

Research on the Innovative Method of “Affinity” in College Ideological and Political Classroom

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Abstract: The so-called affinity is a kind of inspiration from the heart of the “grounding gas” that people are willing to be close to and contact with. The affinity of college ideological and political classrooms refers to the power of college students' ideological and political classrooms to let students feel close to each other. They can reach the power of infecting students through ideological and political classrooms, be able to influence the minds of students with good thoughts and morality in the way of class.”[1].

1. Introduction

The spirit of Xi Jinping’s speech at the special conference on the work of ideological and political theory education brought a spring of thought to the Marxist colleges and ideological and political education in higher education institutions. At the same time, this also puts higher education requirements for the management of ideological and political education in higher education institutions. In the process of carrying out ideological and political education management, colleges and universities should adhere to the basic principles of “not forgetting the initial heart and keeping in mind the mission”, fully embody the main position of college students, and strengthen the exchange and communication with college students. Comprehensively understand and master the main characteristics of college students, so as to implement ideological and political education in a targeted manner, and thus improve the effectiveness of ideological and political education.”[2]

2. The main performance of the lack of affinity in the ideological and political classrooms of colleges and universities

2.1 The Epochal and Ideological Cognition of the Teaching Reform of Ideological and Political Theory Courses

Although the content of ideological and political education in China's colleges and universities has been continuously developed and improved, it can not fully meet the requirements of the development of the media age. The explanation of many problems is relatively superficial and insufficient, and it is impossible to deepen the ideological problems encountered by college students. At the same time, the teachers of some ideological and political courses are unable to fully and accurately grasp the content of the 2018 version of the teaching reform due to their own theoretical level. In particular, they do not understand the “not forgetting the initial heart and remembering the mission”. The deep talks lead to the boring teaching process, which affects the students' enthusiasm and initiative in the in-depth study of the ideological and political courses. Even in order to cope with the examinations, they come to class, which leads to the poor teaching effect of many colleges and universities. In the way of lectures, traditional college ideological and political courses did not fully consider the feedback and questions raised by college students. At the same time, because the lecture time is relatively short, it is impossible to conduct targeted education according to the specific characteristics of college students. In the age of financial media, students have a lot of ways to obtain information and knowledge. Through the Internet, they can quickly and accurately find information that suits their preferences. In this case, students are more reluctant to accept monotonous lectures. [3]

2.2 Some practical problems in the construction of ideological and political teachers

The ideological and political course in colleges and universities is the teaching activity of the dual body. As the teacher subject, the teaching mode and thinking mode of the teacher largely determine the quality of ideological and political teaching. In the actual course construction, the talent system of the two-tiered universities is relatively perfect. However, the ideological and political teachers in local undergraduate colleges are in short supply of talents, and some even non-professionals are engaged in some ideological and political teaching. In the classroom teaching, the thinking mode is not updated enough, the teaching methods are conservative, and the traditional empirical teaching mode is adopted, which leads to the inconspicuous promotion of the ideological and political reform in colleges and universities. In addition, some teachers lack the correct value concept in their daily study and research. The classroom teaching has extreme views on certain political issues, which greatly affects the political ideas of college students. The main reason for the imperfect construction of ideological and political teachers is the lack of attention to ideological and political education in colleges and universities. As a result, ideological and political education in colleges and universities is relatively weak in both curriculum construction and teacher construction, which makes the ideological and political teaching of colleges and universities at a disadvantage. To a good result. [4]

2.3 The lack of vitality in ideological and political courses

Compared with other subjects, college ideological and political courses have the characteristics of logical rigor and political seriousness, which affects the classroom atmosphere of ideological and political courses in colleges and universities to a certain extent, that is, the lack of vitality. Some teachers are influenced by the knowledge and the sensitivity of the current politics. Most of them choose the infusion teaching method based on the teaching materials. The teachers in the classroom are constantly talking. The main learning methods of the students are listening and reading. It lacks interaction and is easy. It will make students feel tired and will not be willing to participate in classroom learning. Teachers do not care about the students' listening experience, blindly instilling ideological and political content into students, it is easy to cause students' rebellious psychology, hinder the development of teacher-student relationship, and thus affect the effect of teaching.

