

Course Ideological and Political Education Mode of the Trinity in “Theoretical Course, Practical Teaching and Cloud Space”

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Abstract

In recent years, the course ideological and political education incorporating ideological and political education materials into professional course teaching has attracted great attention from theoretical circles and policy authorities. This paper takes Marxism and Xi Jinping’s socialist education thoughts with Chinese characteristics for a new era as an important theoretical basis, and explores a new course ideological and political education mode of the trinity in theoretical courses, practical teaching, and cloud space, hoping to provide enlightenment for the further implement as well as future promotion and application of the course ideological and political concepts under the new situation.

Keywords

Course Ideological and Political Education; Theoretical Course; Practical Teaching and Cloud Space; New Trinity Mode.

1. Introduction

The course ideological and political education refers to a comprehensive educational concept where various courses together with ideological and political theory courses runs in the same direction in the formation of a full-service, full-process, and full-course education pattern, forming a synergistic effect, as well as the basic task of education is “Morality Education”. In December 2016, General Secretary Xi Jinping clearly stated at the National University Ideological and Political Work Conference that “various courses together with ideological and political theory courses runs in the same direction, forming a synergistic effect”. In 2019, the Ministry of Education of China put forward the “Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Comprehensively Improving the Quality of Talent Training”, which clearly pointed out that ideological and political education should be implemented throughout the entire process of talent training, persist in the effectiveness of moral education as the fundamental standard for testing all work in colleges and universities, use Xi Jinping’s socialist education thoughts with Chinese characteristics for a new era to cast souls and educate people, accelerate the construction of an ideological and political work system in colleges and universities, and promote the formation of a “three comprehensive education” work pattern. In 2020, eight departments including the Ministry of Education issued the “Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities”. The opinions pointed out that in order to thoroughly implement the Xi Jinping’s socialist education thoughts with Chinese characteristics for a new era, the construction of the ideological and political work system in universities should be and accelerated, and efforts should be made to cultivate newcomers of the era who are responsible for the great task of national rejuvenation, and socialist builders and successors who develop comprehensively in moral, intellectual, physical and artistic. From this point of view, the course ideological and political education of college students is particularly important in the context of the new era. How to break through the traditional teaching model and further increase the quality of students’ ideological and political education is a problem that each university and educator need to consider. So, can this resource advantage be used to explore the new

ideological and political education model of the trinity in “theoretical courses, practical teaching, and cloud space” to further improve the quality and efficiency of ideological and political education? To this end, this paper will use this problem as a starting point for research.

2. Theoretical Basis

The fundamental task and goal of the course ideological and political education are to raise the level of students’ ideological and political education and at the same time to train students to become ideal, ethical, educated, and disciplined youths, as well as socialist builders and successors, so that they can consciously contribute to the development of socialism with Chinese characteristics, the great rejuvenation of the Chinese nation and finally, the realization of communism. So, this requires us to analyze and solve problems by combining the principles of Marxism with China’s higher ideological and political education. The Marxist view related to the course ideological and political education mainly includes four theories, namely, the theory of human all-round development, the theory of cultural development, the theory of effective teaching, and the theory of Xi Jinping’s socialist education with Chinese characteristics in the new era.

2.1. Theory of Human All-round Development

Pursuing the all-round development of people is not only the highest state called by Marxism, but also the goal of college education, which is to train students for all-round development. The Marxist theory on the all-round development of people mainly includes the development of individual abilities (physical strength, intelligence, communicative ability, etc.), the enrichment of human social relations, and human personality (physical and mental harmony, and individual self-awareness and moral concepts). Etc.) of the overall development of three aspects.[1] Marx believed that education was not only a way to increase social production, but also the only way to bring up people with all-around development. Therefore, this theory provides theoretical support for the development of course ideological and political education in Chinese education. The core of the course ideological and political education lies in smoothly embedding the ideological and political education content implied by the course into the course teaching system of professional courses, especially, skillfully writing into the course objectives, course standards and teaching plan to ensure that students who are learning professional knowledge, can subtly form the correct value cognition, improve the individual ability of students, and then promote the comprehensive development of students.

