

Original Paper

Study on Classroom Management Optimization of Ideological and Political Theory Courses in Colleges and Universities

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Abstract

Ideological and political theory course is one of the important ways for college students to establish a scientific world outlook, outlook on life and values. At the same time, as an important starting point of ideological and political work, ideological and political theory courses in colleges and universities play a very important role in promoting the reform and innovation of ideological and political work. At present, there are some problems in the classroom management of ideological and political theory courses in colleges and universities, such as teachers' lack of control, college students' lack of interest in ideological and political theory courses and teachers' neglect of the construction of the psychological environment of ideological and political theory courses. From the perspective of classroom management, this paper proposes to strengthen teachers' management consciousness and improve teachers' control. Correct understanding of thought course, stimulate students learning motivation; Strengthen the effective communication between teachers and students, construct the classroom psychological environment and other countermeasures. So as to improve the effect of ideological and political theory course classroom management.

Keywords

college ideological and political theory course classroom management

1. Introduction

The lack of effective classroom management will lead to the deficiency of teachers' teaching effect and students' learning effect. The lack of classroom management shows that the classroom presents a monotonous state and students lack of sustainable learning. The ideological and political theory course in colleges and universities undertakes the important task of the ideological and moral character of college students. Therefore, it is particularly important to optimize the classroom management of ideological and political theory courses in universities.

2. The Importance of Classroom Management

2.1 Definition of Classroom Management

Classroom management refers to the process in which teachers effectively achieve predetermined teaching objectives by coordinating various teaching factors in the classroom (Tian et al., 1996). International Encyclopedia of Education also defines classroom management in this way, that is, “Classroom management is the process of creating favorable environment for students to participate in classroom activities” (Husen, 1990). It can be seen that the main goal of classroom management is to improve the learning effect of students, and the main body lies in students. Therefore, the author defines classroom management as follows: Classroom management refers to the activities in which teachers flexibly use factors that affect students’ learning effects to achieve established classroom objectives. In this process, there are key points in terms of teachers, students and other factors.

2.2 Classroom Management Components

There are many factors affecting teachers’ teaching effect and students’ learning effect. Classroom management is the scientific arrangement and combination of these factors to achieve the optimal effect. The first is the teacher factor, including the teacher’s words and deeds, teaching ability, appearance and other factors about the teacher’s personal scientific and cultural literacy. Second is the number of students, quality and other factors. Finally, the management of classroom environment, including material environment and psychological environment. Physical environment includes visible physical conditions such as classrooms and seats, while psychological environment includes classroom atmosphere, teacher-student relationship and other factors. Compared with other factors, classroom psychological environment has the characteristic of concealment, which is often ignored by most educators. However, the management of classroom psychological environment is one of the important factors that affect the classroom effect.

2.3 The function of Classroom Management

Classroom management runs through the whole course of classroom activities. Classroom management plays an important role in classroom activities all the time.

First of all, good classroom management can ensure the smooth progress of classroom activities. In order to achieve the goals of the classroom, the classroom must maintain a continuous and stable state. However, due to the influence of students themselves and other factors, it is inevitable that various problems will occur in class activities that affect the smooth progress of class activities. Therefore, it is an important task of classroom management to foresee and stop the factors that affect the smooth progress of classroom activities. Maintaining the good order of classroom activities is one of the important functions of classroom management.

Secondly, good classroom management can shape a good classroom environment. Classroom is an interactive situation for teachers and students to learn and grow, and classroom activities are also a dynamic process of teachers and students working together, which is a creative social practice activity of human beings. Creativity runs through the whole process of classroom activities (Chen, 2002). In

essence, classroom activity is also a kind of teacher-student exchange activity, which is a kind of mutual influence between teachers and students, students and students. Therefore, good classroom management is to promote effective communication between teachers and students.

Finally, good classroom management promotes sustainable learning for students. Classroom management can effectively improve the quality of the classroom, and the lasting development of the classroom depends on improving the quality of classroom activities. The growth of the classroom is the prerequisite for the growth of Ren in the classroom, and at the same time, the growth of the classroom creates conditions for the growth of human beings (Chen, 2002). Under effective classroom management, students can arouse their own interest and motivation in learning, so that students can develop good learning habits and create conditions for students' sustainable learning.

3. The Deficiencies and Reasons of the Classroom Management of Ideological and Political Theory Courses in Colleges and Universities

3.1 Teachers' Controlling Power is Insufficient in the Classroom Management of Ideological and Political Theory Courses in Colleges and Universities

In the curriculum setting of colleges and universities, ideological and political theory courses are usually set as public courses, which adopt a unified teaching method and include students from different majors. In such a curriculum setting, ideological and political theory courses usually have a large number of students, a teacher has to face dozens or even hundreds of students. This weakens teachers' management of the classroom to some extent. In this case, teachers and students often have two levels of differentiation, resulting in the behavior and consciousness of teachers and students are not coordinated. In addition, compared with middle and high school teaching, college teachers are more relaxed about the state of college students in class, and do not deliberately require students to listen carefully and take notes.

There are two main reasons for this. On the one hand, the ideological and political theory courses are set up in universities. The large number of students is an important reason for teachers' insufficient control over classroom teaching activities. On the other hand, teachers lack the consciousness of classroom management. Most of the teachers of ideological and political theory courses in colleges and universities still teach in the way of telling, but ignore the management of classroom activities.

