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Original Paper

Ideological and Political Course Teachers' Educational Rationality

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Abstract

Ideological and political course teachers should not only cherish their teaching experience, but also cannot be satisfied with it. They should fully realize the limitation of teaching experience and constantly improve the level of educational rational thinking. The educational rationality of ideological and political course teachers is the unity of implicit and explicit aspects. Among them, exploring rationality is the implicit mind of ideological and political course teachers, while writing rationality is the explicit ability of teachers' inner thoughts. Therefore, ideological and political course teachers should not only set up the research-oriented consciousness of "the teacher is a researcher" and cultivate the exploring rationality, but also set up the writing consciousness of "the teacher is a writer" and train the writing rationality.

Keywords

ideological and political course teachers, teaching by experience, rational thinking in education, exploring rationality, writing rationality

1. Introduction

An American study showed that in the early stage of a teacher's career, with the accumulation of teaching experience, the working efficiency of the teacher will gradually be improved. At the same time, with the increase of teaching age and the solidification of teaching experience, it may decrease,

especially in the later stage of his or her career (Chingos & Peterson, 2011). This paradoxical and impenetrable phenomenon means that professional development of the teachers is not a linear process, but a complex process. So a teacher needs to get rid of the superstition of teaching experience and pay attention to educational rationality.

As the main body of the key moral education curriculum, ideological and political course teachers are the key subjects to connect curriculum theory with students' experiences and moral education contents. Therefore, ideological and political course teachers should improve the self-consciousness of curriculum culture, who consciously reflect on their teaching experience and play a key role in the midst of the curriculum implementation. They should not take it for granted that they live off their past gains in accordance with the previous teaching experience in a cyclical manner, but transcend the empirical teaching thinking, cultivate the rational thinking of education, and enhance the effectiveness and pertinence of teaching. The educational rationality of ideological and political course teachers is the unity of implicit and explicit aspects. Among them, exploring rationality is the implicit mind of ideological and political course teachers, while writing rationality is the explicit ability of teachers' inner thoughts. Therefore, ideological and political course teachers should not only set up the research-oriented consciousness of "*the teacher is a researcher*" and cultivate the exploring rationality, but also set up the writing consciousness of "*the teacher is a writer*" and train the writing rationality.

2. Paying Attention to Theoretical Thinking against Experience-based Teaching

Ideological and political course teachers have accumulated rich teaching experience in their daily teaching practice, which is the significant outcome of teachers' professional growth. To meet the needs of curriculum development in the Chinese digital economy, teachers need to break out the inefficient development by reason of experience-based teaching and achieve the rational cognition beyond the perceptual experience. So it is very important for them to be guided by the scientific theories and improve their daily teaching practice. In other word, teachers should follow the dialectical laws of curriculum instruction and the basic logic of teachers' professional development.

2.1 The Limitation of Teaching Experience

The so-called *teaching experience* refers to the long-term accumulation of personalized experience, which comes from effective interaction between teachers and students under certain time and space conditions, according to the course content and educational environment. Experience is conditional and situational that consists of combination of specific people, time, space and other complex elements. It can be viewed as teachers' positive or negative adaptation toward specific space-time conditions, which is the basic premise that needs to be clarified adequately. In general, teaching experience is just viewed as a matter of time. As long as the sufficient teaching time is passed, the teachers will basically be viewed as the "*experienced*" teachers to teach the course, and form a relatively skilled teaching behavior pattern. If teachers actively adapt to some specific educational conditions, they will form a positive teaching experience and build a sense of self-efficacy. On the contrary, negative teaching

experience may be formed, which may cause frustration in their teaching. This duality reflects the limitation of teaching experience. In a word, teaching experience is not self-generated by teachers, but the long-term communication between teachers and students in the educational environments is critical. Hence it is the specific unity of teachers' initiative and passivity. As educators, we should not only pay attention to teachers' teaching experience, but also consider the limitation of our teaching experience. We should not be superstitious about the teaching skills that need to be improved. The teaching experience reveals some laws of education, but it is generated in complex environmental conditions, and has the personalized characteristics. The apparent characteristics may be copied easily by others, and the hidden may be likely to be underestimated and ignored. In this sense, teaching experience cannot be completely imitated by other teachers, which exactly reflects the artistry and creativity of teaching labor.