2.2. Cultural Development Theory

The development of student culture is an inherent requirement for the promotion of course ideological and political construction in colleges and universities in the new era, and cultural construction is the soul of the course. Spencer (1949) believes that course is "the systematic organization of teaching content". Course culture is the cultural collection of the course in the process of practical development and function realization. Conceptual factors such as culture and spirit constitute the inner soul of course development.[2] Lawton (2012) believes that it is necessary to ensure that course development is based on a benign cultural choice.[3] Bourdieu (1993) believes that the course itself is a kind of “cultural capital” and plays an important role in promoting the development of political capital and economic capital.[4] Therefore, the development of course culture is at the core of the formation and development of individual values. In the process of advancing course ideological and political education construction, it requires that the development of school course culture must be focused, and the display of socialist core values must be placed in a prominent position, so as to better reflect the responsibilities and missions of college teachers and the importance of group values. The course ideological and political education and the course culture construction of Chinese

colleges and universities have the same goal. The development of course culture thus constitutes the ontological support of course ideology and politics.

2.3. Effective Teaching Theory

In China, the earliest monograph on effective teaching theory was "Study Records". In the Western educational literature, the earliest use of the term "pedagogical theory" was the German educator Ratke (1571 - 1635) and the Czech educator Comenius. The words they used was "Didactica", and whose paraphrase was "the art of teaching." Herbart published "General Pedagogy" in 1806. Pedagogy here was "Padagogik" and English was "Pedagogy". It was derived from the Greek word "Pedagogue", which mainly referred to teaching methods and student management.[5] Educational teaching was the core of Herbart's pedagogy, who was the first to clearly put forward this concept. He unified moral education and subject knowledge teaching in the same teaching process, and put forward the famous teaching form stage theory, that is, clear, associate, system and method. The effective teaching theory originated in the early 20th century, and its formation has gone through a long historical stage, from the summary of teaching experience to the maturity of teaching thoughts and then to the formation of effective teaching theories. This progress is a process in which people continue to deepen, enrich and systematize for teaching practice activities. Among them, systematization is a sign of the formation of effective teaching theories. Effective teaching theory is an important branch of pedagogy. It is not only a theoretical science, but also an applied science, which should not only study the phenomena and problems of teaching, reveal the general laws of teaching, but also study the methods, strategies and techniques of using and following the laws to solve practical problems in teaching. It is not only a descriptive theory, but also a prescription and normative theory, whose main characteristics are paying attention to all students, paying attention to teaching efficiency, paying attention to measurement and quantification, implementing reflective teaching, effective teaching core and effective teaching strategies. Comenius (1872) believed that effective teaching should be based on thoroughly stimulating students' thirst for knowledge. This not only requires teachers to be "enthusiastic", "organized" and "organized" in their teaching, but also the teaching content and teaching goals to be continuously scientific.[6] Teaching activities are not affected by other factors, while whether the teaching content is abundant and whether the teaching goal demonstrates correct values constitute an important variable of the effectiveness of teaching. The course ideological and political education construction is to combine professional knowledge with valuable guidance, which requires not only to teach the content of professional courses to students, but also closely connects the content of course ideological and political education should with the content of professional courses. Therefore, the effective teaching theory provides an inherent logical proof for the development of course ideology.

2.4. Xi Jinping's Socialist Education Thoughts with Chinese Characteristics for A New Era

Xi Jinping's socialist education thoughts with Chinese characteristics for a new era mainly emphasizes that the most fundamental thing in running ideological and political theory courses is to fully implement the party's educational policy and solve the fundamental problem of whom to train, how to train, and for whom. On this fundamental issue, the flag must be clear-cut and unambiguous. This requires us to educate and train the next generation well, starting from school and starting from the baby. It is very necessary to offer ideological and political theory courses in universities, middle schools and primary schools in a gradual and spiral manner. It is an important guarantee for cultivating generations of socialist builders and successors. "Course ideological and political" as an innovation in educational concepts are theoretically derived from the educational thoughts of the new era, and practically eliminates the three practical root problems caused by the "island effect" of ideological and political courses.

