

Original Paper

Practice and Thinking: How to Enhance the Sense of Gain of College Students' Ideological and Political Theory Courses

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Received: August 23, 2023 Accepted: September 11, 2023 Online Published: September 19, 2023

doi:10.22158/jecs.v7n4p1

URL: <http://dx.doi.org/10.22158/jecs.v7n4p1>

Abstract

As a new and young member for national development, college students require high ideological consciousness, firm political position and profound theoretical understanding. To enhance the sense of gain from college students' ideological and political theory courses is a hot topic of concern for Chinese ideological and political scholars in recent years, and it is also an important teaching goal for ideological and political teachers in colleges. On the basis of analyzing the connotation and influencing factors of college students' sense of gain in ideological and political theory courses, and in grasping the combination of domestic peer research experience and actual teaching situation, we will continue to explore teaching designs and strategies to enhance the sense of gain by understanding students' previous learning experience and development needs, adjusting the teaching strategy according to students' listening situation, introducing visualization technology, and incorporating blended teaching practice.

Keywords

ideological and political theory course, sense of gain, college students

1. Introduction

In December 2016, Xi emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that “ideological and political theory courses should be strengthened by adhering to improvements, enhancing the affinity and relevance of ideological and political theory courses, and meeting the needs and expectations of students' growth and development” (Xi, 2016) . In April 2018, 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”, which placed the teaching of Ideological and Political Theory Courses in a more prominent position, introduced the “sense of gain”

into the teaching reform of Ideological and Political Theory Courses, and clearly stated that the construction of Ideological and Political Theory Courses in Colleges and Universities should adhere to the enhancement of the sense of gain, promote the teaching of Ideological and Political Theory Courses to be “existence and reality”, “edges and corners”, “love and righteousness”, and “taste and delicacy” (Ministry of Education, 2018). As the backbone of the new era to promote the development of national undertakings, the establishment of college students’ firm ideals and beliefs and correct values is the inevitable requirement for the ideological and political theory courses in colleges. Enhancing the sense of gain of college students’ ideological and political theory courses can promote the growth of college students and cultivate powerful builders for national development.

However, some studies have pointed out that the teaching of ideological and political theory in colleges and universities is not attractive enough (Chen, 2017). The unscientific matching of teaching content, the unreasonable supply of teaching methods and the unfashionable language packaging have become important factors restricting the sense of gain of college students’ ideological and political theory courses (Zhang, 2018). These problems have been significantly improved through the revision of textbooks in recent years and the continuous advancement of teaching reform. However, the deep influence of network life on the “post-00s” has led to the relative difficulty of their continuous high concentration of attention to a certain extent, and classroom teaching is still the main form of ideological and political theory courses, which also causes “Most college students have little interest in ideological and political theory courses in colleges and universities, and their evaluation is not high” (Chen, 2014). Some scholars have found that college students are influenced by pragmatism and utilitarianism, and there is a certain cognitive bias in the ideological and political theory courses. At the beginning of the course study, there is a psychology of resistance and indifference, and there is a lack of sense of identity (Hai, Liu, & Dong, 2018). In recent years, domestic scholars have combined the current development situation of the times and the ideological characteristics of college students to analyze the connotation and influencing factors of college students’ sense of gain in ideological and political theory courses, explored ways to enhance the sense of gain, and obtained a variety of understanding and practical results. We study these research results and introduce them into the teaching practice of our school, so as to continuously carry out the teaching reform of ideological and political theory course with the core of improving college students’ sense of gain.

2. The Connotation and Influencing Factors of College Students’ Sense of Gain in Ideological and Political Theory Course

Learning the needs and expectations of students’ growth and development is determined by the essence of ideological and political theory teaching. The course of ideological and political theory is not only to impart Marxist theoretical knowledge to college students, but also to carry out systematic Marxist theoretical education and value guidance. Only by starting from the needs and expectations of college students, helping them solve ideological problems and solving practical problems at the same time, can

college students truly realize that ideological and political theory courses are “useful”, so as to enhance their enthusiasm for learning and gain a sense of understanding in teaching and learning (Zhang, 2017). Fang Guangshun believes that the sense of gain of ideological and political theory courses refers to the fact that ideological and political theory courses meet the needs of college students. After the actual or potential development needs and expectations, the positive, continuous and real psychological feelings arising from “acquisition” (Fang, 2018).

Zhang Yanli proposed that the sense of gain of college students’ ideological and political theory courses refers to the positive psychological experience that college students obtain from the ideological and political theory courses to meet the needs of individual growth and development, including the satisfaction of theoretical knowledge acquisition, the resonance of emotional experience, the sense of fulfillment of firm ideals and beliefs, and the sense of accomplishment of behavioral habits obtained from the teaching of ideological and political theory courses (Zhang & He, 2019).

