

Analysis on Teaching Problems and Countermeasures of Ideological and Political Theory Courses in Higher Vocational Colleges from the Perspective of “Question Chain”

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Abstract: Higher vocational colleges aim at cultivating practical and technical talents. As the ideological and political courses based on theory, they face the problem of preparing for marginalization, and the teaching effect is difficult to guarantee. The question chain teaching mode is to design the teaching content into a series of questions to inspire students to think and learn, which can effectively make up for the problems existing in traditional course teaching. Based on this, this paper analyzes the teaching problems of ideological and political theory courses in higher vocational colleges, and puts forward the teaching countermeasures of ideological and political theory courses in higher vocational colleges from the perspective of question chain for reference.

Keywords: Question chain; Higher vocational colleges; Ideological and political theory courses; Teaching problems; Countermeasures

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Preface

Ideological and political theory course is the main way to carry out ideological and political education for students in higher vocational colleges. But in higher vocational ideological and political education theory course teaching, it is influenced by many factors. There are still some problems to be solved, affecting the quality of ideological and political teaching. Therefore, in the new era, it is very urgent to actively explore and analyze the problems existing in ideological and political theory teaching and adopt effective measures to solve them.

1. The importance of question chain teaching method in the teaching of ideological and political theory courses in higher vocational colleges

Question chain teaching method is derived from the theory of “question teaching”, which is a teaching activity in which teachers set the teaching content as various questions and let students think and answer. Through classroom teaching, students can learn knowledge and understand the process, way and means of acquiring knowledge, so as to improve students’ awareness of problems and activate their thinking.

The question chain teaching method attaches importance to the subject status of students’ learning, encourages teachers to combine students’ actual needs in teaching and set up question situations from the familiar life scenes of students, so as to realize the effective integration of life and learning situations; By dividing the teaching content into specific questions, a progressive question chain is formed to strengthen the connection between knowledge points, which is helpful for students to establish knowledge map and have a more comprehensive understanding of the theories they have learned. The application of question chain teaching method is conducive to improving and cultivating students’ abilities in all aspects, and is more conducive to the construction of a good learning atmosphere, promoting communication and interaction between teachers and students and students themselves, and promoting students to learn knowledge more actively.^[1]

2. Teaching problems of ideological and political theory courses in higher vocational colleges

Firstly, students’ interest in learning is not high. According to the relevant investigation, there are many problems of students’ truancy and absenteeism in the course of ideological and political theory, which indicates that students are not interested in the course of ideological and political theory. The discipline of new students who just entered the colleges is very strong, and they are seldom absent in class, but after a period of time, many students skip classes directly, especially for the course of ideological and political theory which is boring. They play mobile phone or whisper in class, without discipline, which forces ideological and political courses

into the leisure courses.

Secondly, teachers' teaching methods are unitary. Nowadays, most higher vocational colleges adopt the form of teaching large classes in ideological and political theory courses, with a large number of students, which has a relatively high control ability for teachers in class. However, actually, some teachers of ideological and political theory course in higher vocational colleges have insufficient understanding of ideological and political course, with low enthusiasm in class and no strict requirements on class discipline. They just copy the contents from books to students. There are also some teachers whose ideological and political theories are not firmly based, and their theoretical explanations are too general and abstract in classroom teaching, which makes it difficult for students to understand. In addition, in the teaching of ideological and political theory, there is little interaction between teachers and students, and teachers blindly ignore students' autonomy and creativity in learning, which further weakens students' enthusiasm in learning. Although sometimes some teachers ask students to answer several questions, the pertinence of the questions is not strong, and students' answers lack in-depth thinking, resulting in low classroom teaching efficiency.

3. Teaching countermeasures of ideological and political theory courses in higher vocational colleges from the perspective of “question chain”

3.1 Cleverly set questions, design high quality problems

Teachers should put forward high quality questions according to the curriculum content and students' actual life, which is the premise of the successful implementation of the chain teaching model of questions. High quality questions should have the following characteristics: First, the difficulty should be moderate. High quality questions are not the more difficult the better, but to moderate difficulty, to adapt to the cognitive law of students. If the question is too difficult, students rack their brains and cannot get the answer; The questions are too simple to inspire students' thinking and arouse their desire to explore the questions. Second, high quality questions should be contradictory. Teachers carefully set up questions with deep thinking suspense, interlocking, layer upon layer in-depth, so that students understand the contradictions and conflicts of existing knowledge, from simple to complex, and gradually guide students to think and explore. For example, when the content of “Deng Xiaoping's theory of the nature of socialism” is narrated, the teacher can use multimedia to show the report “India is also a socialist country” and ask the students: talk about how to judge whether a country is a socialist country. The teacher further explains that the question is about “what is socialism, how to build socialism” this basic theoretical question and let the students to analyze. In this process, some students may misjudge that India belongs to the socialist country. At this time, the teacher should continue to ask questions and let the students think: socialist essence system characteristics are equal to the socialist essence? Obviously, the two are not the same. Under this condition, teachers can reveal the differences between the socialist essence theory and the traditional socialist view by comparison. In this way, students can have a comprehensive knowledge and understanding of Deng Xiaoping's theory of the essence of socialism.^[2]

3.2 Expand sublimation, guarantee course teaching effect

In the teaching of ideological and political theory in higher vocational colleges from the perspective of question chain, after solving the questions, the teaching should still return to the curriculum purpose, and the teacher should expand and sublimate the results after the interaction of questions, and systematically describe the teaching content related to this series of questions. Systematic knowledge presentation is still a very important part of the whole curriculum system. By summarizing and expanding knowledge, teachers can make students produce new cognitive structures. For example, when the teacher finished teaching “Deng Xiaoping's theory of the nature of socialism” this content, can ask the students: at present, the state advocated “mass entrepreneurship, mass innovation”, support college students innovation and entrepreneurship, and Deng Xiaoping's theory of the nature of socialism put forward “eliminate exploitation” is not contradictory? Through this problem, the sublimated knowledge can be expanded and summarized to consolidate the knowledge learned by students and ensure the teaching effect of the course.^[3]

4. In conclusion

In short, the ideological and political theory course in higher vocational teaching involves a lot of content, which is a complex system of teaching tasks. Teaching scheme should be determined from the actual situation of higher vocational colleges. It is necessary to scientifically apply question chain teaching method, improve the ideological and political theory courses teaching effect and value of interdisciplinary talents to produce more high-quality level.

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