First of all, ideological and political work should be attached great importance to, the guiding position of Marxism should be always adhered to, and the construction of the socialist discipline system with Chinese characteristics should be vigorously promoted, so as to provide a fundamental guarantee for the construction of ideological and political courses. This requires us to make use of the extensive and profound excellent traditional culture that the Chinese nation has formed over thousands of years, the revolutionary culture forged in the process of revolution, construction, and reform, and the advanced socialist culture, to build a strong force for course ideology and politics or ideological and political course construction.

Secondly, the key to realize course ideology and politics is enthusiasm, initiative, and creativity. Ideological and political teachers should plant the seeds of truth, goodness and beauty in the hearts of students and guide them to buckle the first button in their lives. So, this requires every teacher to have strong political beliefs, so as to let those who have faith speak their beliefs, be good at looking at issues politically, and maintain political sobriety in the face of major issues of principle. Teachers must have deep feelings, maintain the feelings of family and country, and be filled with the country and nation in their hearts. In the great practice of the party and the people, they must pay attention to the times, pay attention to the society, absorb nutrients and enrich their ideas. Teachers must have dialectical thinking, learn dialectical materialism and historical materialism, innovate classroom teaching, give students a profound learning experience, guide students to establish correct ideals and beliefs, and learn correct thinking methods. Teachers should have a broad field of vision, knowledge, international, and historical perspectives. Through vivid, in-depth, and specific comparisons, they should explain some truths clearly and distinctly. Teachers must be strict in self-discipline, be consistent in class, online and offline, consciously promote the main theme, and actively transmit positive energy. Teachers must have a positive personality. Only with a personality, can he be attractive and only close with his teacher can he believe in his way. Teachers must have an upright personality, infect and win students with a noble personality, inspire students with the power of truth, win students' respect with a profound theoretical foundation, consciously set an example of learning and behave, and be loved by students.

Finally, to promote the reform and innovation of ideological and political theory courses, the ideological, theoretical, affinity and pertinence of ideological and political courses must be continuously enhanced. The unification of value and knowledge must be adhered to, incorporating values to knowledge transfer guidance. The unification of theory and practice must be adhered to, training people with scientific theories, and attaching importance to the practicality of ideological and political courses. The unification of unity and diversity must be adhered to, implementing the unified requirements of teaching objectives, course settings, use of teaching materials, teaching management, etc., and adapting to local conditions, time conditions, and aptitude. The unification of dominance and subjectivity must be adhered to. The teaching of ideological and political courses cannot be separated from the leadership of teachers. At the same time, the study of students' cognitive laws and acceptance characteristics must be increased to give full play to the role of students' subjectivity. The unity of indoctrination and enlightenment must be adhered to, paying attention to enlightening education, and guide students to discover, analyze, and think about problems, so that students draw a conclusion automatically in the process of continuous enlightenment. And, the unification of explicit education and implicit education must be adhered to, tapping the ideological and political education resources contained in other courses and teaching methods to realize all-round education for all employees in all process.

3. A New Model of Course Ideological and Political Education of the Trinity in “Theoretical Courses, Practical Teaching, and Cloud Space”

3.1. Theoretical Courses

The key to course ideology and politics is professional courses and the first and foremost task of integrating course ideological and political content into professional theoretical courses is to write course ideological and political elements into teaching materials such as “Course Syllabus”, “Course Standards” and “Teaching Plans” , and then realize the organic unity of “knowledge transfer” and “value guidance”. The key to maximizing the effect of ideological and political education of the course is to achieve the organic integration of professional courses and ideological and political elements, including the organic integration of ideological and political elements and professional basic theories, organic integration with professional hot issues, and organic integration with students' professional interests , and finally realize the mutual promotion of professional course teaching and ideological and political education. In the benign interaction between these two, it will enhance the contemporary college students' sense of identity and participation in socialism with Chinese characteristics, and cultivate qualified socialist builders and successors.

