



The Application and Countermeasure Analysis of the Blending Teaching Mode of Ideological and Political Courses

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Abstract: Blending teaching mode is a teaching method that combines online teaching with offline teaching. It realizes the complementary advantages of online teaching and traditional teaching. The blending teaching method of ideological and political courses is conducive to improving the quality of teaching and will be the development trend of the reform of ideological and political courses in colleges and universities. This article elaborates on the advantages of ideological and political courses blended teaching, and analyzes the specific application countermeasures of ideological and political courses blended teaching mode, in order to help educators change the traditional education concept, promote the implementation of the blended teaching mode of ideological and political courses in colleges and universities, and improve the effectiveness of politics teaching.

Keywords: Colleges and Universities; Ideological and Political Courses; Blending Teaching Mode; Application Path

Foreword: General Secretary Xi Jinping once pointed out at the 2016 National Conference on Ideological and Political Work in Colleges and Universities, "To do a good job in ideological and political education in colleges and universities, we must follow the law of student growth, adapt to events, advance with the times, and make new responses to the situation." Nowadays, the era of new media in China has been fully coming. Young college students are all a generation out of electronic products. They like and are proficient in modern advanced information technology. Therefore, the ideological and political education courses of colleges and universities should also conform to the new era and the needs of college students, using new media and new technologies to improve the education of ideological and political courses in order to promote the improvement of teaching and increase the sense of the times and attractiveness of ideological and political teaching.

1. The important significance of the blending teaching mode in the ideological and political courses of colleges and universities

The connotation and characteristics of the blending teaching model

"Online + offline" teaching is a hybrid teaching model. While students learn online with the help of the Internet,

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teachers implement “offline” teaching in another space without real face-to-face teaching. The characteristics of blending teaching, the first online and offline mixture is the online virtual network environment and the offline physical teaching environment, which is a blending teaching method that integrates today’s network technology and traditional teaching. The second mixture is the combination of teaching theories such as Behaviorism and Cognitivism that emphasize knowledge and the teaching theories that emphasize Constructionism. The third mixture of teaching resources is a combination of traditional teaching resources, network teaching materials, micro-courses and other teaching resources. Therefore, the blending teaching model is an embodiment of the integration of teaching environment, teaching resources, teaching theories, and teaching methods, and is an extension of online education and offline teaching.

2. The application significance of blended teaching mode in college ideological and political courses

2.1 The development of network technology provides favorable conditions for blending teaching mode

With the rapid development of network information technology in China, mobile network platforms are widely used. Teaching platforms based on smartphone platforms, such as Weibo, WeChat, Cloud Class, Rain Class, and Blue Mo Cloud Class, have met the needs of daily teaching to the greatest extent. These intelligent software systems are simple and easy to learn. They can realize the transmission, sharing and storage of documents and other information without operating technology, and provide a professional team for system maintenance and teaching training, which gives convenience for the blending teaching of ideological and political courses in colleges and universities by taking efficient software and hardware measures.

2.2 The blending teaching mode is conducive to improving students’ enthusiasm for ideological and political courses

College students have been influenced by the Internet age since they were young, and their learning methods, thinking modes, and living habits have undergone different changes. They have unique and active thinking, advanced and independent thinking, pursue freedom and equality, like individualization, and dislike the boring traditional teaching. They are good at using the Internet and love virtual social interaction. Based on these characteristics of college students, applying the blending teaching model to ideological and political courses can meet the individual teaching needs of college students. Through open and interactive teaching and communication, the affinity and pertinence of college ideological and political courses can be effectively utilized to help to improve the enthusiasm and enthusiasm of college students for ideological and political courses.

2.3 The blending teaching model is conducive to enhancing college students’ learning participation and sense of gaining

Through the hybrid teaching platform, teachers can use big data to analyze the specific situation of students participating in the teaching of ideological and political courses. According to the recording prompts of the teaching platform, the focus of teaching can be put on the creation of learning resources in order to enrich the teaching content and updating teaching activities. At the same time, teachers promptly supervise and guide students in the learning phase, and actively encourage college students to participate in ideological and political teaching activities, which is conducive to strengthening communication and interaction between teachers and students, and harmonious teacher-student relationship, thereby improving the teaching effectiveness of ideological and political courses.

