

Research on the Path to Constructing the Practical Teaching System of Ideological and Political Courses in Applied Universities

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Abstract: *With the development of the times, the importance of ideological and political courses in applied universities has become increasingly prominent, but the construction of its practical teaching system still faces many challenges. At present, the educational functions and goals of ideological and political courses have not been effectively realized in many places, and institutional problems and backward teaching concepts have become key factors hindering its in-depth development. The ideological gap between teachers and students, as well as the disconnection between teaching content and social needs, have further aggravated this dilemma. Therefore, establishing a scientific and effective ideological and political course practical teaching system has become an important issue that needs to be solved urgently. This study explores how to promote the comprehensive reform and innovation of the ideological and political course teaching system through the integration of teaching resources, the construction of the teaching team, and the optimization of teaching methods under the new educational background. Through a deep analysis of the existing problems, this study not only points out the key problems of practical teaching, but also proposes a practical construction path, in order to contribute to the improvement and development of ideological and political education.*

Keywords: Ideological and Political Courses, Applied Universities, Educational Functions, Teaching System, Teaching Staff.

1. Introduction

In today's society, ideological and political education, as an important way to cultivate students' correct values, has a status and role that cannot be underestimated. Especially in applied universities, ideological and political courses carry the mission of cultivating students' sense of social responsibility and collectivism. However, with the rapid development of higher education, the teaching system of ideological and political courses has failed to keep pace with the times and faces the dual challenges of form and content. How to effectively build a practical teaching system for ideological and political courses that meets the needs of the times has become a core issue of concern to educators. This article aims to deeply analyze the outstanding problems existing in the current practical teaching of ideological and political courses, and propose practical solutions, hoping to provide a reference for further improving the quality of ideological and political education and helping students' all-round development.

2. Overview of the Practical Teaching System of Ideological and Political Courses

2.1 The Educational Function of Ideological and Political Courses

Ideological and political courses are a key link in cultivating students' core values and social responsibility, and they undertake the important task of shaping students' ideological and moral character and cultivating the spirit of collectivism. In applied universities, ideological and political courses should not only guide students to establish a correct world outlook, outlook on life and values, but also enhance students' social practice ability so that they can play a positive social role in their future work and life. Ideological and political courses help students form a solid ideological foundation

through the combination of classroom learning and practical activities, which is crucial for the formation of their future career and social responsibility.

2.2 The Educational Philosophy and Goals of Current Ideological and Political Courses

The current ideological and political courses emphasize the comprehensive improvement of students' ideological and political qualities, but this improvement does not only stay at the theoretical learning level, but also pays more attention to the cultivation of students' personalized growth and social responsibility. However, in actual operation, many schools set too simple and outdated goals for ideological and political courses, ignoring the educational concept of keeping pace with the times. In order to enable students to better gain a foothold in modern society, ideological and political courses should not only focus on students' ideological and theoretical education, but also stimulate students to actively think and participate in social practice through diversified teaching methods, and help them understand how to make decisions that meet the needs of social development in an increasingly complex society.

3. The Main Problems Faced by Practical Teaching of Ideological and Political Courses

3.1 Institutional Problems in the Implementation of Ideological and Political Courses

The construction of ideological and political courses in colleges and universities is still restricted by the system and institutions. In some places, there is a lack of flexibility and creativity. The allocation of teaching resources is unbalanced, the updating of teaching content is lagging behind, and the institutional assessment ignores the educational function. As a

result, the ideological and political courses are not active and do not meet the requirements of the times. For the outstanding talents needed for national and social development, the teaching of ideological and political courses still cannot play a substantial role. The relatively backward education system and the stagnant teaching mode also make it difficult to achieve the seamless integration of ideological and political courses that truly meet the requirements and changes in students' concepts, and it is even more difficult to fully tap the enthusiasm of students to participate. How to truly activate the development of ideological and political courses and realize the reform of systems and institutions is the key, and better matching ideological and political courses with social needs and students' individual development goals is the way out.

3.2 Gap in Ideological Understanding between Teachers and Students

There is a gap between teaching content and students' ideological understanding. On the one hand, there is a gap between ideological understanding. The ideological understanding that students receive in society is easily influenced by other cultures. At the same time, the difference in students' ages will also affect the difference in their ideological understanding. On the other hand, because teachers have certain differences in all aspects of society, especially in the rapid changes of society, many teachers' own teaching experience is not adapted to the current social situation, so that teachers often follow traditional teaching concepts to carry out teaching work, and it is difficult to mobilize students' ideological understanding to carry out teaching work. This has affected students' learning enthusiasm to a certain extent, making students lack interest in adapting to and grasping teaching work. At the same time, the main work of ideological and political education is to cultivate students' independent thinking, as well as their sense of responsibility and responsibility to society. Therefore, educators need to have certain ideological education capabilities in guiding students' thoughts and cognition, so that they can reasonably think about and answer the gap between students' thoughts and cognition, and then narrow the gap.