In this regard, schools should make bold and resolute efforts to carry out course ideological and political education in professional courses. First, in the selection of teaching materials, priority should be given to “Ma Engineering” teaching materials, and the latest and most classic teaching materials are preferred. The “Ma Engineering” project was officially launched in April 2004, and it has been nearly 15 years. Quality is the life of “Ma Engineering” teaching materials. Higher Education Publishing House vigorously develops digital resources that attract students' interest in learning and conform to the teaching characteristics of the Internet era, actively promotes the innovation of teaching materials, and enhances the practicality and modernity of “Ma Engineering” teaching materials. The latest and most classic textbooks often reflect the latest and most classic knowledge framework and methods, and promote the knowledge of students to keep pace with the times. Secondly, teaching materials should be innovated, it is required to write course ideological and political materials into teaching materials such as “Syllabus”, “Course Standards” and “Teaching Plans”. The syllabus of “Course Syllabus” is a guiding document for subject teaching. The syllabus is a logical structure of course content, a guide for teaching sequence, teaching work, and a reflection of the degree of mastery of the course. Writing the course ideological and political goals into the “Course Syllabus” clarifies the teaching tasks of teachers' course ideology and politics. “Course Standards” is a teaching guidance document that stipulates the nature of a certain subject, course objectives, content objectives, and implementation suggestions. Compared with the syllabus, the course standards are detailed and clear in the basic concepts of the course, course objectives, and course implementation suggestions. In particular, it puts forward the basic learning requirements for all students. This not only requires teachers to carry out ideological and political education in the teaching process, but also needs to achieve corresponding results. The “Teaching Plans” is a practical teaching document and specific design and arrangement of teaching content, teaching procedures, teaching methods, etc., according to the course standards, syllabus and textbook requirements, and the actual situation of students for teachers to carry out teaching activities smoothly and effectively. This requires that how to carry out course ideology and politics and which course ideological and political materials should be introduced into the teaching plan so that it can be implemented in the teaching process. Third, the classroom should be innovated, focusing on students. If the course ideological and political education follows the traditional installation education method, it may be difficult to achieve significant results. The teacher's point of view is important, but if it is imposed on the students, it will easily make the students bored or tired of learning. More importantly, it is necessary to focus on students and

guide the collision of values among students and between teachers and students through forms such as flipped classrooms, so as to establish correct values for students. Fourth, course ideological and political content should be added to student course assessment. Course ideological and political education should not be limited to classroom teaching. The most direct and effective way to test the effectiveness of course ideological and political effectiveness is to assess students. Course ideological and political assessment is different from professional courses. For the assessment of knowledge content, students only need to memorize the knowledge points before the exam, while the assessment of the ideological and political content of the course is uncertain. The content is more subjective and reflects the intrinsic value of students. If students proceed through memorization, then this will definitely be a needle in a haystack. Only through daily learning and accumulation can the value and spirit matching the course goals be formed.

