

Research on ideology Education in Universities Based on Life-oriented Teaching Concept

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Keywords: Ideology; education reform; life oriented teaching

Abstract: As far as the current ideological teaching in universities is concerned, the ideological teaching in universities is rigid and rigid, which makes students' interest in their students gradually decrease, which makes the ideological teaching in universities have obvious shortcomings and the teaching quality is relatively low. Life-oriented education is a new theory and train of thought of educational reform and a new way to improve the effectiveness of ideological theory course. Real life is the growing point and action point of ideological theory teaching. Without real life, ideological theory course will become a passive water and a rootless tree. By defining the connotation of life-oriented teaching of ideology theory course and analyzing the realistic basis of life-oriented teaching of ideology theory course, this paper puts forward the methods of life-oriented teaching of ideology theory course, so as to improve the reality and pertinence of teaching of ideology theory course, enhance the attraction and appeal, and enable students to improve their learning initiative and enthusiasm in the process of life-oriented teaching.

1. Introduction

Ideology teaching has given people a very boring impression for quite a long period of time. Simple theoretical knowledge, boring text narration and a serious face are the stereotypes of most people on Ideology Teaching [1]. The traditional university ideology teaching is rigid and rigid, and its content is also very different from the real life, which makes it difficult for students to understand the content, and the teaching effect is not ideal [2]. With the continuous development of the times, more and more attention is paid to the practical requirements of teaching at this stage, which makes the disadvantages of traditional teaching increasingly prominent. Therefore, the implementation of life oriented teaching of university ideology arises at the historic moment [3]. Life oriented teaching of ideology theory course is relative to the abstract, conceptualized and idealized indoctrination teaching in the traditional teaching process of ideology theory course. It emphasizes that in the teaching process, teachers should take students' real life needs as the center, take the interaction between teachers and students as the link, and find the entry point and contact point of teaching by paying attention to students' real life [3]. University educators began to apply life teaching to ideology teaching. The application of this teaching method makes the content of Ideology Teaching closer to real life [4]. At the same time, the application of this teaching method also highlights the practicability of teaching to the maximum extent, which effectively improves the effect of University Ideology Teaching and realizes the sustainable development of University Ideology Teaching [5].

Life-oriented education is a new theory and idea of educational reform and a new way to improve the effectiveness of ideological and theoretical courses. Judging from the effect of current ideological teaching in universities, ideological teaching in universities is ossified, which makes students' interest in students gradually decrease, which makes the development of ideological teaching in universities have obvious shortcomings and the teaching quality is weak. Relatively low [6]. Starting from life, it is required that the teaching of college ideological and theoretical courses should start from the students' current life reality and pay attention to the students' real life instead of their future life. From the beginning of life, we also need to pay close attention to social life, and bring the latest theoretical achievements in social hot issues and economic, political and cultural fields into the teaching process in time [7]. From the perspective of daily life, college ideological

and theoretical courses should strengthen the reform concept of daily life teaching, link the content of ideological education with the actual life and development of college students, and improve the pertinence of teaching [8]. On the basis of defining the connotation of life-based teaching of ideological and theoretical courses, this paper analyzes the realistic basis of life-based teaching of ideological and theoretical courses, and puts forward the methods of life-based teaching of ideological and theoretical courses, so as to improve the reality and pertinence of life-based teaching of ideological and theoretical courses and enhance its attraction.