3. The path of applying hybrid teaching mode to college ideological and political courses

3.1 Accurately control the functional positioning of blending teaching

The blended teaching model is not only the networked learning that teachers use multimedia to carry out, but it also fully reflects many ideological and political teaching advantages, that cater to the needs of college students, and

cooperate with the time and space of college students to provide “online + offline” dual learning environment, to achieve the coexistence of three learning modes of traditional teaching, networked learning and autonomous learning, with diversified, open and autonomous teaching characteristics. First, teachers should clarify the training goals and improve the pertinence and timeliness of ideological and political courses. Second, teachers should accurately position the functions of the hybrid teaching platform. Based on practical teaching experience and questionnaire surveys, the hybrid teaching platform is more suitable for off-class education, which can be used as an auxiliary teaching tool for ideological and political teaching. Therefore, most of the theoretical courses of ideological and political courses are completed in class, and for the important and difficult points, teaching methods such as micro-classes can be used to help students learn in depth.

3.2 Choose a blending teaching platform for ideological and political courses in accordance with current conditions

There are many ways to build a hybrid teaching platform, such as the establishment of a special ideological and political teaching website in colleges and universities to share teaching resources and realize online interaction. However, the operation and maintenance cost of the teaching website is relatively high, and the learning situation of students is not well supervised. There is also the establishment of a MOOC platform for ideological and political courses. At present, some colleges and universities in China have mature MOOC platforms, but MOOCs require higher technologies in course production. They need technical, human and financial support, so that it is not all applicable to colleges and universities. The establishment of mobile classrooms on Weibo, WeChat, Cloud Class, Rain Class, etc. can rely on mobile clients to achieve the purpose of ideological and political curriculum construction. Cloud classroom learning sign-in, classwork correction can also be used to supervise teaching and improve teaching efficiency. The cloud platform and cloud services have a network maintenance center, which can provide technical service support for teachers and students, and it is more convenient for students to use. Therefore, most teachers currently use mobile cloud teaching platforms.

3.3 Give full play to team power to build network teaching resources

The advantage of the hybrid teaching model is not only the sharing of teaching resource information, but also the reconstruction of the classroom relationship between “teaching” and “learning” with students as the main body through classroom teaching, micro-classes, online Q&A and other activities. However, the construction of teaching resources is a long-term and huge task, and the work cannot be carried out smoothly with the efforts of one or two teachers. This requires the full use of the strength of the teacher team, the division of labor and cooperation in the teaching process, and the recruitment of information technical professionals to train the teacher team in aspects such as micro-video production, processing, editing, etc. The teacher team prepares a series of teaching resources based on thematic courses, builds classes in a unified manner, uploads resources, listens to each other, and jointly implements the practice of blending teaching. In addition, teachers should pay attention to several issues. First, in terms of the length of micro-classes, the time should not be too long, 8-10 minutes is appropriate, and the important and difficult courses should be explained by short-term micro-class videos to help students to be concentrated. Secondly, in the design of teaching activities, in order to ensure that students continue to pay attention to and persist in learning, and to prevent students from using mobile terminals for extracurricular activities, it is generally appropriate to forward teaching activities every 15 minutes.

3.4 Improve the construction of ideological and political teachers in colleges and universities

In the teaching of ideological and political courses in colleges and universities, teachers of ideological and political courses must raise their awareness and continuously improve their political literacy, professional ability and education level. First, teachers should control and position the political direction of ideological and political courses, and advocate the promotion of the party’s important ideological principles, important theories, development routes, major policies, etc. Second, teachers should have sufficient knowledge reserves to fully grasp the latest theories of modernization of Marxist China, accurately locate the key and difficult points of teaching, and thoroughly explain ideological and political theory knowledge. Third, teachers should improve the teaching level of new media technology in ideological and

political teaching, strengthen the learning of network knowledge and technical training, and master the application of multimedia network technology; Fourth, teachers must have the ability to control the classroom, scientifically and rationally design teaching links, adjust teaching progress, and appropriately improve and perfect teaching strategies according to teaching goals and student needs. Fifth, fully combine traditional teaching models and networked teaching models, and work hard to give full play to the role of the entire team of ideological and political teaching teachers. Individual teachers should not be the lead to carry out blending teaching, otherwise the backing support of the teacher team will be lost.

4. Conclusion

In summary, in the era of modern networked information technology, ideological and political courses in colleges and universities must take advantage of the trend, change traditional teaching ideas, give full play to the strength of the overall teaching team, promote the comprehensive reform of ideological and political teaching, and bring forth new ideas. Colleges should adopt the new curriculum model, apply blended teaching in the ideological and political teaching, fully embody the basic principle of student-based ideological and political teaching, and realize that the ideological and political teaching reform is “adapted to events, progressing in accordance with the times, and in accordance with the new situation”, to promote the continuous enrichment and diversification of the blending teaching mode of ideological and political courses in colleges and universities.

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