3.2. Practical Teaching

Course ideological and political practice teaching should take ideological and political theory as the course content and teaching practice as the course form. It is an ideological, political, theoretical, educational and practical activity under the guidance of theory. In the course ideological and political practice teaching, a bold attempt is made to integrate the small ideological and political classroom and the large social classroom. First is the flipped classroom teaching. On the one hand, ideological and political education for the new era should be integrated into all aspects of course teaching and reform. Through making full use of the network teaching environment and using the world university city, the Fanya teaching platform, Chaoxing Learning Link and other network platforms to innovate and introduce course ideological and political teaching resources, the traditional teaching model can be flipped to improve the teaching environment and teaching quality of the course. Of course, it is more important to organize a group of experienced teachers to carry out practical teaching experience, such as listening to masters, grinding lessons between teachers, developing integrated course ideological and political preparation mechanisms, and promoting excellent practice courses. On the other hand, students can play the role of teachers, with the main lectures of students, the participation of teachers and students, the form of topic speeches and group discussions by student representatives, to form a dynamic classroom that explores new knowledge and shares new results. Secondly, based on the theoretical teaching in the first classroom, the second classroom can be carried out. It is a kind of practical classroom run by student practice as well as online classroom run by teacher supervision. Similarly, the second classroom is also based on students, including field teaching, social research, reading activities, summer social practice, scientific and technological academic activities, campus cultural activities, youth volunteer activities and public welfare activities, work-study, paid internships, etc., and transforming the inculcating teaching with teachers as the main body and students as the object into experiential and perceptual teaching with students as the main body, which is a classroom with students' independent activities, independent learning, independent practice and independent exploration as the main body, and cultivate students explore independently to improve their practical ability and innovative spirit. Finally, the practical teaching results should be achieved and sublimated. Through the course ideological and political practice teaching results report meeting and results online and offline exhibitions and other forms, the course ideological and political evaluation results can be summarized and commended, to effectively test the actual effect of the practical teaching of the course ideological and political courses in colleges and universities, so as to set an example among students and teachers in the leading role of advanced and typical demonstrations, enhance the participation and enthusiasm of teachers and students in the practical teaching of course ideological and political courses, enhance the in-depth integration of course ideological and political construction and

professional course construction, and further sublimate teachers and students' sense of honor, sense of achievement, and teachers and students' ideals and faith.

3.3. Cloud Space

Cloud space course ideology and politics require the use of modern information technology. It takes cloud platform network space as a carrier, modern information technology as a means, and creates an Internet sharing platform, to achieve resource sharing, standardize the teaching process, and thereby improve the overall ideological and political theory courses teaching quality. This is not only to implement the strategic deployment requirements of the party and the country to vigorously develop education informatization, but also a major reform and innovation of course ideological and political teaching. Through creating a cloud space platform suitable for this school, and upload all course materials to the cloud space platform by each teacher, students can consult and communicate with teachers online at any time, and teachers can also upload course-related materials, and to understand the learning dynamics of each student. The practical results show that students not only learn professional knowledge easily, but also can broaden their horizons, communicate with teachers, and guide students to form important values. Especially after the outbreak of the epidemic, cloud space teaching and course ideological and political education have played an important role. Teachers and students actively adapt to changes in teaching and learning conditions, teachers use new media and new technologies to strengthen communication and exchange of ideas with students and understand students' learning, thinking and psychological dynamic, incorporate, the "salt of ideology and politics" into the "soup of course" in a subtle way, and achieve very remarkable results. At the same time, the school actively carried out online course ideological and political teaching competitions and online teaching student satisfaction assessment, which further promoted the course ideological and political construction of cloud space.

3.4. New Trinity Model

The trinity here refers to the organic integration of theoretical courses, practical teaching and cloud space of ideological and political courses, forming an online and offline closed-loop teaching mode, as shown in Figure 1. Teachers publish teaching resources and online teaching tasks on the cloud space platform before the course starts, and students complete online tasks through the online platform. In this process, students can ask questions, search for relevant information online, try to solve puzzling questions, or ask new questions by themselves. The teacher adjusts the teaching design in time according to the students' pre-class study and task completion. In the online teaching process, the flipped classroom mode of cloud space platform can be made full use to give full play to the main role of students. Teachers combine the current domestic and foreign situations and current affairs, and according to the characteristics of the students, organically integrate the ideological and political elements of the course to arouse the attention of students, and stimulate students' interest in learning and thirst for knowledge to realize the combination between practical teaching and cloud space. The cloud space platform is also an important platform for the practical teaching of course ideology and politics. On the one hand, teachers can upload materials and videos related to the course ideology and politics to the cloud space platform, and they can also publish some practical activities online practice activities to train students' manipulative ability. On the other hand, the cloud space platform is also an important channel for displaying the ideological and political achievements of the course. Teachers and students can publish the teaching results to the cloud space for others to learn from and evaluate, so as to enhance the sense of honor and responsibility of teachers and students to realize the combination between theoretical courses and practical teaching. Ideological and political theory courses are mainly presented to students in the form of text, language, pictures and videos. In order to enable students to feel the importance of ideological and political elements, practical teaching must be carried out. Time is the only criterion for

testing truth. As long as the students are immersed in the scene, they can understand the essence, so that they can form an unforgettable impression and shape their correct values. The organic integration of theoretical courses, practical teaching, and cloud space is the only way to give full play to the ideological and political effects of courses and truly realize the essential requirements of morality education.