2.4 The attraction of teaching methods

The lack of affinity in the ideological and political classrooms of colleges and universities is also reflected in the innovative reform efforts that lack cultural care in the teaching methods. Many teachers do not reasonably select more suitable teaching methods according to the teaching content. The cultural self-conscious guiding power is insufficient, and the lack of attraction to college students is lacking. At the same time, the teachers did not teach students according to their differences according to their differences. They adopted the same teaching method for all professional students. They obeyed the commonality and lost the individual needs of students' professional learning, so that students could not feel the professionalism of the ideological and political courses. Caring and cultural affinity.

2.5 Understanding of the starting point of humanistic care in ideological and political education

The purpose of teaching ideological and political classrooms in colleges and universities is to serve the needs of students. The starting point is the needs of life. However, because the teaching content of the ideological and political classroom is relatively macroscopic, it is necessary to innovate the teaching method of "grounded gas". Otherwise, students will not be able to feel the true effect of ideological and political, nor will they play the role of ideological and political classrooms. . Therefore, experiential teaching reform is one of the important ways to practice teaching reform in college ideological and political courses.

3. The method of innovating the affinity of ideological and political classrooms in colleges and universities

3.1 Exploration of innovative ways of ideological and political courses in the new media era

The integration of ideological and political education curriculum methods with new media technologies is very important. The ideological and political education curriculum must adapt to new media technologies to make new media technologies work better. If you only stick to the original ideological and political education curriculum, then the unique charm of new media technology will never be able to play out. Therefore, we must reform the curriculum of ideological and political education. For example, the introduction to the basic principles of Marxism in the ideological and political education class. The traditional curriculum is an important clause that leads students to understand Marxism and recite the basic principles of Marxism, so it cannot adapt well to new media technologies. If college teachers reform this course, they will receive different results. For example, college teachers can make students make Marxist web pages, public numbers, microblogs, etc., so that new media technologies can be better used, and students will also have a deeper understanding of ideological and political theory. And it can play some audio and video, enhance the concentration of attention in the classroom, strengthen the understanding of the knowledge points, and also enhance students' interest in the course and reduce the boring knowledge. [5]

3.2 Exploration and Suggestions on Process Assessment of Ideological and Political Courses

At present, although the usual assessments are common in the assessment process of ideological and political courses, they often flow in the form of actual operation, and students do not understand the importance of ideological and political lessons in a real sense, so they often skip classes and skip classes. , poor classroom discipline and other phenomena. To improve the efficiency of ideological and political teaching, it is necessary to strengthen the process assessment and increase the proportion of process assessment in the total score. First, strict attendance should be carried out, and irregular names should be applied. The average number of students should be assessed according to the number of late arrivals and the number of missed classes. Second, we must pay attention to classroom performance, according to the situation of the classroom to answer questions, the degree of serious listening, and the student's seat situation as appropriate, plus or minus points, for example, students answer 1 question in class, they get 1 point, sitting in front of the classroom 2 rows Students can add 1 point, and the students in the last 2 rows of the classroom should be punished accordingly, and one point in the assessment results. Third, we must strengthen the assessment of practical teaching, according to the situation of students carrying out practical activities, especially according to the completion of the student's practical teaching report, discretion. [6]

3.3 Transforming educational methods, improving classroom interaction, and strengthening the construction of the main front

Innovating the affinity of ideological and political classrooms in colleges and universities first requires teachers to change the way of education, breaking the traditional teaching method of "one person speaks to everyone", and actively guides college students to participate in ideological and political classrooms, constantly improving classroom interaction and enhancing college students' classrooms. A sense of participation and a sense of subjectivity, and a motivation to improve learning. Teachers can set up classroom questions to allow students to actively think and participate in questions in the classroom to improve their sense of ownership. It is also possible to exchange the identity of the teacher and the student by flipping the form of the classroom. Through continuous mutual evaluation and communication between the teacher and the student, the affinity of the ideological and political classroom can be effectively improved, thereby realizing the true value of the efficient ideological and political classroom.