3.3 The Disconnect between Teaching Content and Social Needs

The content of traditional ideological and political education is closely related to social development, but the further development of society has made the content of ideological and political education increasingly out of touch, and it is difficult to adapt to the urgent needs of modern students for society. Many teaching contents are still at a theoretical level, and there is a lack of in-depth discussion on the current social hot issues and contemporary issues, which leads to the phenomenon that the content in classroom teaching is insufficient and close to society, which makes students feel alienated, classroom teaching is difficult to resonate with students, and initiative and participation are difficult to improve [1]. Therefore, ideological and political education and teaching should focus on the timeliness and pertinence of content, enhance the effectiveness of classroom teaching content, proceed from the actual situation of social development, keep pace with the times and timely update and

adjust teaching content, and maintain a high degree of unity with the current actual needs of students and the needs of social development.

4. Exploration and Thinking on the Construction Path of the Practical Teaching System of Ideological and Political Courses

4.1 Basic Ideas for Building an Effective Teaching System

The establishment of the ideological and political course practical teaching system starts from education and is based on students. At the same time, it must also be linked to the needs of the development of the times. Ideological and political courses cannot just impart knowledge, but more importantly, help students contact society, understand society, solve social problems, and understand their own values. Therefore, when designing the system, it is necessary to take into account the comprehensiveness, practicality, and interactivity of the subject. By forming a teaching system that can stimulate students' interest and convey ideas, it helps students to further sublimate their original values in the collision of thinking. In the design of the practical teaching system, attention should be paid to the connection between teaching content and social hot issues, reducing excessive theoretical and empty theories, starting from the social reality in students' lives, and helping students form a more systematic and complete thinking system. The establishment of the ideological and political course teaching system is not only aimed at improving students' critical thinking ability, but also improving students' ability to discover and solve problems, as well as enhancing students' sense of historical mission to shoulder social responsibilities [2]. Therefore, the constructed ideological and political course practical system is not simply the arrangement of course content. It is based on students' own development requirements, social development conditions, and the overall pattern of current education reform. When designing, we emphasize making students interested, focusing on inspiring teaching, and promoting more discussion and reflection in class. The goal of the teaching system is to train students' independent thinking ability and social practice ability through practical teaching, so that students can use the ideological and political concepts learned in class to support the internal motivation of their behavior, and make correct choices in future jobs that are in line with social ethics and the call of the times. Teachers are not only knowledge transmitters, but also ideological guides. In the specific teaching links of ideological and political courses, teachers should play more inspiring and guiding roles. Through a reasonable teaching system, ideological and political courses can truly become a training ground for students' thinking and emotions, further enhance students' sense of social responsibility and historical mission, and ultimately enable society to have more responsible and just talents.

4.2 Integration and Utilization of Teaching Resources

Integrating ideological and political teaching resources into teaching is also an important part of the content. Simply relying on textbooks and traditional classroom teaching methods is far from enough. We must further combine more resources to develop and extend our ideological and political

teaching methods. The diversity of teaching methods is inseparable from the support of modern information technology. Teachers can provide students with a broader vision and platform support through various online resources, public accounts, and learning websites, broadening their thinking paths and information sources. Teachers not only bear the responsibility of imparting knowledge, but also learn to guide students to use online resources and various resources in real society to broaden their cognition and understanding of ideological and political courses. From school to outside the school, from classroom to after-school, from domestic to foreign countries, this requires our educators to have a high degree of sensitivity and innovation ability, collect teaching resources in all directions, and integrate various teaching information to enrich and improve ideological and political classrooms. Social resources are crucial to enhancing the reality and affinity of ideological and political education. Students must be exposed to ideological and political education in the real social environment in person to discover the value and importance of ideological and political education to society [3]. To this end, schools should strengthen exchanges and cooperation with society, invite workers, entrepreneurs, community leaders, etc. in society, and introduce social resources. The introduction of these ideological and political teaching resources can help students better connect with the real society. In the classroom, they can give lectures or think and discuss, so that students can understand the important value of ideological and political education more deeply from real examples. The deep purpose of resource integration is to combine classroom theoretical knowledge with society, so that students can transform ideological and political theory into social practice in social practice. Good resource integration should not only combine classroom knowledge and society, but also enable students to have a cognition of ideological and political theory learning, make students clarify their own social roles, and enhance students' sense of identity and responsibility for society.

4.3 Strengthen the Construction of Teaching Staff and Improve Teaching Level

Ideological and political teachers are the main lecturers of ideological and political courses. The political quality and teaching level of teachers are directly related to the teaching quality of ideological and political courses and the political and ideological literacy of students. Therefore, vigorously strengthening the construction of teachers is an inevitable prerequisite for promoting the steady improvement of the teaching quality of ideological and political courses. At present, although many ideological and political teachers have rich teaching experience, they are lacking in teaching methods, flexible innovation of teaching content, and communication with students. Colleges and universities should provide necessary support and training for ideological and political teachers. On the one hand, ideological and political teachers should strengthen their political theory foundation and practical teaching ability training, understand the knowledge of current social changes, political reforms, cultural development and other fields, and keenly capture the development trends of the times. Only when teachers themselves have a high-level theoretical foundation and broad social thinking can they effectively inspire students' deep

