

## Exploration on the Reform of Flipping Classroom Teaching in the Ideological and Political Course

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**Abstract:** Driven by the rapid development of network information technology, network information technology is exerting tremendous influence on people's life, production, work, learning and entertainment in various forms, which changes people's way of thinking. For teaching, the use of network technology has greatly facilitated the development of teaching activities and promoted the further implementation of teaching reform. Coupled with the advancement of a new round of teaching reform in the teaching of ideological and political courses in colleges and universities, flipping the classroom--this new teaching mode with the characteristics of network information technology is gradually applied to the teaching of ideological and political courses in colleges and universities. The promotion has played a very good role in promoting and has been favored by teachers, students and parents.

### 1. Introduction

Under the trend of rapid development of education and informationization in the world, the Ministry of Education issued the "National Education Informatization Decade Development Plan (2011-2020)" in 1982, clearly proposing the concept of "full deep integration": "Exploring the comprehensive deep integration of modern information technology and education, and leading the innovation of educational concepts and educational models with information technology." Different from the previous "computer-aided teaching", "information technology and curriculum integration", the "comprehensive deep integration concept" is characterized by "requiring information technology to penetrate into all aspects of the teaching process and demanding the structural transformation of the school education system", especially the fundamental changes in the structure of classroom teaching." Since the implementation of the "0 5 Program" of the ideological and political course in colleges and universities, it has always faced the mission of deepening the teaching reform through the use of information technology to better achieve the teaching effect. The core task of this mission is to build and maintain college students' good recognition of national ideology and political life, to establish and develop the correct world outlook, outlook on life and values of college students, but the completion of this mission is often suffered from foreign situations and domestic society. The challenges of many factors such as the environment, individual psychology and growth of college students. Especially in the information environment, the traditional ideological and political education mode and teaching structure and the convenience of contemporary college students to obtain information, the diversity of learning content, the diversity of learning methods, the diversification of thinking styles and the multi-dimensionality of value orientation There is a sharp contradiction between the features. Drawing on the concept of "a comprehensive deep integration concept" and exploring its implementation path, it has important theoretical and practical significance for further reforming the educational model of ideological and political courses, optimizing its classroom teaching structure, and improving its pertinence and effectiveness.

### 2. The Necessity of Flipping Classroom Teaching Reform in Ideological and Political Classes

The so-called integration of information technology and curriculum teaching is to create an

information-based teaching environment by effectively integrating information technology into the teaching process of various disciplines. On this basis, a kind of teacher-led role can be fully realized and students can be fully reflected. The teaching and learning style characterized by “independence, inquiry and cooperation” of the main body, thus fully exerting the initiative, enthusiasm and creativity of the students, making the traditional teacher-centered classroom teaching structure fundamental. Change--The teacher-centered teaching structure is transformed into the teaching structure of “dominant-subject combination”. Since the transformation of the classroom teaching structure is the core content of the entire “structural system transformation”, “information technology and curriculum integration” has become the entry point and breakthrough point for transforming the classroom teaching structure and further promoting the structural transformation of the teaching system. In recent years, around the comprehensive impact of the new generation of information technology and the international open education resource movement, MOOC, Flipped Teaching, Blended Learning, Just in Time Teaching, etc. Teaching mode has become a hot topic, and its common feature is centered on student learning activities. In addition to organizing teaching resources within the education system, it emphasizes the use of high-quality information resources and service support in the information environment to create constructive teaching situations and integration. The extracurricular teaching stage, the transformation of traditional teaching process, and the optimization of the course teaching structure have promoted the all-round transformation of education and teaching from purpose, content, form and method to organization, providing a new guiding concept for improving the quality of curriculum education.

College ideological and political courses are the main channel for college students' ideological and political education, and they are the main front for helping college students establish the correct “three outlooks” and promote the “three advances” of the socialist core value system. For the ideological and political class, in the context of education and teaching composed of students, classrooms, and teachers, the process of transmission of socialist core values is not a linear relationship between “bullet” and “target”, but a “strong” The multivariate relationship between “shock” and “resonance” involves the flattening of information brought by Internet technology, the differentiation of students and the individualization of problem requirements, the diversification of teachers and students, and the diversification of visual expression habits. Therefore, the effectiveness, continuity and stability of ideological and political education and teaching are not only dependent on the correctness, authority and academic rationality of the theory itself, but also benefit from the pertinence of the transmission process itself. Sensibility and leadership [4]. The reflection and integration of the multivariate variables in the process of socialist core values transmission involve changes in curriculum teaching concepts, teaching objectives, teaching models, teaching processes, media means, etc. The core of which is the innovation of teaching models, mainly based on The traditional classroom teaching system emphasizes the knowledge transfer, the knowledge transfer mode of teaching and learning, and gradually gives way to the integrated problem-based research center based on the information environment. The integration of information technology and curriculum teaching provides a practical application paradigm for optimizing the reform of ideological and political education.

