

Original Paper

Analysis on the Practice of Life-Oriented Teaching of
Ideological and Political Courses in Colleges and Universities
from the Perspective of the New Era

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Abstract

Under the background of the new era, the curriculum reform of ideological and political theory courses in colleges and universities is urgent. Life-oriented teaching method is based on students' daily life experience and focuses on heuristic teaching. It is a feasible path to reform ideological and political courses. Through a literature review, this article summarizes the necessity and effective ways of applying life-oriented teaching methods in the reform and practice of ideological and political courses in colleges and universities. Research shows that life-oriented teaching methods can bridge the disconnect between ideological and political classrooms and students' lives, and achieve an organic connection between "ideological and political courses" and "ideological and political life". Use a variety of teaching methods such as life situations, case analysis, group discussions, etc. to stimulate student participation and achieve subtle educational effects. Contemporary college students have diverse groups, and teachers should design flexible and diverse life-oriented teaching plans according to different student groups. This study provides theoretical and practical reference for the reform of ideological and political courses under the conditions of the new era.

Keywords

new era, ideological and political courses in colleges and universities, life-oriented teaching

1. Introduction

General Secretary Xi JINPING pointed out, “For a value to truly play a role, it must be integrated into social life, allowing people to perceive and understand it in practice. We must pay attention to linking what we advocate with people’s daily lives, in detail and in small details, implement and work hard”. (Note 1) At present, the ideological and political theory courses in colleges and universities are facing the urgent need for reform. On the one hand, the 19th National Congress of the Communist Party of China proposed to “accelerate the pace of building world-class universities and first-class disciplines” and put forward new requirements for the cultivation of talents in colleges and universities. On the other hand, the current ideological and political courses in colleges and universities have problems such as insufficient systematic theoretical system, single and boring classroom teaching content, and insufficient teacher-student interaction. These problems restrict ideological and political theory courses from realizing their fundamental task of cultivating moral character and cultivating people. Therefore, it is urgent to deepen the teaching reform of ideological and political courses and actively promote life-oriented teaching methods to adapt to the characteristics and needs of college students in the new era.

Life-oriented teaching method is based on students’ daily life experience and enriches teaching content and form. It is an important way to reform the current ideological and political courses. Carrying out relevant research can promote the application of life-oriented teaching methods in the reform and practice of ideological and political courses, and provide theoretical support and practical reference for building a three-dimensional and subjective ideological and political course teaching system. This study adopts the method of literature review and, based on previous research, deeply explores the application value, existing problems and optimization strategies of life-oriented teaching methods in the reform and practice of ideological and political courses in colleges and universities in the new era. It aims to provide theoretical guidance for the reform of ideological and political courses in colleges and universities in the new era, improve the effectiveness of ideological and political teaching, and cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, artistic, and labor.

2. The Connotation, Characteristics and Theoretical Basis of Life-Oriented Teaching of Ideological and Political Courses in Colleges and Universities

2.1 *The Connotation of Life-Oriented Teaching of Ideological and Political Courses in Colleges and Universities*

The connotation of life-oriented teaching of ideological and political courses in colleges and universities the connotation of life-oriented teaching of ideological and political theory courses in colleges and universities is mainly reflected in the following four aspects: First, it is based on students’ daily life experience, pays close attention to students’ actual ideological status and learning needs, and is guided by student needs; second, it is connected with hot and difficult points in social reality issues,

strengthen current political education, and guide students to improve political judgment in life practice; third, through various teaching organization forms such as mock courts and situational experiences, promote students to understand the connotation of abstract theories in specific situations and achieve the unity of knowledge, belief and action; fourth It emphasizes giving full play to students' subjective initiative, encouraging students to think actively and actively express their opinions, and participate in all aspects of the teaching process. It can be seen that life-oriented teaching can fully mobilize students' subjectivity, is close to the actual study and life of students, has flexible and diverse forms, is easy to stimulate students' enthusiasm, and helps to promote the reform and innovation of ideological and political theoretical courses.

2.2 Characteristics of Life-Oriented Teaching of Ideological and Political Courses in Colleges and Universities

The unique feature of life-oriented teaching is life-oriented. The most important thing is to pay attention to the students' daily life. The goal pursued by teaching is to creatively apply the learned content to daily life under the premise of understanding the knowledge, summarize experience in application, and then use these experiences in in-class learning to improve teaching efficiency and gain The best life experience; the next step is to pay attention to the actual situation of students in the classroom, and take into account the improvement of students' knowledge and moral character in the entire classroom education and teaching activities, so it is particularly important to create situational teaching. It is necessary to let every student participate in situation construction, form a democratic, harmonious, and active classroom atmosphere, enrich students' spiritual food, and gain experience in knowledge and group life; the last step and the more important step is to pay attention to students Possible lives related to the future. Education is based on preparing for the all-round development of people, and on this basis, it promotes students to live a better life in the future, thereby better adapting to the progress and development of society.

