

# Research on Autonomous Learning Mode of Ideological and Political Course in Higher Vocational Colleges Based on Network Environment

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**Abstract:** Classroom teaching in the network era mainly focuses on the alternation of real classroom teaching and virtual environment teaching, focusing on cultivating students' autonomous learning ability. Network media is not only a tool to assist teachers in imparting knowledge, but also an important means to strengthen teacher-student communication and situation creation. This paper mainly takes the ideological and political course in higher vocational colleges as an example, explores the autonomous learning mode under the network environment for reference.

## 1. Introduction

The traditional teaching mode is mainly based on teaching materials, students and teachers. In the network era, network technology gradually began to enter the classroom and become the fourth element of teaching. At the same time, the role of teachers has also undergone earth shaking changes, no longer leading students, but correctly organizing and guiding students. Teachers focus on cultivating and improving students' autonomous learning ability. Nowadays, with its good openness, interactivity and rich information resources, the network has been loved and favored by people. This paper mainly explores the autonomous learning mode of ideological and political science in higher vocational colleges under the network environment.

## 2. Current Situation of Ideological and Political Teaching in Higher Vocational Colleges

First of all, in the current ideological and political course teaching in higher vocational colleges, many students lack clear learning objectives, basically in order to pass the exam and get a diploma. In the long run, it has a direct impact on the learning quality of students. At the same time, most students are unable to make planned and organized arrangements for their learning progress and content. They are usually forced under external pressure, and most students' learning motivation is limited to the courses they are interested in, unwilling to spend energy and time on things they are not interested in, lacking learning initiative<sup>[1]</sup>.

Secondly, in the teaching of ideological and political courses in higher vocational colleges, correct learning methods are very important. However, from the current actual development situation, it is found that most students do not have correct learning methods. At the same time, they also lack dignity and assiduous spirit. Deeply influenced by the traditional teaching mode, they are used to accepting knowledge passively and lack the ability to think about problems actively. They also do not have the ability to analyze and solve problems, which not only reduces the teaching quality of ideological and political course in higher vocational colleges, but also is not conducive to the long-term and stable development of students themselves.

Finally, the first-grade students in higher vocational colleges usually pay more attention to daily accumulation. The fundamental reason is that they continue the learning habits in middle school. In the second and third grades, most students tend to review before the examination. Their daily life is basically dominated by Internet surfing and leisure entertainment, and few students can study independently. At the same time, due to the defects in the examination system of higher vocational

colleges, students will become more and more familiar with the preparation methods and examination methods with the growth of age. They believe that as long as they do a good job in the review before the examination, they can pass the examination without putting their energy and time on daily accumulation, lack of learning consciousness, and are not conducive to the formation of their good learning habits <sup>[2]</sup>.

### **3. Autonomous Learning Mode of Ideological and Political Course in Higher Vocational Colleges under Network Environment**

#### **3.1 Make Preparations Before Class**

In the network era, higher vocational ideological and political courses mainly focus on the learning mode of autonomy + guidance. Therefore, for the majority of teachers, it is very important to make good preparations before class. The specific contents include the formulation of teaching plan, the analysis of teaching situation, etc. The analysis of teaching situation mainly includes the basic situation of students, textbook processing, software and hardware facilities, etc. Teachers are required to understand students' learning psychology, existing cognitive level and learning environment from the subject characteristics. Teachers can understand students' basic situation through questionnaire survey. Only in this way can they ensure that the teaching content is more in line with students' reality and improve the pertinence of classroom teaching. The process of teaching plan formulation mainly includes teaching design and teaching plan preparation. Teachers need to put the prepared courseware and information materials on the network to provide service conditions for students' autonomous learning. Compared with traditional teaching, learning in the network environment can not only provide students with broad choice space, but also provide them with rich learning materials. Therefore, teachers also need to design and integrate learning materials, upload cases, videos, background materials and courseware to the network, and students can download relevant materials through the network platform according to their own needs. We can also strengthen the interaction between teachers and students through forums, messages and other ways, so that teachers can understand the ideological context and learning dynamics of students at the first time, and modify the teaching content and scheme on this basis, so as to truly achieve a targeted goal <sup>[3]</sup>.

#### **3.2 Strengthen Classroom Guidance and Summary**

There are great differences between ideological and political teaching in higher vocational colleges under the network environment and traditional classroom teaching. It is composed of three parts: problem introduction, student discussion and summary. In the problem introduction link, teachers can create situations related to teaching content in daily life with the help of multimedia technology, so as to mobilize students' interest in learning. At the same time, they can also display prepared courseware and web pages to trigger students' in-depth thinking about problems. In the stage of students' inquiry, it mainly emphasizes collaborative learning. The main work of teachers is to guide students so that they can ask questions, analyze and answer questions from multiple angles. Concentrating collective wisdom through debate and thinking can not only enhance students' self-confidence, but also realize wisdom sharing, and fundamentally alleviate the boring classroom teaching situation under the traditional teaching mode. In the process of cooperative learning, students' interpersonal communication ability can be cultivated through the exchange and collision of different views. Especially when solving complex problems, the advantages of cooperative learning are prominent. In the induction and summary stage, we pay attention to students' independent summary and integration. Higher vocational students have strong generalization ability. Compared with middle school, students' understanding of problems has also improved in breadth and depth. Therefore, in the network environment, teachers should have the courage to let go and guide students to independently summarize problems, so that students can sort out and summarize scattered knowledge into a systematic framework. At the same time, teachers should also evaluate students' classroom performance, so that students can feel the timeliness of classroom learning and

fully highlight students' classroom dominant position <sup>[5]</sup>.

### 3.3 Strengthen after-School Expansion and Extension

After-class expansion and extension can improve the effectiveness of teaching, which is an important content of ideological and political teaching in higher vocational colleges. In the process of practice, the first thing is to change teachers' ideas. The traditional classroom teaching focuses on single teaching mode, pays attention to classroom inheritance and inspiration, emphasizes students' acceptance of knowledge, and ignores the cultivation of students' inquiry ability. In the teaching of ideological and political courses in higher vocational colleges under the network environment, we should expand the teaching space and focus on cultivating innovative talents. This does not mean to weaken the dominant position of teachers in teaching, but to enhance their dominance to a higher level, which also puts forward higher requirements for teachers' personality charm and cognitive level. Every ideological and political teacher should establish modern and advanced teaching concepts and avoid echoing what the books say.

The ideological and political course teaching in higher vocational colleges in the network era integrates multimedia technology, computer technology and network technology, which has made earth shaking changes in the teaching mode. It not only arouses students' learning interest, but also improves students' autonomous learning ability and cultivates their innovative thinking. It is an effective way to implement the people-oriented teaching mode. Under the network environment, the construction of independent learning mode of ideological and political course in higher vocational colleges can not only meet the requirements of the development of the times, but also provide rich network resources for teaching, which is very helpful to improve the teaching quality of ideological and political course in higher vocational colleges <sup>[6]</sup>.

## 4. Conclusion

To sum up, this paper mainly explores the autonomous learning mode of ideological and political course in higher vocational colleges under the network environment. Entering the network era also puts forward higher requirements for ideological and political teaching in higher vocational colleges. The majority of teachers should not only impart knowledge to students, but also cultivate students' autonomous learning ability. The construction of the autonomous learning mode of ideological and political course is conducive to the realization of the above objectives. Ideological and political course teachers should not only make sufficient preparations before class, but also should strengthen classroom summary and guidance, expand and extend after class, so as to give full play to the advantages of independent learning mode of ideological and political course, and better meet the requirements of the development of modern education.

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