Construction of Interactive Development Model of Ideological and Political Education in Colleges and Universities

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Abstract: The main purpose of ideological and political education in colleges and universities is to cultivate students' values, to help students obtain correct values and the ability to solve problems, and to adapt to social development. In the past ideological and political teaching, because of the limitations of teaching methods often lead to the limitations of curriculum development, students' problems and development needs cannot be targeted teaching. Therefore, ideological and political educators in colleges and universities should break through the previous teaching limitations, integrate interaction into practical teaching, enhance classroom vitality and better train talents.

1. Introduction

Ideological and political education in colleges and universities can help students to establish a good outlook on life and values, so that students can fully absorb Marxist related knowledge and improve students'ideological literacy. In ideological and political education, it is necessary to adopt the combination of theory and practice to transfer the relevant knowledge vividly to the students. This requires a benign interaction between teachers and students to promote knowledge transmission between the two. Finally through the interactive strong practical activities to mobilize the classroom atmosphere, improve the enthusiasm of students to carry out learning. At the same time, teachers can also effectively understand the students'learning situation and better carry out teaching.

2. Problems in the Construction of Interactive Mode of Ideological and Political Education in Colleges and Universities

2.1. The Interactive Model is Full of Formalism

The main purpose of constructing the interactive mode of education in colleges and universities is to improve the effectiveness of the classroom, to help students learn and absorb the knowledge of ideological and political courses better, and teachers must carry out teaching measures according to the students'actual learning needs in the process of constructing the interactive mode. However, in the process of constructing the current model, there are some teaching activities carried out by some teachers only for "interaction ", and some interactive ways are too emphasized in the course teaching, such as classroom discussion, problem solving and so on, similar links are used repeatedly in the classroom teaching, and teachers only pay attention to the interactive process and ignore the students'actual learning needs and learning emotions, which leads to the students gradually developing aversion, and such interactive ways are difficult to play a role. At the same time, some teachers do not understand the concept of interactive mode correctly, think that interactive mode is the process of communication between teachers and students through questions and answers in the classroom, only carry out formal interaction, cannot guarantee some understanding of students'learning situation and learning state, and naturally cannot really play the advantage of interactive teaching.
2.2. Ignoring the Important Role of Traditional Theoretical Teaching

Educators need to realize that all the new teaching models are based on the premise that students have a certain theoretical knowledge base, so we cannot ignore the basic knowledge teaching because of the new teaching model construction. Theoretical knowledge teaching and practical teaching as the two important components of ideological and political education, teachers must take into account in the teaching at the same time, otherwise it is difficult to obtain good teaching results. In the process of constructing the interactive mode, some teachers often ignore the traditional theoretical teaching directly, completely deny and abandon it, students do not have the theoretical knowledge as the basis of learning, and naturally cannot construct a complete knowledge structure, so they cannot form a benign interaction with teachers. At the same time, because the traditional theoretical knowledge teaching middle school students' knowledge is at a disadvantage and inevitably has the characteristics of "infusion" knowledge teaching, teachers directly abandon the traditional theoretical teaching in order to ensure the interactivity of the classroom. In addition, any kind of teaching method has certain advantages and disadvantages, in the process of teachers carrying out teaching, the two must be taken into account at the same time, and the interactive mode and the traditional theoretical teaching mode should be organically combined in the specific teaching practice to give full play to their strengths.

2.3. Lack of Standardized Management in the Construction of Teaching Model

The construction of interactive mode pays more attention to the main position of students, which is helpful to help students find their own position in the classroom, give full play to their own subjective initiative, and fully arouse students' enthusiasm and creativity in learning. However, the mode of interaction does not completely release the nature of students, the classroom to the students, still need teachers to play their own guiding role. Some teachers participate in the construction of interactive mode, blindly increase classroom interaction, think that the classroom initiative should be completely handed over to students, ignore the standardized management of classroom order, and eventually not only difficult to construct interactive mode, but also difficult to really carry out ideological education. Especially in view of the current situation of ideological and political education in colleges and universities, the interactive mode is usually regarded as a teaching concept, and there is no clear syllabus and teaching guidance, which makes the interactive mode construction process lack of standardized guidance. In the process of constructing interactive mode, teachers will adopt interactive forms such as discussion and research, but it is difficult to fit the theme of constructing interactive mode, so they cannot give full play to the actual effect of education. Therefore, in the actual education process, we still need normative means to clearly define and actively guide the educational methods and contents, so as to ensure that the interactive mode can be carried out according to the actual classroom needs in the actual construction process to meet the needs of both students and teachers.