The second most significant feature of life-oriented teaching is its dynamic nature. Because the main object of teachers' education is students, everything must be oriented to students. The physical and mental development of students determines the dynamics of life-oriented teaching. Just as one of the modern views on students in the new curriculum reform emphasizes that teachers should know that students' physical and mental development is a dynamic development process and has certain development rules, and education and teaching should carry out dynamic activities in accordance with the rules and reality. At the same time, because students have huge development potential and are in a process of constant change, students' current immaturity requires teachers to be patient, caring, and responsible, and not to treat students as adults, but in actual learning and life, students' actual intellectual level can be improved, which has been confirmed by scientific research, so teachers are required not to deny students' future development based on existing backwardness. Finally, because students' development must be comprehensive development, it is in a process of continuous improvement.

Life-oriented teaching has significant characteristics such as content close to life, flexible and diverse forms, easy to stimulate learning interest, and in line with the cognitive development laws of college students. This teaching method can fit the physical and mental characteristics of contemporary college students and easily stimulate their interest in learning; help students test knowledge through situational experience and promote the unity of knowledge, belief and action; and ultimately promote the all-round development of students, allowing them to grow into socialist builders and successors people. Therefore, life-oriented teaching is an important way to reform and innovate the current ideological and political theory courses in colleges and universities.

2.3 Theoretical Basis for Life-Oriented Teaching of Ideological and Political Courses in Colleges and Universities

The theoretical basis for life-oriented teaching of ideological and political courses in colleges and universities mainly includes the following aspects:

Marxist epistemology. Marxist epistemology emphasizes that “practice is the only criterion for testing truth” and that thought must be combined with practice. Life-oriented teaching connects abstract theory with students’ practical life through situational experience, discussion and exchange, etc., which is conducive to the internalization and sublimation of knowledge. Marxist theory of practice. Marx pointed out: “Social life is essentially practical” (Note 2). Marx believed that practice is a social activity oriented toward people’s active transformation and exploration of the real material world. It can be seen that the fundamental feature of Marxist philosophy is the practical way of thinking. The only way to verify the truth is practice. The process of discovering the truth is an iterative process, which can be summarized as “practice-recognition-recognition”. Traditional political courses focus on the instillation of theory and believe that political courses are a subject that instills ideological ideas into people. In order to achieve good teaching results, we must proceed from reality, adhere to the integration of theory with practice, combine subject knowledge content with life experience, fully mobilize students’ enthusiasm and initiative, and make conscious learning become a habit of students. It will change the traditional understanding of ideological and political courses.

General Secretary Xi JINPING’s discussion on education. At the end of the first quarter of 2019, General Secretary Xi expressed the importance of ideological and political courses in achieving the fundamental educational task of cultivating moral character and cultivating people at a teachers’ forum. Since the 18th National Congress of the Communist Party of China, the General Secretary has expressed many opinions on the construction of the framework of ideological and political courses in the form of work meetings or educational conferences. For example, we need to figure out what the goal of education is in cultivating people, and now we can tell everyone with certainty that it is to cultivate builders and successors of the socialist cause. (Note 3) The general secretary made it clear that whether he can run ideological and political courses well is a matter of great concern to him. The General Secretary pointed out that teachers of ideological and political courses should enable students to understand and master knowledge from the combination of theory and practice, follow the laws of

students' physical and mental development, enable students to form correct basic views of dialectical materialism and historical materialism, and promote students' physical and mental health Comprehensive development. Marxist thought is formed and developed in practice. We must always pay attention to the practical significance of ideological and political courses, and coordinate the small class teaching format and the large class teaching format of ideological and political courses.

In addition, there are other theoretical basis. Marxist theory of comprehensive development. Marxism adheres to the all-round development of human beings and focuses on giving full play to the initiative of the subject. Life-oriented teaching emphasizes the dominant position of students, gives full play to their subjective initiative, and promotes the all-round development of college students. Constructivist learning theory. Constructivist learning theory believes that learning is a process in which students actively construct meaning. Life-oriented teaching emphasizes heuristic guidance, stimulating students' subjective participation, and allowing students to obtain correct cognition in meaning construction. It can be said that life-oriented teaching has a solid theoretical foundation and is indispensable in the reform of ideological and political courses in colleges and universities.