3.4 Innovative exploration of the combination of new ideas and new ideas

A major feature of new media technology is its timeliness and speed of update. Therefore, college

teachers should adjust their educational concepts in a timely manner when carrying out ideological and political education work, paying attention to the combination with social hotspots. For example, when teaching the concept of materialism, teachers can combine this concept with social hotspots. Because of the changes in economic development and social and economic conditions, the main contradictions of the state have changed, and the principles and policies have also changed randomly. Isn't this the embodiment of the concept of material decision consciousness? Combined with social hotspots, the theory of ideological and political education is more fully displayed, which is more interesting and more integrated with society than the theory of empty talk. At the same time, new media technologies can also show these hotspots, using both new media technologies and the innovation of ideological and political education. Teachers can combine knowledge points with social hotspots in the process of preparing lessons. After combining, they can find the corresponding news, videos and pictures, and make slides and apply them in the classroom. This practice not only combines knowledge points with reality, Enhancing students' understanding and association ability can also better strengthen the integration of ideological and political life in student life and enhance the comprehensive effect of ideological and political teaching.

3.5 Utilizing the advantages of new media to recreate the educational mission of “Lide Tree People”

In the new undergraduate construction, the subjective education of students is highly valued. Teachers should proceed from the educational mission of “Lideshuren” in the new era, and strengthen the coordination and realistic balance between the supply and demand of ideological and political education in colleges and universities under the new media environment. Promote the targeted and effective development of ideological and political education. On the one hand, it is necessary to strengthen the informationization and new media literacy of the teaching staff. Regular training of teachers is used to fully grasp the application of new media, and use the new media to form an objective understanding of the actual needs of students and to achieve targeted teaching objectives. On the other hand, the new media ideological and political platform of colleges and universities should establish a well-documented information center for students. The teachers can fully grasp the personality characteristics, psychological characteristics, regional differences, age differences, etc. of different students according to the resources in the archive information database. The content of the class analyzes the needs of students, and further strengthens the pertinence of ideological and political education.

3.6 Ideological Security Education

In the age of financial media, all kinds of information flooded the Internet, including positive information and negative information. College students are easily affected by this information. Therefore, the ideological security in ideological and political education in colleges and universities is particularly important. The teachers of the ideological and political class should pay close attention to the students' ideological dynamics while contacting the students. The students who are not correct in the ideological dynamics should strengthen their communication with him and get in touch with his family in time to explain the students' situation and play the family education. Strength, solve problems together. At the same time, college campuses should also regularly publicize the ideological problems that students may encounter and the controversial phenomena that appear in society, answer questions and solve doubts for college students, and create a harmonious and healthy college environment. Make college students not be affected by bad information on the Internet and society, and effectively improve the ideological and political level of college students.

4. Conclusion

In the era of media integration, teachers of ideological and political education in colleges and universities should actively use new technologies and new methods to give full play to the role of new and old media and strengthen the practice links of college students' ideological and political courses. For example, through real-life play and other methods to analyze and discuss the real cases in life, let

college students analyze the reasons for the specific occurrence of the case in the simulated real scene, and let students actively think about combining the content of ideological and political courses to find solutions. In reality, many cases with relatively bad influences are caused by the wrong thinking of the parties. In the analysis and discussion, the teachers guide students correctly, so that college students fully realize the importance of ideological and political lessons for their life development. Meaning, thus changing the attitude towards the ideological and political class. In the age of financial media, college students have more convenient means of obtaining information and more ways to obtain information. However, while using the new media, ideological and political teachers should also pay attention to the influence of classroom teaching in ideological and political classes on students. While respecting students' choice of information sources, ideological and political teachers can take advantage of the situation and integrate the information resources acquired by college students into the classroom teaching practice, so that the ideological and political teaching is more targeted.

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