, and then launch fierce discussions to collide with the sparks of thought. By helping students establish the core socialist values, they can enhance their recognition of new things on the

Internet and consciously resist the negative impact of various bad social phenomena.

4.2 Principle of Reality

Problem awareness is the basic characteristic of the teaching of "ideological and political courses" in colleges and universities. Changes in the international and domestic environment have put forward new requirements for the teaching of "ideological and political courses". The teaching of "ideological and political courses" in colleges and universities should combine theory with practice, take problems as a guide, condense problems, and set problem targets. At present, the development of our society and the changes in the international situation require that the heuristic teaching of ideological and political courses be further combined with reality, so as to provide a continuous source of intellectual support for the construction of a socialist modern power. Problem awareness is the main carrier and important intermediary for strengthening the practicality of the teaching of "ideological and political courses" in colleges and universities. Practice is the value foundation of the teaching of "ideological and political courses", and strengthening practicality has become an inevitable requirement for the reform of "ideological and political courses". Specifically, in the actual teaching process, it is necessary to investigate and understand the students' interest points and the current political hot spots in advance, combine them with the actual problems of modernization construction, and raise questions in a targeted manner; in the link of problem summary, the theme of the problem discussion should be returned to the real problem, and the classroom theme should be sublimated, so as to improve the effectiveness of the heuristic teaching of ideological and political courses.

4.3 Heuristic Principle

The heuristic teaching model of ideological and political courses in colleges and universities emphasizes the guiding role of teachers in teaching, and stimulates students' interest in learning by creating problems and setting up situations. Therefore, the heuristic teaching of ideological and political courses in colleges and universities must adhere to the heuristic principle. This teaching method guides students to discover problems, analyze problems, and think about problems through the guidance of teachers, and allows students to draw conclusions naturally in the continuous inspiration^[2]. Therefore, ideological and political teachers should consciously strengthen problem orientation in teaching concepts, determine appropriate discussion topics, create appropriate problem situations, accurately and flexibly grasp the entry point for analyzing problems, and use language that students like to hear and hear to carry out problem exploration and discussion teaching; students actively think independently under the guidance of teachers, actively participate in discussions, acquire knowledge in the process of defining, raising, analyzing, and exploring problems, establish a correct attitude of daring to face problems, and cultivate the ability to correctly analyze problems and solve problems wisely.^[3] Attract students' attention, enable students to apply what they have learned in practice, and effectively cultivate students' innovative ability.

4.4 Principle of Consistency

The heuristic teaching of ideological and political courses should follow the principle of consistency, that is, the design of questions in heuristic teaching must be highly consistent with the teaching objectives and teaching content. The heuristic teaching of ideological and political courses should be in line with the ideological reality of contemporary college students. Problems in real life are complex, but there are not many problems that can be used in ideological and political courses. We must focus on the teaching objectives and the physical and mental development characteristics of students to explore problems, and then realize the purposefulness of the heuristic teaching of ideological and political courses. At the same time, we must be good at analyzing the essence of problems, guide students to think about problems from multiple angles, and fundamentally break the drawbacks of heuristic teaching of ideological and political courses "for the sake of problems". Students are both the subject and the object in the teaching practice of "ideological and political courses" in colleges and universities. This particularity determines that the teaching work of "ideological and political courses" can only have a realistic foundation and conditions if it starts from students' ideological problems and psychological needs and grasps the pulse of students' thoughts. ^[4] The raising and analysis of problems in the heuristic teaching of ideological and political courses should be closely centered on the goals and combined with current events to be effectively carried out.

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