

The Teaching Reform of Ideological and Political Courses in Yunnan Private Higher Vocational Colleges

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Keywords: Private HVC; IAP Course; Teaching Reform

Abstract: The teaching of ideological and political (IAP) courses in colleges and universities is a key stage in the growth of personality of college students, helping them establish the correct world outlook, values, and outlook on life, and guide them to establish the correct life orientation. Yunnan vocational college students have their unique characteristics. To have a good IAP course, its teaching should be sublimated and reformed from the traditional one. Starting from the important task of IAP education and the lack of IAP education in Hong Kong, this paper analyzes the existing problems in the current IAP education in Yunnan private higher vocational colleges(HVC), puts forward the corresponding countermeasures and suggestions, and expounds how to reform the current IAP teaching in HVC. It has certain reference significance for the reform of teaching concepts, teaching methods, curriculum evaluation and other aspects of IAP courses in Yunnan private HVC.

1. The significance of IAP teaching reform in Yunnan private HVC.

1.1 The necessity and significance of strengthening IAP education in colleges and universities.

1.1.1 Strengthening IAP education is an important task at present.

China has entered a new era of socialism with Chinese characteristics, General Secretary Xi Jinping said in a speech to the 19th National Congress of the Communist Party of China, we should “unswervingly shoulder the historic mission of realizing the Chinese Dream”. To this end, he put forward the strategic requirement of “training the new people of the era who are responsible for the task of national rejuvenation”.

IAP education is a series of courses to cultivate people’s ideological concepts, political viewpoints. It is also an educational process, which exerts purposeful, planned and organized influence on the educated, making students form individuals with ideological and moral character. IAP education is very important, but it is difficult to implement. The IAP education in China is relatively lagging behind, and it is no longer appropriate to meet the new requirements of social development for IAP education. Due to the influence of traditional teaching and evaluation methods, the teaching work of IAP education in Yunnan private HVC become the deficiency in the field of IAP education in colleges and universities. In the new era, it is urgent to improve the teaching ability of IAP courses in private HVC.

Colleges and universities are the main positions of IAP education. It is necessary to guide contemporary college students to be active, healthy and progressive, and to educate them to love the party, the motherland and socialism. IAP education in colleges and universities should also educate contemporary college students to resolutely support the party’s line, principles and policies, highly identify with Deng Xiaoping Theory and the important thought of “three represents”, and fully trust the strong leadership of the Party Central Committee. Through the education, college students can embrace the future with “My Chinese Dream” and have full confidence in adhering to the road of socialism. At the same time, we must be soberly aware of the profound changes in the international situation and the profound changes in the domestic and international situations. IAP education is facing both favorable conditions and severe challenges. In the face of new circumstances, college

students are not yet adaptable to the IAP education, and there are many weak links, such as ideological laxity, greed for pleasure, addiction to the Internet, lack of struggle spirit and so on. Strengthening the “Four Consciousness”, firming the “Four Self-confidence”, achieving the “Two Maintenance”, and improving the IAP education of college students are urgent requirements for the teaching content and essence of IAP courses in colleges and universities.

1.1.2 The Hong Kong problem shows the serious consequences of the lack of education.

The violence in Hong Kong, which began in July 2019, has seriously affected Hong Kong’s long-term stable economic situation and the international image of prosperity and tranquility. Regardless of whether it was the “Occupy Central” incident in December 2014 or the “Violence” incident in July 2019, many perpetrators were born in the year of Hong Kong’s return. Instigated and abetted by independent forces and anti-China forces in the west, they are deeply immersed in political fanaticism. When they pour into the streets shouting the slogans of democracy and freedom from the government-provided public housing, they are extremely angry. They feel that they are suffering from great injustice or persecution and cannot breathe, so they resist. Seeing these chaos, we cannot help but asking: In the 23 years after the return, what kind of social environment can these young people who have been favored by the motherland and enjoyed good social welfare grow to disobedient fanatics who are ignorant of history and lack of respect for the country and people! What’s wrong with the school education in Hong Kong?