3.2 College Students Lack Interest in Ideological and Political Theory Courses

In classroom management, students and their learning effect is the ultimate goal of classroom management. Therefore, students' attitude towards ideological and political theories is also the focus of classroom management. Students' lack of interest in ideological and political theory courses is reflected in students' lateness, early leave, truancy, playing mobile phones in class, sitting in the back row, sleeping and other behaviors. In many colleges and universities, the ideological and political theory classrooms show the characteristics of less front row, more back row, less middle and more two sides. At the same time, due to the lack of interest of students, they showed no action in the ideological and

political theory courses. Arendt once pointed out that the condition of people is “active life” and highlighted the significance of “action” in people’s political life. Action is different from labor and work, and in general, action means to innovate, to start, to launch something. As far as his birth is concerned, man is a newcomer and a pioneer, and he can start something new (Hannah, 2009).

College students do not pay much attention to the ideological and political theory course. They simply treat it as a theoretical course and do not pay attention to the ideological connotation contained in the course. On the other hand, college students think that ideological and political theory course is very low in practicability. College students think that ideological and political theory course as a theoretical course has nothing to do with their future development, so it has no impact on whether to study or not, whether to learn well or not, and they will not use the knowledge learned from ideological and political theory course in their later life. They believe that ideological and political theory courses should be taken by students who specialize in this subject. Therefore, for them, the study of ideological and political theory is only to complete the tasks in the university stage, and more attention is paid to improving their professional skills and knowledge.

3.3 Teachers Neglect the Construction of Classroom Psychological Environment of Ideological and Political Theory Course

As an important part of classroom management, classroom psychological environment has a very important impact on learning and teaching effect. However, teachers of ideological and political theory courses in universities often neglect the construction of classroom psychological environment. As mentioned above, the classroom psychological environment includes classroom atmosphere, teacher-student relationship and other factors. Compared with the material environment, the psychological environment is more difficult to construct and measure. Moreover, the classroom psychological environment is hidden, so most teachers pay more attention to the visible factors. Teachers seldom have emotional interaction between teachers and students, and it is difficult to stimulate students’ emotions, so the classroom atmosphere is often dull (Gao & Zhu, 2020).

The main reason lies in the fact that the teachers of ideological and political theory courses in colleges and universities do not have the consciousness of building the classroom psychological environment. In addition, since ideological and political theory courses in colleges and universities usually exist in the form of collective teaching system, too many students will weaken teachers’ mastery of the class, and thus it is difficult to guide students to form a good learning atmosphere. At the same time, due to the lack of interest of students and the single narration of teachers, there is little effective communication between teachers and students, which leads to the rigidity of teacher-student relationship, which will affect the construction of the psychological environment of ideological and political theory courses in universities.

4. Countermeasures to Optimize the Classroom Management of Ideological and Political Theory Courses in Colleges and Universities

4.1 Strengthen Teachers' Management Consciousness and Improve Teachers' Control Power

Teachers play a vital role in classroom management, control the classroom activities, is the main implementer of classroom management. Therefore, in the classroom management of ideological and political theory courses in colleges and universities, teachers should constantly strengthen their own management consciousness. In the face of a large number of students in the classroom, teachers should establish the concept of classroom management, with the idea of classroom management to optimize the classroom management. At the same time, in the ideological and political theory course setting in colleges and universities, it is necessary to optimize the ideological and political theory course setting, control the number of students in class, reduce the pressure of the number of students faced by teachers, and finally improve the control power of teachers in the ideological and political theory course in colleges and universities.

4.2 A Correct Understanding of the Ideological Course, Stimulate Students Learning Motivation

In classroom management, students' cognitive level and learning motivation are very important factors. Teachers should correctly use these factors in classroom management to constantly stimulate the motivation of college students to learn ideological and political theory courses. The learning motivation of college students is a dynamic process from low level to high level. At present, the motivation of some college students to learn ideological and political theory courses often stays at the stage of obtaining course credits, and the motivation of learning is still at a lower level. This requires college students to enhance their motivation level of learning ideological and political theory courses. Specifically, college students should realize the significance and value of ideological and political theory courses for themselves. Ideological and political theory course is one of the main ways to improve the ideological and moral level of college students, is an important course to meet the spiritual needs of college students, and is also a guiding course for college students to establish a correct world outlook, outlook on life, values. Only when college students realize the value of ideological and political theory courses for themselves can they have the internal motivation to study ideological and political theory courses. Teachers should fully stimulate the external motivation of college students to study ideological and political theory courses. Teachers can make use of motivation reinforcement theory, achievement motivation theory, attribution theory and self-efficacy theory. At the same time, teachers should also pay attention to enrich the interest of ideological and political theory courses, which can be increased from the aspects of language, material selection and form, so as to stimulate students' learning motivation.

4.3 Strengthen the Effective Communication between Teachers and Students and Build the Classroom Psychological Environment

In the process of constructing psychological environment of ideological and political theory course, teachers should first set up the consciousness and concept of classroom psychological environment, and

pay attention to the construction of psychological environment in classroom activities. To be specific, teachers should pay attention to the classroom learning atmosphere in the teaching activities of ideological and political theory courses. Learning atmosphere is an important factor affecting the learning effect of students in the classroom, but also an important part of the classroom psychological environment. Therefore, teachers should always pay attention to the cultivation of a good atmosphere in the classroom. At the same time, teachers should pay attention to the relationship between students and students, teachers and students. Form good communication and interaction with students in class, in order to build a good classroom psychological environment.

To sum up, the classroom management of ideological and political theory courses in colleges and universities contains many influencing factors. In classroom management, teachers usually play a leading role while students play a main role. Teachers should arrange various factors of classroom management reasonably to achieve the ultimate goal of improving teachers' teaching effect and students' learning effect.

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