2.2 The Finiteness of Teaching by Experience

In teaching practice, teaching experience often has the obvious limitation. When applicable to the previous period, it may not be applicable to the current period. Every situation is unique. If a scenario appears in one class, it does not mean that it appears in another class. Although the empirical teaching has increased the degree of teaching automation, it has gradually fallen into the dilemma of narrow minds and ingrained prejudices. For example, some teachers know better the students with high ability. On the other side, when they teach students with low ability, their previous experience of teaching high ability students may not be transferred and they attribute the failure to students' weakness. If we keep staying in the spontaneous state of teaching habits, our teaching cannot be a free and happy activity. We should pay attention to the accumulation of teaching experience, but not just stay at the level of experience. Experienced teachers often passively adapt themselves to the requirements of ideological and political course reform, so that they fail to develop individual teaching skills in a social context. Furthermore, they could not unify teaching with education, covering their own curriculum subjectivity.

2.3 The Importance of Educational Rationality

We should not only realize the limitation of teaching experience, but also want to overcome it by the educational rationality. Because the teaching experience can grow naturally by accumulating of teaching practice. The development of rational thinking needs active learning and self-reflection. We often see such a situation in teacher development, that some experienced teachers have rich experience, but stay closed and self-fettered in a certain experience mode. It is difficult for them to adapt to the urgent requirements of moral education curriculum in the new era.

Thus, we can conclude, that teaching experience is only a necessary preparation for teachers' professional development, and long-term experience accumulation does not necessarily make them to be research-oriented teachers, because research-oriented teachers rely on professional rational thinking rather than a rough and fragmented teaching experience.

3. Establishing Research-oriented Consciousness and Promoting Exploring Rationality

Ideological and political course teachers should establish the research-oriented consciousness of "*the teacher is a researcher*" and cultivate the exploring rationality. Logically, "*the teacher is a researcher*" means that teaching undergoes a research procedure. The complexity and creativity of the teaching work mean that teachers could not solve the teaching problem once and for all. As professional technicians, we need to carry out continuous teaching reflection, diagnosis and correction. Because of teaching in the generated, the teachers are also generated. In the final analysis, the research-oriented consciousness of teachers is based on the professional consciousness of curriculum subjectivity, which is teachers' confidence and responsibility for individual strength and the development of ideological and political curriculum. Therefore, we need to clarify the nature of ideological and political course research in primary and secondary schools, reflect on the teaching experience from the perspective of curriculum view, and then grasp the main contradiction of ideological and political course teaching.

3.1 A Kind of "Working Culture" under the Care of "Academic Culture"

Research is not the patent of university teachers, but a necessary option for the development of every teacher who has devoted to teaching all his or her teaching. However, there are differences between universities and schools on the research, which respectively represent "*academic culture*" and "*working culture*". University teachers conduct theoretical research, which is to explore the regularity of things and to develop the innovation. It is a kind of "*academic culture*", focusing on asking "*what*" and "*why*". According to the course content and learning situation, the primary and secondary school teachers choose the suitable teaching methods and tools to conduct their lessons, which is to obtain the expected teaching effect and focus on the knowledge transmission. It is a kind of "*working culture*", focusing on "*to do what*" and "*how to do*" (Wu, 2011). Such a definition distinguishes the characteristics of the research in universities from the characteristics of the research in elementary education schools. It should be noted that the research in schools cannot be stopped to develop the technical "*working culture*", but the "*working culture*" is related to the "*academic culture*", that is, the front-line teaching research under the guidance of university professionals. In the integrated education of universities and schools, interdisciplinary talents who understand both "*working culture*" and "*academic culture*" have emerged in the ideological and political course teachers. Such teachers not only serve as an important bridge between theoretical experts in universities and teachers in primary and secondary schools, but also serve as a model for realizing the organic integration of first-line teaching experience and discipline theory in universities.