Apart from the destruction of foreign forces under the current Hong Kong problem, an important internal cause is that Hong Kong’s IAP education has failed: Some young students have shown narrowness, prejudice, and extremes in their ideological and cognitive aspects. The root lies in the absence and dislocation of corresponding IAP education. This has caused irreparable damage to the current and long-term development of Hong Kong, as well as great damage to the physical and mental health and long-term development of these young students. Based on the analysis of specific facts, we can draw a conclusion that college students should not only learn professional knowledge and skills, but also learn to use scientific world outlook and methodology to guide their career and social life. Through the study of IAP courses, on the basis of understanding the national conditions, public conditions and social development, college students should consciously integrate themselves into the development of society and history, and into the construction and development of the motherland. After the IAP education, college students should achieve the following three points. The first is to recognize the heritage of the Chinese nation and to recognize that they are Chinese. The second is to actively resist the challenge and encouragement of western anti-China forces in terms of recognition and judgment, and to establish a solid defense line of correct values. The third is to carefully learn IAP courses and professional lessons, to be a person with ideals, pursuit and independent thinking, to actively carry out social practice, and to make their youth shine for the motherland and for the rise of China.

2. The problems of IAP education in Yunnan private HVC.

2.1 Characteristics of Yunnan private HVC and their students.

The Yunnan Provincial Party Committee and the provincial government attach great importance to the development of vocational education and take this work as an in-depth implementation of the spirit of the Third and Fourth Plenary Sessions of the 18th Central Committee of the Communist Party of China, as well as an important livelihood work to thoroughly implement the “Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020)” and the “Decision of the State Council on Accelerating the Development of Modern Vocational Education”. By deepening the separation of “educational management, independent school running and social evaluation” in the field of education, and promoting vocational colleges to adhere to the principle of “Taking morality as the foundation, development service as the purpose and employment promotion as the orientation”.

Yunnan is located in the southwestern border and belongs to the typical karst landform. In 2019,

the population is more than 47 million, and there are as many as 26 ethnic minorities. There is still a gap between economic and social development compared to developed areas in China. Most of the students in Yunnan HVC are students from Yunnan Province. They are curious, active in thinking, quick in response, volatile in mood, delicate in emotion and changeable in behavior. Most of the students like the fast rhythm that attracts eyeballs. They pursue novelty, stimulation, innovation, personal experience and uniqueness, showing their unique characteristics.

First, the extremism is serious. In the study and life, some students are very confident, never worry about their own study and future employment, do not want to listen to the opinions of others, and always think that they are right; on the other hand, some students go to the other end in excessive inferiority, with great emotional ups and downs. They are usually silent, unwilling to communicate or express, and their common characteristic is that they are unwilling to face problems and difficulties. They like finding problems from others and rarely find their own deficiencies objectively.

Second, students' psychological endurance is weak. Most of the students are less than 20 years old, not familiar with the world, and their understanding of the outside world is limited to the Internet video and the teacher's teaching. They have no experience of actual contact with the outside world, and lack of experience in handling events. Therefore, they are often at a loss when they are in trouble. They are also very fragile, lacking a sense of responsibility, and are unwilling to talk to the teacher when they encounter problems. They think that if they talk to the teacher, they will certainly be scolded. It's better to have less than more.

Third, the national habits are outstanding. Yunnan is a multi-ethnic region. Students in different regions have different ethnic habits, so students have more conflicts. They always use local or ethnic methods to resolve conflicts or disputes. For example, citizens in our country are not allowed to carry controlled knives in public places, but Tibetans are exceptionally allowed to bring knives in Tibetan areas, so that when they arrive at universities and students bring knives to schools, it is difficult to persuade.

2.2 Analysis on the current situation and problems of IAP teaching in Yunnan private HVC.

2.2.1 The teaching method stays on the traditional one.

The traditional method of teaching is to use the way taught by the teacher. First, the teacher calls the roll before class. Then students read books and take notes carefully during the lecture. Finally, students review and finish their homework after class. This method of teaching in the classroom is basically from the beginning to the end, and the students' learning interest and enthusiasm for participation are not high. This method has become unsuitable for the requirements of the IAP education. First, the learning willingness of higher vocational students is not strong enough, and some students are tired of learning, so they can't bear such boring teaching and find it boring. Second, the IAP course itself is a kind of ideological education, which belongs to ideology and superstructure. Most students take IAP courses in order to get credits to complete their studies and do not realize the importance of IAP courses in establishing "Three Values" and guiding their lives. Third, the teaching mode is rigid and inflexible, and it is not combined with current popular elements and trends. Thus, it is difficult to attract students' attention, which leads to poor teaching results and passive acceptance of teachers attending classes for the sake of classes and students attending classes for the sake of credits. The traditional teaching method is no longer suitable for IAP teaching in HVC. It ignores the experience link of practical teaching, and to a certain extent, it affects the specific application and practice of IAP teaching effect in study and life. Not only does it suppress the students' initiative, creativity and the growth of personality, but also it goes against the realization of the goal of training high-quality workers and skilled talents.