Li Juan holds that measuring the sense of gain of college students’ ideological and political theory courses depends on whether college students can use the theories and methods they have learned to analyze and solve problems. It can be measured from the following aspects: (1) Whether the ideal and belief is more firm. (2) Whether the national consciousness is more clear. (3) Whether the moral quality is improved. (4) Whether the practical ability is enhanced (Li, 2017).

Yang Zhiping concluded that the sense of gain is mainly a psychological feeling. Through the study of ideological and political theory courses, students should have a sense of gain of knowledge and ability, a sense of gain of socialist core values, a sense of aesthetic acquisition and a sense of interpersonal communication (Yang & Shen, 2018).

We can think that the sense of gain in ideological and political theory course comes from the psychological feelings of knowledge acquisition, emotional resonance, behavior promotion and thinking development after college students receiving Marxist theory education, so that college students can truly identify, accept and understand Marxist theory and strengthen their ideals and beliefs through learning.

The formation of college students’ sense of gain in ideological and political theory courses is the result of the combined effect of various factors. Based on the subjective feelings of college students, there are mainly two aspects: objective factors and subjective factors. On the one hand, it is the comprehensive supply of ideological and political theory courses in colleges and universities, including curriculum construction and discipline construction. Give full play to the subjectivity of students, whether it is the reform of teaching content or teaching methods, are committed to fully mobilize the enthusiasm and initiative of college students. On the other hand, it is the feeling ability of college students to obtain, including the individual acceptance consciousness and willingness of college students, knowledge reserve and structure (Zhang & He, 2019).

Zhang Xiuying believes that the organic repetition, vivid, interesting and useful teaching content is the epistemological basis for the generation of college students’ sense of gain in ideological and political

theory courses. A full range of teaching methods is the guarantee for the generation of college students' sense of gain in ideological and political theory courses. The firm Marxist belief of teachers is the key to the generation of college students' sense of gain in ideological and political theory courses. The stimulation of college students' subjective learning is the premise of the generation of college students' sense of gain in ideological and political theory courses (Zhang & Dai, 2020).

The exploration of the connotation and influencing factors of the sense of gain of college students' ideological and political theory course is helpful to find a better way to enhance the sense of gain of college students' ideological and political theory course, and to test and determine it in teaching practice.

3. Ways to Enhance the Sense of Gain of College Students' Ideological and Political Theory Courses

To enhance the sense of gain of college students is to make college students feel that the ideological and political theory course is a course that is rewarding, useful and worthwhile, so that they are in the process of externalization from ideological and moral cognition to ideological and moral behavior, resulting in a fundamental change from "want me to do" to "I want to do".

Some scholars have analyzed the characteristics of "post-00s" college students, and believe that they are more active and proactive, the more agile and jumping in thinking, the richer and more diverse in emotion, and the demand for self-acquisition in classroom teaching increases; the speed of learning and accepting new things is obviously accelerated, and the ability and speed of obtaining knowledge resources are generally improved. The demand for the sense of gain of classroom teaching informatization is stronger. Therefore, it is proposed to grasp the needs and expectations of students' growth and development; apply teaching supply according to students' needs; innovate teaching form to enhance teaching attraction; combine and test theories in practice to enhance the sense of gain of college students' ideological and political theory courses (Xi & Kang, 2017).

The Marxist College of Beijing Normal University adopts the dissemination teaching mode (Note 1), solves the universal problems of most students in the class with classroom teaching, solves the special confusion of different student subgroups with minority counseling after class, and improves the inquiry ability of very few students through individual in-depth counseling (Wang, 2017).

Some scholars have explored the development of narrative teaching, opening students' sense of substitution in the way of contradictory conflict-solving plot development, enhancing students' sense of excitement in the way of questioning-answering suspense guidance, and strengthening students' sense of satisfaction in the way of narrative-inspired narrative summary, so as to enhance college students' sense of gain of ideological and political theory courses (Yu, 2018).

Chen Yuanyuan proposed that the introduction of story teaching in the classroom, the use of the platform for situational teaching, the teaching through the base experience, the extension of teaching with the help of the network, the strengthening of the practicality of teaching activities and the appeal

and attraction of the course can enhance the sense of gain of ideological and political theory courses (Chen, 2021).

In general, enhancing the sense of gain of college students' ideological and political theory courses requires ideological and political teachers to continuously deepen the teaching content based on teaching materials, innovate teaching methods according to the actual teaching situation, and actively use new media education technology. In teaching, we should pay attention to grasping students' growth needs and expectations, stimulating students' learning needs, promoting students' theoretical understanding and emotional identity, and truly achieve "enter the ears, brain and heart" among students.