3.2 Setting up Curriculum View

Ideological and political course teachers should set up the ideological and political curriculum view and consider the teaching experience from the view of curriculum theory. In teaching practice, teachers often simply ascribe teaching experience to teaching methods and other technical aspects. The educational goal of ideological and political course falls into the teaching dilemma of the sake of teaching. Therefore, we need to integrate teaching experience into curriculum thinking and replace

"*how to teach*" and "*how to learn*" with "*what to teach*" and "*what to learn*". In grasping the ideological and political curriculum concept, we need to pay attention to two points. On one hand, ideological and political course is not mainly a simple transmission of knowledge and skills, but mainly a value education, which is not only the socialization process of students' moral concepts and behaviors, but also the individual process of social moral norms. On the other hand, ideological and political course teaching is not a matter of "*hard indoctrination*", and "*transformation*" from the outside to the students' mind. Instead, it insists on student-centered teaching, which follows the cognitive laws and cognitive characteristics of students, and the role of students' subjectivity to internalize in the heart and to externalize in the behavior.

3.3 Grasping the Main Contradiction in Ideological and Political Course Teaching

Ideological and political course teachers should grasp the main contradiction in ideological and political course, that is, the contradiction between the ideal and belief requirements of socialism with Chinese characteristics in the new era and the reality of current students' ideal and belief. This principal of contradiction constitutes the particularity of ideological and political course teaching, which is different from other subjects. The distinct political function and strong sense of the times are the basic characteristics and important advantages of ideological and political course teaching and research. We should consciously consider the responsibility of the ideological and political course as the key course of moral education. Based on the great changes in the world and the development achievements in China, we should enhance the integrated thinking of moral education in universities and primary and secondary schools, understand the curriculum standards of ideological and political education, and teach the ideological and political course well. In addition, we also need to study the characteristics of teenagers in the "*booting stage*", understand the moral cognition laws and acceptance characteristics of middle school students in the digital economy era, and get rid of the experiential thinking to make it possible to teach students according to their aptitude.

4. Establishing the Writing Consciousness and Promoting the Writing Rationality

Ideological and political course teachers should also establish the writing consciousness and promote the writing rationality. If the research-oriented consciousness is the foothold and an entry point for teachers to realize the transformation from empiricism to professionalism, then we should emphasis on the exercise of writing rationality which is a key ability for ideological and political course teachers to sort out and process their teaching experience to summarize the teaching rules of ideological and political course. The "*writing*" is not a simple written communication of technical issues, but a kind of teachers' self-reflection dialogue and educational lifestyle. The fragmented teaching experience is organized by teachers to try to solve the teaching contradictions. In essence, the writing rationality is mainly the unification of the concrete experience activities of the ideological and political course teachers and the promotion of generalized rationality. Therefore, we should know scientific theory, self-criticism and imitative learning, as well as the logical operation of teaching papers.

4.1 Paying Attention to the Guiding Role of Scientific Theory

Ideological and political course teachers need to pay attention to the guiding role of scientific theory. At present, the teachers' awareness of teaching research is increasing, and the research results are abundant, but there are also some problems in the writing experience, such as low-level repetition and self-talk. In order to overcome the problems of empirical writing, ideological and political teachers must consider the scientific theories, especially the basic theories of Marxism, pedagogy and psychology, and master the relevant discourse system. This is not only a catalyst to digest and decompose teaching experience, but also a discourse tool to master academic communication. We take the pedagogical theory as an example. "*Taylor's Principle*" (Tyler, 1949) is the pedagogical theoretical framework, on which the 2017 edition of senior high school ideological and political curriculum standards are based. In mastering the four elements or links (*curriculum objective*, *curriculum content*, *curriculum implementation* and *curriculum evaluation*), ideological and political course teachers not only understand the basic logic of curriculum standards, guide writing ideas and teaching design, but also carry out critical dialogue with curriculum experts.