2.2.2 The assessment method is single.

Examination is a basic form of measuring student's academic performance, and it reflects the students' periodic learning results. Courses such as "Ideological and Moral Cultivation and the Basics of Law" and "Introduction to Mao Zedong Thought and the Theory of Socialism with

Chinese Characteristics” have changed from closed-book examinations to more open-book examinations. The disadvantage of closed-book examination is that students use “recitation” to pass the IAP course before the examination, which makes it difficult to show that knowledge is the result of successive accumulation. If the test is open-book, then the test will be even simpler. Students will not even have to “recited”, and just take the book and copy it during the test, or directly “Baidu”. The IAP course is not only a theory course. The purpose of studying IAP courses is not simply to obtain corresponding credits, their personal cultivation and awareness of public morality to their actual study and life, to correctly judge right and wrong, and to establish a correct life orientation.

2.2.3 The practice teaching mode needs to be improved.

According to the spirit of document NO. 16 of the “Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving the IAP Education for College Students”(2004) , the IAP course should add corresponding practical teaching links on the basis of theoretical courses and increase its credits. As an important link in the teaching of IAP theory, practical teaching has irreplaceable theoretical and practical significance to improve the pertinence and effectiveness of IAP education. Strengthening the practical teaching of IAP courses can change the relationship between teaching and learning, take students as the main body, arouse students’ enthusiasm, make students participate in learning theoretical knowledge, improve their practical ability. The main forms of theoretical practice are: reading activities, surveys of college students’ ideals and beliefs, gratitude education, college graduate employment surveys, student interviews, urban community surveys, mock courts, classroom debates, classroom discussions, extra-curricular essay writing, etc. Carrying out practical teaching needs to coordinate multi-resources and invest more manpower and material resources at present. There are few practical teaching courses in HVC, which is also an important aspect of the current need for continuous strengthening of IAP teaching.

3. Research on the teaching strategies of IAP courses in Yunnan private HVC.

3.1 Change the teaching concepts.

The word teaching itself has two aspects, one is how to teach, the other is how to learn. The teaching goal and learning subject are the students, which is the starting point and foothold of teaching. I once told my students in class that when I was in college in the 1990s, teachers didn’t need to call the roll, students didn’t need to hand in homework, and teachers didn’t care whether students came to class or not. My students found this situation incredible, and liked such a free study life. But I also mentioned that we didn’t hand in homework because there was no teacher to give the students a “key point” in the exam. The teacher didn’t call the roll because there was no need for roll call, and the teacher (called the head teacher at that time, there is no title of counselor) didn’t check the class because no one was absent from class (except very few students). Everyone had a strong sense of self-discipline, because it was not easy to be admitted to university at that time. The self-discipline of college students has indeed decreased, but they are very concerned about the social hot spots. Also, most students can use the computer without learning it and they can skillfully use all kinds of online self-media. Firstly, IAP teachers should stimulate the learning enthusiasm of the learning subject to the greatest extent and actively guide the students ideologically. Secondly, teachers should prepare their class from the social hot spots and network famous sentences, use convincing cases such as pictures and videos to attract the students’ attention, pull the students back to the IAP class, and gradually change the students’ idea that the IAP course is boring. Thirdly, teachers are supposed to root the core values of socialism with Chinese characteristics in the minds of students, help students establish the correct “Three Values” and encourage them to make unremitting efforts to achieve the goals of “Two Centenaries”, the communism of the Chinese nation.

3.2 Change the teaching method.

The relevant investigation shows that students have lost interest in the old teaching mode of IAP courses. IAP courses must change the long-term teaching methods of “cramming”, continuously increase interactive teaching links, and add the interest inside. First, carry out the scenario-based teaching in the classroom. Teachers could create real scenes, tasks, plots, and problems in the classroom according to the requirements, so that the participating students are involved. This will enable students to actually experience the process and emotional changes and think about the possible results, making IAP courses more abundant. Second, conduct more dialogue teaching. Teachers should abandon the ideas of “teaching is when the teacher talks, and the students listen” and “deciding everything by one man’s say”. They should stimulate students’ willingness to speak and express, listen to students’ voice, and grasp the dynamic tendency of students’ ideological changes. Teachers can also invite students to participate in expressing opinions based on the cases in the textbook, conducting a two-way exchange of experience and opinions. Third, carry out the inquiry learning, so as to encourage students to explore the law of the development and the essence through the phenomenon, to know “what it is and why it is”, and to truly understand the origin and principle. Teachers should design relevant problems and procedures for students. Through actual investigation and analysis, students can figure out where the problems lie, explore ways to solve them, and then communicate and discuss with each other according to their own results. By means of their own practice, continuous thinking and analysis, students can achieve the transformation from perceptual to rational, and slowly internalize it into their own cognition, which will help them form systematic, scientific and positive values.