3. The Necessity of Reforming Ideological and Political Courses in Colleges and Universities under the Background of the New Era

3.1 Current Problems Existing in Ideological and Political Courses in Colleges and Universities

At present, the ideological and political theory courses in colleges and universities are facing a series of problems that need to be solved urgently. First of all, the update of course content is slow and fails to keep up with the times. Because curriculum plans and teaching materials take a long time to compile, they are out of touch with social changes. For example, the lack of reflection on the current development achievements of socialism with Chinese characteristics makes the curriculum and content focus too much on ideological education and lack guidance for reality. Secondly, the teaching methods and means are single, mainly based on teacher lectures and knowledge transfer. This indoctrination-based teaching method is difficult to motivate students, resulting in poor classroom teaching results. After students passively accept the course content, it is often difficult for students to internalize knowledge into practical abilities and become disconnected from real life. Third, the subject system of ideological and political courses is not systematic and complete enough, the connections between different courses are not close enough, and the teaching objectives of each course are not well connected. The teaching content is also fragmented and lacks organic connection. Finally, there is a clear disconnect between teaching and learning. The curriculum and teaching methods fail to meet students' growing spiritual and cultural needs and cannot arouse the majority of students' interest in learning. Therefore, the educational effect of ideological and political courses is not optimistic. These problems make ideological and political courses unable to meet the needs of contemporary college students. In order to solve these problems, we need to think deeply and research and propose effective reform plans.

3.2 The Importance of Ideological and Political Course Reform

Faced with the above problems and the situation and tasks of the new era, it is imperative to deepen the reform of ideological and political courses. The main tasks of the reform include: First, build a systematic and complete ideological and political theory course system for the new era. By integrating course resources, we promote the organic connection between required courses, elective courses, and general courses, and improve the scientific nature of the entire course. Secondly, innovate teaching concepts and methods and implement life-oriented and contextualized teaching. Emphasize case teaching and visit experience to promote the integration of knowledge and practice. Third, open up the context of teaching and learning and improve teaching effectiveness. Mobilize students' subjective initiative through close interaction between teachers and students. Fourth, promote the organic unity of theoretical teaching, practical teaching and online teaching, and build a three-dimensional teaching pattern. Through reform and innovation, we will promote ideological and political courses to keep pace with the times, enhance their ideological nature, theoretical nature and affinity, making them an important ideological weapon that leads the development of the times. This series of reforms is crucial to cultivating new people of the era who are comprehensively developed morally, intellectually, physically, artistically and physically, and can take on the responsibility of national rejuvenation.

3.3 Advantages of Life-Oriented Teaching Method in Teaching Ideological and Political Courses

The life-oriented teaching method is based on students' daily life experience, with content close to real life and flexible and diverse forms. It has unique advantages in promoting the reform and innovation of ideological and political teaching in colleges and universities in the new era: first, it stimulates students' interest in learning. Life-oriented teaching pays close attention to the ideological status and learning needs of contemporary college students, is close to students' lives, and can easily stimulate students' interest in learning and make them willing to accept ideological and political education. The second is to promote the unity of knowledge, belief and action. Through life experience, it can help students transform abstract ideological and political theories into the ability to deal with practical problems, and promote the unity of knowledge, beliefs and behaviors. The third is to create positive values. The life-oriented teaching method emphasizes value guidance, subtly influences students in rich and colorful teaching activities, and helps students establish three correct views. The fourth is to achieve education that conforms to laws. Life-oriented teaching starts from the cognitive and psychological development characteristics of college students and conforms to the laws of education. It not only imparts knowledge, but also drives students to take the initiative to learn, achieving comprehensive education.

In general, life-oriented teaching methods can better mobilize students' subjective initiative, achieve the teaching goal of "leading students into life, into society, and acquire ideological and political elements in life and society", and effectively promote the development of new era backgrounds. The educational connotation of ideological and political courses in colleges and universities is enriched and the teaching methods are innovated.

4. Effective Ways to Teach Life-Oriented Ideological and Political Courses in Colleges and Universities

4.1 Strengthen Connection with Daily Life

In order to better realize the life-oriented teaching of ideological and political courses, we can take the following measures to make it more coherent and targeted. First of all, we need to select teaching content that is close to students' lives. To this end, we should choose hot and difficult issues that are close to students' concerns, such as employment, entrepreneurship, love and marriage, etc., as cases for discussion. Strengthen current affairs and political education in the classroom to help students "learn to analyze political life and learn to find their own positions" through news events around them. Life-oriented teaching should be closely integrated with the ideological status and actual needs of contemporary college students to achieve the teaching goal of coming from life and going to life. Secondly, we should set up life-oriented teaching tasks and organize students to carry out social practice activities such as serving the community and surveying public opinion to achieve "vivid activities that integrate theory with practice and help students transform abstract ideological and political theories into the ability to deal with practical problems." . Practical teaching is regarded as the only criterion for testing truth, and it is also an effective way for students to analyze and solve problems. Finally, we need to build a platform for student communication to adapt to changes in students' ideological dynamics and needs. Through extensive discussions and exchanges and the insistence that "everything starts from reality", ideological and political courses truly become a platform to guide students to correctly understand the world, understand and transform themselves. This platform is not only a place for teachers to transfer knowledge to students, but also a social space that encourages students to think, communicate and grow.