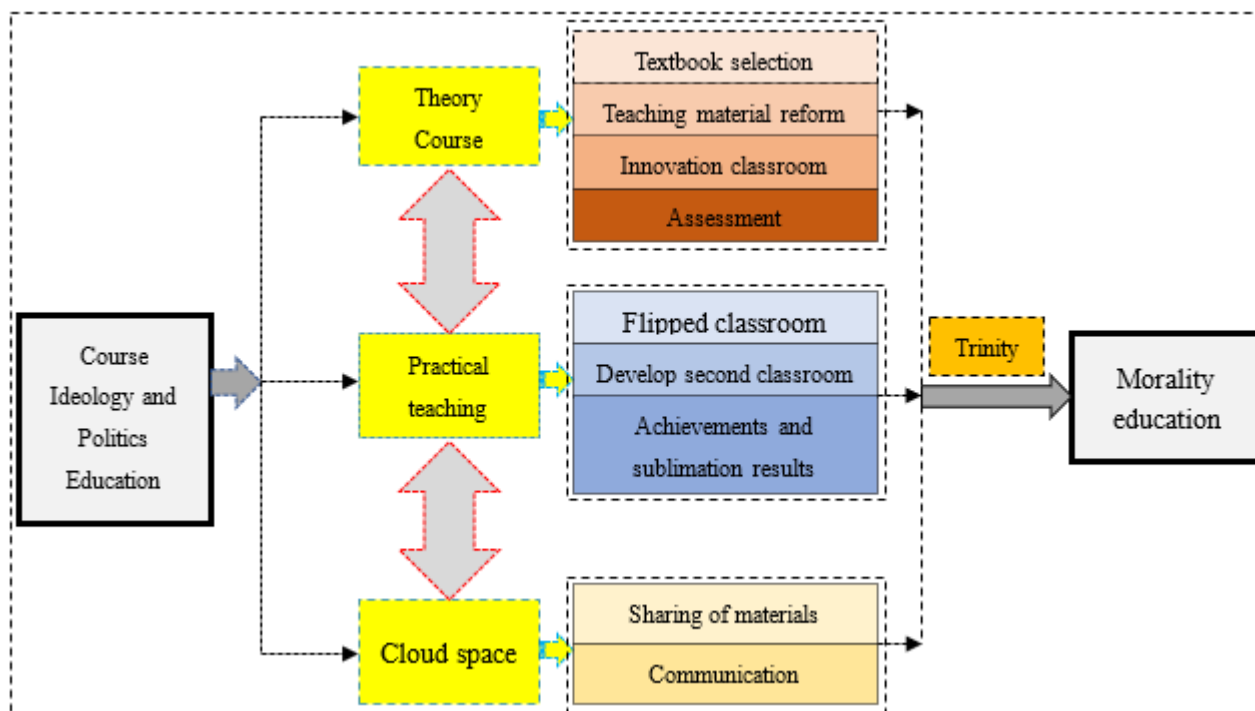


Figure 1. The Course Ideological and Political Education Mode of Trinity in “Theoretical Course, Practical Teaching and Cloud Space”

4. Conclusion

The course ideological and political education incorporating ideological and political education materials into professional course teaching has attracted great attention from theoretical circles and policy authorities. This paper takes Marxism and Xi Jinping’s socialist education thoughts with Chinese characteristics for a new era as an important theoretical basis, and explores a new course ideological and political education mode of the trinity in theoretical courses, practical teaching, and cloud space, hoping to provide enlightenment for the further implement as well as future promotion and application of the course ideological and political concepts under the new situation.

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