2. Connotation and characteristics of life oriented teaching of Ideology Theory Course

Compared with the traditional ideology teaching, the implementation of life teaching in university ideology teaching has obvious advantages. The main feature of life teaching is to connect life and teaching, so as to achieve the teaching goal of integrating teaching in life. For a long time, the teaching goal of ideology theory course overemphasizes social value, collectivism, social needs, selflessness, political purpose, patriotism, love the party, and service for economic development, but ignores its intrinsic value of cultivating and promoting people's free and all-round development, and ignores the internal psychological concern of students. For quite a long time, the university has paid attention to the ideology in the teaching of ideology. What it attaches importance to is the influence of ideology on the political value of students. Some schools even regard it as a very arduous political task, and do not deliberately associate ideology with real life, which leads to the impression that ideology teaching has not eaten the fireworks between people for a long time Like [9]. In teaching, students are the main body. The development of life oriented teaching enables students to study in a relaxed atmosphere, which can improve the effect of ideology teaching. As the ideological education and concept training, ideology theory course needs the interaction between the learning subject and the environment, society and life, which is obtained through experience, and finally internalized into conscious behavior. The essence of ideology education is the development and perfection of human subjectivity and the process of subjectivity socialization. According to the idea of subjectivity development, the teaching of ideology theory course is to cultivate and develop students' autonomy, initiative and creativity in Ideological and moral aspects, so as to make education the needs of students' internal development.

Life world is not only the starting point of life teaching of university ideology theory course, but also the place it must return to. Although the teaching of life oriented ideology theory course requires starting from real life and being carried out in life, it does not mean that ideology education is equal to life and moral education can be dissolved in life. For quite a long time, the university pays attention to the ideology in the development of ideology teaching, which leads to the impression that ideology teaching does not eat fireworks among people for a long time. As a kind of teaching idea, it is a brand-new teaching idea for college students' real life. This teaching idea emphasizes that in the teaching practice of ideology course, teachers should take the rich experience life of contemporary college students as the basis, take the cultivation of students' real life needs as the support, and emphasize that students' learning comes from the needs of life, so that college students can really learn to use the basic principles of Marxism and related viewpoints to analyze real social problems, and improve the ability of college students to move towards the society and face the society in the future The ability of real social life. Life oriented ideology theory teaching is not to simply cater to students' taste or needs, but to guide students to understand the true meaning of life, master life skills, improve life ability, and learn to live a better, beautiful and good life in the teaching process, so they must return to the life world [10]. Taking into account the characteristics and interests of the students themselves, the development of ideology life teaching is more targeted, and its great significance is also reflected in the university students as a group with high patriotic enthusiasm. Due to the lack of theoretical knowledge, it is often unable to find an effective cut-off point to analyze the situation at home and abroad, and the use of ideology teaching can better open up a door for students to understand current affairs.

In the teaching practice of ideology theory course, teaching is single line and one-way, which results in the single and one-way teaching mode of knowledge flowing from teachers to students,

which deviates from the diversity and dynamic of life, and ignores the diversity of students' main role and teaching methods. In addition, diversity and novelty are also needed in teaching methods and means. Students are encouraged to actively participate in social practice, go out of the classroom, integrate into the society, learn by doing, and realize real understanding. At present, ideology class still focuses on the teaching of knowledge and discipline. Even if there is practice, it is a mere formality of social investigation or visit, so that there is still a serious gap between knowledge and practice among students. The external teaching assessment method can't turn the students' learning eyes to the heart, and can't consciously combine the teaching content with their own life and internalize them into their own outlook on life and values. As a kind of teaching mode, it emphasizes that the teacher should put the teaching content throughout the whole process of College Students' real life, that is, in the process of teaching, the teacher should pay attention to the students' practical life from the perspective of students' life world, combine the basic theory of Marxism with the real life of college students, and pursue the unity of teaching process and teaching methods.

3. Life oriented teaching method of Ideology Theory Course

3.1. Establishing the teaching goal of life

The goal of life teaching is to meet the reality of students, really promote the development of students, make students happy to accept, and achieve the purpose and requirements of classroom teaching. All along, the teaching goal of ideology theory course has been set too high, beyond the students' reality, idealized, perfect and so on. In the process of development, ideology education is influenced by many factors, such as environment, humanities, current affairs and so on. Compared with the traditional idea education, the idea education in the new era focuses on innovation and development. In the process of carrying out ideology education, we should first understand the current situation of universities, investigate the ideological situation of students in different universities, different grades, different colleges, different majors and different regions, and master the ideological needs of college students. University ideology textbooks are boring to some extent. In order to improve the teaching effect of University Ideology Courses, relevant educators need to establish corresponding teaching objectives, so that the teaching objectives can be as close to life as possible, which can make university ideology courses more vivid. Thus, it can attract students' attention, enhance students' interest in learning, and ensure that the teaching effect of ideology course can be improved to the maximum extent.