3. The Concrete Method of Constructing the Interactive Development Mode of Ideological and Political Education In Colleges and Universities

3.1. Use of Practical Activities to Enhance Classroom Vitality

In the process of ideological and political education in colleges and universities, under the premise that students have good theoretical knowledge, practical activities can be carried out to strengthen the interaction between teachers and students, so that teachers and students have equal status in the process of education, so as to better play a positive role in the process of practical education. Practical activities are more lively than simple classroom knowledge teaching, and can also make up for the shortcomings of the traditional teaching mode, change the situation that teachers are always in the dominant position in the teaching process, and truly realize the equal interaction between the two sides. Moreover, choosing the appropriate practical interaction can effectively utilize the classroom conditions, attract both teachers and students to participate in the process of communication, realize the mutual teaching, and ensure that teachers, students and
students can achieve their own ability growth in the process of classroom learning[2].

For example, for the construction of interactive development mode, teachers can adopt "debate competition" as the form of practical activities, and set the debate questions according to the real-time hot spots. For example, a teacher can set up a debate on whether a star's high income is justified. Teachers can randomly select students to form groups as square or anti-square, while teachers themselves can act as referees to effectively control the direction of student debate and realize the overall interaction between teachers and students and students. At the same time, the speech made by the students in the debate contest and the degree of application of knowledge can enable the teachers to further understand the students' learning situation and better carry out the next teaching activities.

![Students debate in class](image1)

Figure 1 Students debate in class

3.2. Extend Teaching to Guide Student Interaction

Ideological and political education in colleges and universities includes not only classroom teaching, but also extracurricular practical activities to help students consolidate the contents of classroom learning. The construction of the interactive development mode of ideological and political education in colleges and universities not only includes the interaction in the classroom, but also should be extended outside the classroom according to the actual teaching needs, so as to mobilize the students to participate in the campus construction and promote the students to move. When carrying out extracurricular extension and carrying out extracurricular practical activities, teachers should try to combine extracurricular activities with classroom content to carry out practical activities around patriotism, mental health, moral integrity and so on. Cultivate students' correct values while carrying out practical activities. At the same time, when carrying out extracurricular practical teaching activities, teachers also need to participate in the process of controlling activities and students' trends, and achieve good interaction with students.

Extracurricular practical activities are the continuation of classroom learning knowledge, so it is necessary to determine the theme of activities before carrying out activities. Taking patriotism as an example, we can take the form of drama and organize students to propagate patriotism through performance. The form of the activity requires students to cooperate closely and carry out role assignment, such as the selection of the "May 4th Movement" related script, students also need to arrange the role according to the script, clothing preparation. At the same time, teachers should also participate, can choose their own role to play, than use their own professional knowledge to guide students. This activity not only fully extends the patriotic content of classroom knowledge, but also attracts students and teachers to participate together to realize the benign interaction between teachers and students and students.
3.3. In-Depth Discussion in the Context of Real Life

The university study stage is not only the deep study stage of students' professional knowledge, but also the stage of students' transition from campus to society. The ideological and political education in colleges and universities should help students acquire the ability to solve practical problems by cultivating students' correct ideas and ideas so as to enable them to acquire the ability to adapt to social life[3]. Therefore, in the course of the interactive development mode of ideological and political education in colleges and universities, we must pay attention to the combination of the ideological and political education content and the teaching mode to meet the needs of social life.

Teachers can use the situational teaching method to draw themselves and students into the real life situation and discuss it around the situation. For example, if, after taking part in the actual work, you as an ordinary employee of the company, the boss asks you to work overtime every day, but does not pay overtime according to the law, but you are afraid of losing your job because of conflict with your boss for some reason, what should you do? Teachers can help students to analyze the problems and find out the key points of the contradiction after the students have some ideas. At the same time, in the process of discussion, teachers try their best to be guides rather than decision makers, and try not to affect students' thinking path. It is more attractive to students and promotes classroom interaction through situations linked to real life.

4. Conclusion

To sum up, in order to construct a good interaction mode, not only the efforts of educators, but
also the active cooperation of college students, only by combining the subjective initiative of the two, can we form an interactive classroom that can be organically adapted to the colleges and universities. In addition, teachers need to make clear the main body and way of interaction, actively solve the problems in the process of interactive mode construction, in order to promote the construction of interactive mode, give full play to the advantages of ideological and political curriculum teaching, help students to obtain all-round quality improvement, improve the efficiency of classroom teaching, and ensure the effect of classroom teaching.

References


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