4.2 Attaching Importance to Self-criticism and Imitation

Ideological and political course teachers should make full use of self-criticism and imitative learning. The daily writing is the unity of self-criticism and imitation learning. Teaching reflection is a major way for teachers to criticize themselves. It mainly records important events, teaching confusion and teaching gains in classroom teaching, and helps teachers to preliminarily sort out intuitive and fragmented teaching experience, and provides a rich nourishment for later paper writing. On the basis of the preliminary teaching summary, we can focus on a certain problem and find out the upstream source and downstream trend of the problem by searching relevant research literature. Of course, there is a certain value that a kind of teaching account, but the law of teaching does not appear gradually with the completion of the recording process. On the contrary, it requires teachers to carry out arduous thinking labor and rise from perceptual experience to rational thinking. Imitation learning is an important way for ideological and political teachers to learn from their peers in improving writing ability. Compared with textbooks and monographs, professional journals reveal the latest development of teaching research. To realize the transformation of teaching experience, ideological and political course teachers can focus on reading "*Marxism Research*", "*Education Research*" and other authoritative journals to learn topic selection, writing logic, expression skills and academic norms through imitating, dialoguing and debating.

4.3 Attaching Importance to the Logical Operation of Teaching and Research Papers

Ideological and political course teachers should understand importance to the logical operation of teaching and research papers. The main achievement of the teaching research is to form a logical, innovative and readable paper. In paper writing, there are two main types of writing logic. The first one is the logical induction of teaching experience, which follows the path from individual things to general rules. Teachers analyze their own teaching arguments, by focusing on the establishment, expression,

solution and verification of a certain problem or problem chains in the daily teaching, such as lesson preparation, teaching, lectures and examinations, etc. The second one is the deductive reasoning of educational theory. It follows the ideas of general rules to individual things, extends the disciplinary and professional theories to specific teaching practice, guides teaching reflection with theories, or carries out new teaching attempts according to the theoretical requirements. Any teaching research paper implicitly or explicitly reflects the author's certain theoretical thinking and premise. In order to avoid piling up, paper writing needs a kind of structured theoretical thinking as a guide, and the narrative framework of the article. In short, ideological and political teachers should devote their efforts to analyzing explicit or implicit teaching concepts and needs, and use their creativity to respond at all times to address the following questions: where can it be used, for what purpose, with whom, and in what kind of environment (Noddings, 2013).

5. Conclusions and Implications

The author has been teaching ideological and political course for a long time, who deeply realizes the problem of current curriculum and teaching research, especially the lack of theoretical consciousness in the curriculum theory and Marxist theory. He deeply realizes the blindness of professional development of ideological and political course teachers, especially the lack of professional consciousness and discipline confidence. The effective way to solve the above problems is to face the problems directly and carry out the effective research.

At present, ideological and political course reform has entered a critical period, and the teaching faith of serving for the test is being abandoned. In Information Technology-oriented environment, the original ecology of school education and classroom teaching has been rapidly changed, where a challenging situation for the current moral education emerges.

The goal of moral education is the main goal of education, which is to cultivate better people. This "*better*" should be reflected in moral, material, social, professional, aesthetic, spiritual and other aspects of a complete life, which also means that teachers should become moral educators (Noddings, 2016). Ideological and political course teachers should be consciously responsible for the curriculum reform and innovation of ideological and political course in the new era. They should not only cherish their teaching experience, but also improve their teaching accordingly. They should fully realize the limitation of teaching experience and constantly improve the level of educational rational thinking. Teaching experience is not necessarily educational rational thinking, and only with rational thinking, we can deeply understand and digest experience. This is the difference between the general teachers and research-oriented teachers. It requires us to transcend the teaching experience and sublimate the teaching experience rationally. This requires us to cultivate rational thinking in education, master the basic categories, basic hypotheses and basic theories of pedagogy, and pay special attention to the cultivation of exploring rationality and writing rationality. Therefore, ideological and political course teachers should not only set up the research-oriented consciousness of "*the teacher is a researcher*" and

cultivate the exploring rationality, but also set up the writing consciousness of "*the teacher is a writer*" and train the writing rationality. The realization of this process is the birth of people's educator!

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