4. Practice and Reflection on Improving Students' Sense of Gain in College Students' Ideological and Political Theory Course

4.1 Know Students' Previous Learning Experience and Development Needs

Different students have different needs and expectations for their own growth and development due to differences in their growth environment, educational experience, family status, and personal subjective efforts. In order to make students have a sense of gain, the ideological and political theory course needs to pay attention to the needs and expectations of students' growth and development in the teaching process. In the preparation of teaching, the full cognition of students is a very important part. In addition to collecting, sorting out, classifying and discussing the concerns and hotspots of "post-00s" students before class, and designing teaching plans and teaching processes in a targeted manner, teachers also need to take the initiative to understand their past experience in ideological and political theory courses at the beginning of teaching. Learn about their attitudes and understanding of ideological and political theory courses, as well as the content they have reserved in primary and secondary schools and the effective practices they have carried out before their former teachers.

In teaching practice, we pay attention to collecting students' feedback on previous learning experience. Through collecting feedback, it is found that on the one hand, in the learning stage of primary and secondary schools, many students and even teachers have insufficient understanding of the importance of ideological and political theory courses. Many students do not feel strong about the value of the course, so that after entering the university, they are prone to conflicts and contempt for continuing to learn related courses. On the other hand, it also shows that in the same classroom, different students have different requirements for the depth of teaching theory. There are generally about 100 students in the ideological and political theory class. Due to the large differences in learning needs, there will be a large deviation in the sense of gain. The deviation of cognition should be constantly guided and adjusted through university teaching, and the difference of demand requires teachers to devote more energy to giving students more satisfaction, which is also the performance of "teaching with heart". At the same time, we should also guide students to think about how to meet their own growth needs through their own active and effective learning. The learning process of "understanding with heart" will

make youth better. There are also some students' feedback. Their primary and secondary school teachers are very serious in the teaching of ideological and political theory courses. They are good at telling stories in a simple way, which can be also adopted as a university teaching strategy.

4.2 Adjust the Teaching Strategy According to the Students' Listening Situation

Even in the same semester, students' listening will change at different times.

Taking the ideological and political theory course for freshmen as an example, students will generally be more serious at the beginning of the semester and will be more willing to cooperate with teachers' teaching behavior. Therefore, at the beginning of the semester, teachers need to build close relationship with students with full enthusiasm and affinity, so as to enhance the adhesion between teachers and students on the basis of attractive teaching content. Students' recognition of learning content and their love for teachers will promote them to be more involved in the learning process and enhance their sense of gain. But at the same time, special attention should be paid to emphasizing and grasping classroom discipline, so as to avoid too loose teaching scene.

By the middle of the semester, most students enter the stage of preparing for the mid-term exam, and there will be some changes in the distribution of time and energy, which is mainly reflected in the fact that more students in the classroom write homework or review other courses. At this time, it may be an effective teaching strategy to give more lectures or use videos to teach content that is particularly easy to stimulate emotional experience and resonate, which can also lighten students' learning pressure and guide them to allocate time and energy correctly.

By the end of the semester, the expectation of academic performance will make many students become relatively focused, but at the same time, they will also show the struggle of time allocation and feel the anxiety of test pressure. At this time, teachers can reflect the students' observed state, empathize with students, and pay attention to calming their anxiety and combing and reviewing the core content of learning content.

4.3 Introduce Visualization Technology and Blended Learning to Classes

The reform of ideological and political theory courses in colleges and universities continues to be carried out. Many teachers can cross-use teaching modes such as lecture, heuristics, inquiry and situation in the teaching process. However, in the context of vigorously enhancing the sense of gain of ideological and political theory courses for college students, there will still be some powerlessness, which will experience the inability to maximize the enthusiasm of students to invest in learning and participate in teaching.

Xi stressed in the National Conference on Ideological and Political Work in Universities: "We should use new media and new technology to make the work alive, promote the traditional advantages of ideological and political work with a high degree of integration of information technology, and enhance the sense of modernity and attractiveness." Growing up in the new media era, "post-00s" college students have diversified needs for information reception and prefer more vivid and direct information-input methods. Some scholars believe that virtual reality technology helps to enhance the

sense of the time, attractiveness, curriculum participation and guidance of ideological and political theory courses. It has high application value and can also enhance students' emotional identity (Qin, 2020; Jiang & Zhu, 2021). Supported by the rapid development of wireless networks, big data analysis and various system technologies, Internet thinking and online education learning have also been integrated into the daily life of "post-00" college students, changing their way of thinking and learning. Therefore, the introduction of virtual reality and visualization technology into the teaching of ideological and political theory courses, and the active development of online and offline blended learning, are all methods and means to carry out teaching work with "post-00" college students who are more adaptable and liked.

On March 18, 2019, Xi hosted a symposium for teachers of ideological and political theory courses in schools and delivered an important speech, emphasizing that the key to running ideological and political theory course well lies in teachers, and the key lies in giving full play to the teachers' enthusiasm, initiative and creativity. Teachers ought to keep thinking about the way to enhance students' sense of gain, learning from effective experiences. Promoting reform in teaching practice and strengthening teaching design and thinking.

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Note 1. Dissemination teaching mode: Originated from the theory of focus communication, the “one-to-many” communication mode is transformed into “many-to-many”. In teaching, it is used to select personalized and differentiated educational carriers for teaching.