### **3. Current Status of Ideological and Political Education in Colleges and Universities**

As a compulsory course for colleges and universities, the ideological and political theory course plays an important role in the formation of the correct “three outlooks”, the improvement of humanistic qualities, and the cultivation of ideological and moral legal qualities. Most colleges and universities aim at cultivating high-quality, high-quality, high-level talents, and pay sufficient attention to the role of ideological and political theory courses in personnel training. However, as far as the current situation of ideological and political education in colleges and universities is concerned, there are still some unsatisfactory places. For example, many students first think of the ideological and political class, which is to describe it with boring boring. Most of the students' performance in the classroom shows that There is no attitude towards listening to the class. Due to the single and rigid teaching methods, students rarely participate in classroom teaching, and it is

difficult to truly realize the effect of ideological and political teaching. According to a survey of a university, “44.5% of students are motivated to cope with the exam, 39% of students in the classroom only occasionally listen to what they are interested in, 74% of students do not take class notes, and 42% of the students think that the ideological and political class has little effect. In the classroom of ideological and political theory class, because the teachers are not clear enough about the psychological characteristics and mental state of the students, they ignore the students' interest in the teaching content. At present, many colleges and universities ideological and political courses mostly use multimedia teaching methods. Teachers also try to use clip art, video and other multimedia to improve teaching methods in the classroom, but the participation and enthusiasm of students in the classroom is still not very high, nor It can inspire students to take the initiative to learn and think actively. Based on this, the current ideological and political teaching has and only implemented reforms to enhance the effectiveness of ideological and political education.

#### **4. Strategies for Flipping Classroom Teaching Reform in Ideological and Political Education in Colleges and Universities**

Follow the basic principles of flipping classroom application in college ideological and political teaching. Based on the uniqueness of the “Ideological and Moral Cultivation and Legal Basis Course” in colleges and universities, there are some basic principles in the process of carrying out ideological and political teaching. These principles have strong ideological and political teaching orientation, and adherence to these principles will help. Promote the improvement of the teaching quality of the course “Ideological and Moral Cultivation and Legal Basis” in colleges and universities. Therefore, applying the flipped classroom teaching model to the ideological and political teaching in colleges and universities also needs to follow the teaching principles of the curriculum itself. Mainly reflected in the following points: First, in order to better improve the teaching effect of ideological and political courses in colleges and universities, it is necessary to reflect the essence of ideological and political lessons in the flipping classroom, and reflect the teaching objectives of ideological and political courses in the video of flipping classrooms. And the main teaching content; Second, step-by-step teaching reform, in order to better combine the flipping classroom with the college ideological and political lessons, it is necessary to carry out a gradual reform of teaching, and constantly invert the classroom into the teaching process of ideological and political courses in colleges and universities. Third, the principle of combining personalization and collaboration, when students watch instructional videos under the class, they can find corresponding questions according to their own personalization. In the classroom, students ask the teacher according to their own problems, so flip Classroom needs to combine personalization and collaboration; let students really find the problem and find the answer to the question.

The use of flipping the classroom mainly includes the following steps: First, in the pre-class preparation stage, the teacher needs to fully understand the teaching objectives of the ideological and political course in the university and the teaching content of the course in this section, and then record the main teaching content of the ideological and political course to the video. At the same time, students can also learn the content of the ideological and political course in advance according to the teaching content and teaching objectives, and combine the lecture video of the teacher, and record the places with doubts. Second, during the implementation stage, students can watch according to the prior The content of the video, and the questions recorded when watching the video, ask the teacher or discuss with the classmates; the teacher can watch the student's discussion content and give the students key guidance; at the same time, they need to patiently answer the students' questions and further promote the teachers and students and teachers. Communication with teachers; Third, at the end of the class, teachers can summarize and summarize the key questions raised by students, help students to better grasp the learning focus of this course, and arrange some homework assignments for students. To help students better understand the content of the course.

Flip the classroom to pay attention to the use of ideological and political courses in colleges and universities. The matter is passed on to the students; at the same time, the students are the main body of the flipping class, and they must give full play to the subjective initiative of the students in

the course, so as to better improve the classroom efficiency of the ideological and political courses in colleges and universities; second, although in the flipping classroom, the teachers give Students are fully free to communicate and interact between students and between students and teachers, but teachers need to manage the order of the classroom, and prevent classroom disorder based on ensuring students improve their learning efficiency. Third, for students. The performance of the ideological and political curriculum is evaluated and used as one of the evaluation criteria for students' academic performance. This can fully mobilize the enthusiasm of students in the classroom learning, so as to better apply the flipping classroom to the ideological and political classroom in colleges and universities.

In terms of organizational form, classroom teaching can be further divided into two forms: middle school teaching and small class discussion. Among them, the middle school teaching is mainly teacher-led, and comprehensively summarizes the students' online learning, self-testing examinations, online discussions, etc., and at the same time, focusing on the common problems that students appear in the self-learning stage, the classroom concentrates on teaching and confusing. The interaction also uses face-to-face communication to make up for the lack of emotional communication and value-based guidance in the network situation. The small class discussion emphasizes the teaching objectives of application migration and value reconstruction based on knowledge understanding. In the classroom teaching, students' classroom performance, especially the knowledge, ability, emotions, attitudes and values they exhibit in small class discussions, will serve as an important basis for comprehensive evaluation of students. In combination with the aforementioned scores of online learning scores, the scoring formula of the total scores of the Outline of Modern and Contemporary Chinese History is: total course scores = online learning scores (50%) + classroom performance (30%) + final exam scores (20 %).

## 5. Conclusion

Actively implementing the ideological and political class to turn the classroom is an important advancement of the contemporary university. It can adjust and reform the traditional classroom form, and can adapt to the changes of the times and the increase of information. Therefore, the development of the school is also inevitable. At the same time, the ideological and political class flipping classroom can effectively improve the ideological and moral level and ideological quality cultivation of contemporary college students, and can help college students establish a correct three views, understand a certain legal basis, improve self-confidence, and develop actively and healthily. Therefore, the ideological and political class flipping classroom is a major step forward in the reform of university education.

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