University ideology teaching is always more rigid and rigid, its teaching content is often very different from real life, it tends to be idealized, so that the teaching content can not be fully understood by students. The application of life teaching to the formulation of teaching objectives can reduce the idealization of university ideology teaching, make the content of university ideology course easier to be understood by students, and improve the effect of university ideology teaching. The teaching goal of ideology theory course should not only come from life, especially from the actual life of students, but also reflect the idealism, that is, not only to teach students to be qualified "political people", but also to teach students to be qualified "social people". Although the syllabus and teaching materials determine the macro content of teaching, the content in the syllabus and teaching materials is not completely the teaching content in daily life. Ideology course not only has a strong political nature, but also reflects a certain era. However, the teaching materials of ideology course are often not the latest teaching contents, which requires the teachers to supplement the latest teaching contents to the classroom while respecting the teaching materials.

3.2. Careful selection of life oriented teaching content

Life oriented teaching should pay attention to the reality of students' life, which requires that the teaching content should be based on College Students' personal experience or moral life events, so as to stimulate their life experience and perception, trigger their positive moral thinking, and then spawn the corresponding moral behavior, internalize into their own outlook on life and values.

When the amount of information reaches a certain level, the educators can effectively put forward the innovative education carrier, and make the university ideology education activities play an effective role. In the process of classroom teaching, teachers should also pay attention to using more multimedia teaching methods, applying advanced computer technology and information technology to the classroom, and connecting the content of Ideology Teaching with real life as much as possible. In this way, students' interest in learning can be stimulated to the maximum extent, and the common ground of communication between students and teachers can be found, so that students can fully understand the key content of ideology course. The establishment of teaching objectives must consider the dual needs of the society and students' own development. If the teaching objectives are high, not in line with the actual life of students, and can not be accepted and understood by students, it can not be internalized into the pursuit of students themselves, thus losing the significance of opening this course.

In terms of teaching methods, the classroom teaching methods commonly used in our country, in order to improve the effect of classroom teaching, it is necessary to adopt life oriented teaching strategies in classroom teaching. The content of College Students' independent thinking is more difficult for educators to grasp. Whether college students can rationally criticize things and internalize their reasonable moral needs into their own moral needs is worrying. The ultimate goal of ideology theory teaching is not to let students memorize some knowledge by rote, but to internalize these knowledge into a guide for them to behave and do things. Therefore, it is necessary to change the current assessment mode of closed book or open book examination. Through regular classroom discussion, reading exchange, hot spot comments and other ways, students' thinking mode, moral consciousness, language organization, expression ability, psychological quality and value goals can be comprehensively evaluated. It is also possible to appropriately design the content for students to self evaluate their daily behaviors, Improve the actual effect of assessment.

4. Conclusions

Ideology teaching has given people a very boring impression for quite a long time. Simple theoretical knowledge, boring text narration and a high and serious face are the stereotypes of most people on ideology teaching. Life-oriented teaching makes college ideology teaching combine with real life, and students can understand the content of college ideology course according to what they see and feel in daily life. In order to improve the effect of ideological teaching in universities and promote the all-round development of students, it is necessary to apply life-oriented teaching. The application of life-oriented teaching not only effectively eliminates the disadvantages of university ideology teaching, but also improves the practicality of university ideology teaching. Displaying ideology in teaching in a life-oriented way can not only make ideology really enter students' life, but also enhance students' initiative, thus comprehensively improving the teaching effect of ideology in universities, which is worth promoting vigorously. Only by letting students live in the life world and take the road of "living" can we meet the needs of students' all-round development and truly realize the teaching purpose of ideology.

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