Through the organic combination of these measures, we can better implement the concept of life-oriented teaching and make ideological and political courses truly become a guiding platform for students to learn, think and grow.

4.2 Use Diverse Teaching Methods such as Situation Simulation and Discussion

The following measures can help teachers better guide students and stimulate students' initiative. First, simulate life scenes to enhance situational experience. Teachers can design a variety of situations based on the teaching content, such as mock courts, simulated communities, etc., so that students can understand "Marxist theory of all human development" in specific situations. Situational experience teaching enables students to internalize moral norms into the power of conscious behavior through emotional experience through personal experience. Secondly, carry out discussion-based and interactive teaching. Organize students to have free discussions on relevant content of ideological and political courses, and teachers play a guiding role to help students deepen their understanding and expand their thinking during communication. In this way, we must fully mobilize students' subjective initiative and gradually transform them from "passive recipients" into "active participants." Finally,

build an online classroom. Use the network platform to provide virtual simulation scenes, conduct gamified teaching, discussion and exchange, etc. to expand teaching methods. In the Internet age, ideological and political education must “strive to explore new ways of theoretical propaganda and education under Internet conditions” and achieve innovation in educational methods. Through online classes, we can better adapt to students’ learning habits, improve their learning enthusiasm, and enhance the interactivity of teaching. Such diversified teaching methods help better guide students to think deeply and form independent opinions. Through the synergy of these measures, we can better realize the life-oriented teaching concept of ideological and political courses.

4.3 Pay Attention to Teachers’ Guidance

When emphasizing the guiding role of teachers, we can optimize expression to make it more coherent and expressive in the following ways: First, teachers should constantly update their teaching concepts and improve their ability to apply life-oriented teaching methods. In practice, we deeply understand the “Marxist theory of all human development” and continue to improve the pertinence and effectiveness of ideological and political courses. This requires teachers to continuously optimize and innovate teaching methods through practical operations to better meet the needs of students and the requirements of the times. Secondly, teachers should have a deep understanding of students’ ideological status and confusion, and select and design life-oriented teaching content in a targeted manner. Based on the principle of “everything is for students and for students” all-round development’, ideological and political theory truly becomes an ideological weapon that leads students to grow. This requires teachers to be student-centered and understand their interests, needs and problems, so as to be closer to students’ reality. Third, teachers should be good at summarizing experience and constantly improving the design of life-oriented teaching plans to improve implementation effects. Adhere to the academic style of “seeking truth from facts” and maintain the flexibility and timeliness of teaching plans by continuously promoting theoretical innovation in practice. Finally, teachers should give full play to their guiding role, make good use of the advantages of life-oriented teaching, and subtly influence and infect students. As the saying goes, “To lead the masses is determined by one’s will, and to lead the masses is determined by one’s faith.” Teachers must set an example, influence students through noble moral character, and become a role model for students’ development. This means that teachers are not only imparters of knowledge, but also role models of moral character, guiding students to shape correct values and outlook on life through precepts and deeds.

5. Conclusion

Life-oriented teaching method provides theoretical support and practical path for the reform of ideological and political courses in colleges and universities in the new era. It is an important way to achieve the fundamental task of cultivating moral character and cultivating new people of the era who will take on the responsibility of national rejuvenation. The application of life-oriented teaching methods requires both top-level design and grass-roots promotion. At the national level, relevant policy

support should be formed, a normalized teaching exchange mechanism should be established, and teaching innovation and experience promotion should be encouraged. At the university level, we must attach great importance to it, increase investment, establish a long-term mechanism for the application of life-oriented teaching methods, and form a teaching culture. At the teacher level, it is necessary to continuously improve application capabilities, enrich teaching methods, and play a leading role. At the student level, it is necessary to enhance the attractiveness and affinity of life-oriented teaching methods. Only by promoting it in an all-round way and strengthening collaborative innovation can life-oriented teaching methods play its due role in the teaching of ideological and political courses in the new era. This requires joint efforts from all sectors of society to form a synergy to continuously deepen and expand the application of life-oriented teaching methods.

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Notes

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