3.3 Change the way of teaching.

The first is not to be in the limitation of “students are only in class”. IAP teachers should constantly broaden their own horizons, increase social practice, change their teaching methods, move the class out of the classroom, move it to the vast areas of the school, and move it to the society, so that students could have the opportunity in the classroom to social practice and internalize it into their own cognition in the process. The second is to establish a two-way interactive model between theoretical teaching and practice of IAP courses, to comprehensively grasp the characteristics of students’ psychological and physiological changes, to follow the laws of education, to carry out teaching vividly and popularly, to help students grasp the Marxist viewpoints as well as methods, and to strengthen the teaching efficiency. The third is to make use of practical teaching links, such as visits to patriotic education bases, cooperation between schools and enterprises, social practice activities and social surveys, and so on, in order to give students more chances to contact with the society, understand the society, go deeper into the society, and finally move towards the society successfully. It can effectively improve the educational effect by making students accept the theoretical knowledge .

3.4 Change the way of evaluation.

3.4.1 Change the way of examination.

Change the single written examination method in the past and examine students’ classroom attendance, dialogue participation, social investigation and group discussion. Let students evaluate each other, and make counselors, teachers and student managers (such as dormitory managers) grade students’ behavior. Combined with the comprehensive evaluation of students’ semester performance and final examination, the unity of students’ thinking ability and action ability examination can be realized. It’s easy to know the performance of students in their daily study and life through the mutual evaluation of students, the evaluation of class cadres, counselors and teachers. This enables students to achieve the unity of knowledge and practice. We should change the phenomenon that students only take IAP courses to get credits, do not attend classes at ordinary times, and take exams by cramming. We need transfer more evaluation to students’ daily behaviors, and it will truly reflect the educational goal of IAP courses.

3.4.2 Change the way of assessment.

In order to change the simple assessment standard and process of the unified examination in the traditional teaching examination, the good and bad students can be assessed separately according to the performance of excellent students in attendance, classroom performance, interaction, practice, homework and so on. First, students are judged to pass the evaluation and assessment through their own application, the teachers' suggestions, the teaching and research section's collective discussion, the secondary college's examination and approval, and the report to the School Party Committee for filing. Second, the evaluation jury composed of students and teachers decided to waive the written examination for the applied students by way of interviewing. Third, establish an exemption system for top rank students. Students score points on attendance, classroom performance, interaction, practice, and homework performance. Scores up to a certain number of points can be directly taken as the final examination results.

3.4.3 Change the way of grading.

The grading of students in HVC is generally divided into 3 to 4 sections: attendance, mid-term examination, homework, and final examination. Different HVC have different scoring standards. The common practice is that attendance accounts for 40%, mid-term for 10%, homework for 10%, and final examination for 40%. This grading method is more required for students to achieve high attendance. Students with outstanding ideological and moral qualities such as being helpful, ignorant of money, and brave in their righteousness, students who are creative and active in practice, students who have published papers related to IAP education in official journals, and students who have won competitions can all get a certain percentage of extra points. In this way, students can be encouraged to improve their own comprehensive qualities in personal character and self-cultivation, give full play to the spirit of exploration, and constantly improve their ability to innovate and compete.

3.5 Increase the teaching of social hot spots.

Practical teaching methods of IAP courses that cut into hot social issues should be added. Before the start of each IAP lesson, a "social hot spots sharing" link can be held, and hot topics of the society that everyone is concerned about can be put forward. Teachers and students, students and students can have interactive exchanges and discussions aiming at the current national key issues, students' professional issues and other topics that students pay close attention to. Teachers should timely grasp and collect the information on students' ideological changes and values tendencies, make use of big data for real-time analysis, and take targeted and corrective measures, so as not to allow unhealthy social and network trends to "invade" the brains of college students. College students will have the courage to face the reality and pursue the future with enthusiasm and strong interest. Achieving correct ideological guidance is of great significance to college students.

Conclusion

It is an urgent problem to strengthen and reform the innovative and effective teaching mode of IAP courses, and further improve its educational and teaching effect. This is also a profound and long-term research project that requires teachers to invest for a long time. HVC should further improve their political position, in accordance with the central government's "Six Essentials" for IAP teachers and the spirit of "Eight Unifications", and unremittingly explore teaching models that are in line with the development of IAP courses in HVC, so as to train more and better practical talents for national construction.

Research Project Funded by the Education Department of Yunnan Province, No. 2020J1203

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