thinking in the teaching process and integrate the content of ideological and political courses into students' thinking patterns and behavioral habits. On the other hand, teachers' teaching methods should also be innovative. Traditional ideological and political courses are mainly based on teachers' lectures, which can no longer meet the learning needs of modern students. Ideological and political education should focus more on students' independent learning and practical learning. In the process of imparting ideological and political knowledge, more interactive teaching, discussion-based teaching, and heuristic teaching should be used. Teachers should be good at guiding students to speak actively and train their independent thinking ability. Teachers' personal emotions should play a certain role. Ideological and political courses are not just the dissemination of knowledge and information. The exchange of thoughts and emotions is fundamental. Only when teachers move people with sincerity and emotions can students be enlightened in thought and moved in emotion [4]. Schools should strengthen the training and assessment of teachers. They should not only look at the teaching effect of teachers, but also look at the comprehensive qualities of teachers such as ideology and morality, teaching philosophy, and social responsibility. Further improve the quality of teachers so that teachers can not only impart knowledge to students, but also influence students' ideology and morality through their words and deeds, so as to truly achieve the long-term goal of teaching and educating people.

4.4 Optimization of Teaching Methods

The effective optimization of teaching methods and means can better promote the improvement of the quality of ideological and political courses. The long-term one-way knowledge transfer model has ignored the students' subject status and thinking ability. To optimize the teaching method, we should pay attention to the fact that teaching should not be based on imparting knowledge as the main form. We should let students participate in the teaching process, combine modern teaching methods, and stimulate students' learning interest and learning thinking vitality in various ways and forms. Good teaching methods can enable students to cultivate independent thinking ability and critical thinking ability in the process of learning knowledge. According to the current students' interests and cognitive characteristics, we should optimize the teaching methods, make full use of interactive teaching methods such as classroom discussions, case analysis, and classroom scenario simulation activities, guide students to actively participate in the teaching process, and continuously strengthen the contact between ideological and political theories and themselves in practice. We can carry out more classroom discussions to strengthen the enlightenment of students' thoughts, help students realize the change of concepts and the subversion of thinking, and help students look at and analyze problems from different perspectives. At the same time, we should improve teaching effectiveness by optimizing teaching methods, and provide students with diversified and multi-channel teaching through Internet technology. Students can learn online through the Internet and courseware, and extend their knowledge anytime and anywhere [5]. We should focus on designing teaching activities so that students can not only learn knowledge in class, but also feel the practical value of knowledge through thinking and practice, and build it into a social value with the

characteristics and spirit of the times. Such optimization of teaching methods can enable students to enhance their interest in the practical teaching of ideological and political courses and their cognition of ideological and political education, and truly achieve ideological understanding and progress.

4.5 Guiding Paths for Students' Ideological and Political Cognition

Providing correct ideological guidance to college students is an important teaching content of ideological and political education. Especially in today's world of information technology and globalization, college students' ideological understanding and values are bound to be greatly impacted and changed. Therefore, how to guide college students to have a correct world view, outlook on life and values has become a particularly important teaching content of ideological and political education. Ideological and political education teachers not only impart knowledge, but also convey ideas [6]. The effective way to guide is to gradually inspire students' ideological understanding from the perspective of their inner world and the goals they pursue. In the process of gradual progress, students' correct ideological and cognitive frameworks are gradually established. Ideological and political education must prepare for people's sense of social responsibility. Only by making students deeply aware that their own development and personal destiny are inseparable from the development of the country and society. By guiding students to learn to understand the historical laws of social development and the top-level design of China's national development, they can understand their own social position and responsibilities, and enhance their sense of identity and responsibility for national and social development. In the process of ideological and political education, teachers must change the original teaching method that emphasizes blind guidance without considering students' acceptance and understanding ability. They can use some debates, cases and other methods to guide students to learn to analyze independently, and then analyze the value relationship between social phenomena and themselves, so as to subtly radiate the ideological guidance and education to each student, and establish correct values in their role recognition. Teachers must also pay attention to mobilizing students' emotions, and be good at using situational teaching, experiential teaching and other methods to trigger students' emotional cognition and thinking about relevant real-life issues, and guide students to learn to use their own experience to feel social values. Teachers should first sow seeds in the depths of students' minds with a caring heart, inspire them to find answers in ideological collisions and actual practice, and gradually mature [6].

5. Conclusion

The construction of the practical teaching system of ideological and political courses is not achieved overnight. It needs to be gradually improved under the joint efforts of educational concepts, teaching methods, and teaching staff. Although there are many challenges, as long as we can carefully examine and solve existing problems and persevere in reform and innovation, the teaching quality of ideological and political courses will surely usher in new breakthroughs. Through the integration of educational resources and the

improvement of teacher quality, combined with students' actual needs and social development trends, we can build an ideological and political teaching system that adapts to the development of the times, and ultimately achieve the goal of cultivating high-quality talents with a global vision and social responsibility. This is not only the responsibility of educators, but also the common mission of the entire society.

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