

Situation and policy course in the new liberal arts background to improve the optimization of teaching effect

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Abstract: *Under the background of the new liberal arts, the position of situation and policy course in the curriculum system of colleges and universities has become increasingly prominent, which is of great significance for training socialist builders and successors with all-round quality. This paper aims to analyze the teaching situation of situation and policy course in the new liberal arts background, and explore the optimization path of teaching effect, so as to provide reference for the reform of situation and policy course in Chinese universities.*

Keywords: *New liberal arts background, Situation and Policy section, Teaching effect, Optimized path*

1. Introduction

The new liberal arts construction is an important content of China's higher education reform, which aims to promote the close combination of liberal arts education with national strategy and social demand, and cultivate outstanding talents with innovative spirit, entrepreneurial ability and social responsibility. As an important part of ideological and political education in colleges and universities, the course of Situation and Policy undertakes the important task of spreading Marxist theory and cultivating students' correct world outlook, outlook on life and values. Therefore, under the background of the new era, how to optimize the teaching effect of the situation and policy course has become an urgent problem to be solved in the construction of new liberal arts.

2. The teaching status of Situation and policy course under the background of new liberal arts

1) The curriculum and textbook contents are outdated and out of step with actual needs.

Under the background of the new era, the teaching content of the course of situation and policy should closely focus on the national development strategy and social hot issues, so as to enhance the pertinence and practicability of the course. However, the current situation and policy curriculum and textbook content of many colleges and universities are outdated, which is difficult to meet the needs of students to understand the current international and domestic situation, policies and regulations, and social hot issues, resulting in unsatisfactory teaching results.

2) The teaching method is simple, mainly lecturing, and lacks students' participation and interaction.

The traditional teaching method is easy to make students have passive and dependent psychology in classroom learning, which is not conducive to the cultivation of students' initiative and innovative consciousness. In order to improve the teaching effect of situation and policy course, teachers should adopt diversified teaching methods, such as case analysis, group discussion, field trip, etc., to stimulate students' learning interest, guide students to actively participate in class discussion, and improve the classroom interaction effect.

3) The structure of the teaching staff is unreasonable.

Some teachers have high theoretical level but lack practical experience. Situation and Policy courses cover a wide range of areas, requiring teachers to have a solid theoretical foundation and rich practical experience. However, the current situation and policy teaching team structure in some colleges and universities is unreasonable. Although some teachers have a high theoretical level, they lack experience in practical work and social practice, which has a certain impact on improving the quality and effect of

course teaching.

4) The curriculum evaluation system is not perfect, emphasizing results rather than processes, and it is difficult to fully reflect students' learning outcomes. Reasonable evaluation system can effectively motivate students to study hard and improve the teaching effect.

However, under the current situation, there are still some problems in the evaluation system of situation and policy course, such as paying too much attention to exam results and ignoring students' learning process and actual performance. This leads to students' insufficient attention to course learning, which affects the improvement of course teaching effect.

3. The optimization path of Situation and policy course to improve teaching effect under the background of new liberal arts

In order to improve the above situation, it is necessary to reform from the aspects of curriculum setting, teaching material content, teaching methods, teaching staff and evaluation system, so as to improve the teaching effect of situation and policy course.

3.1 Update the curriculum and textbook content.

closely combine the national strategy, social needs and hot issues, and regularly update the curriculum and textbook content to ensure that the curriculum is relevant and practical.^[1] Online education resources can be combined with the introduction of practical cases and hot topics to make the course content more realistic and stimulate students' interest in learning.

According to the national strategy and social development needs, the curriculum objectives and content are adjusted to ensure that the curriculum is always consistent with the overall situation of national development. For example, in the context of the current new era, content on national development strategy, comprehensive deepening of reform, and new types of international relations can be added, so that students can better understand the national development situation and policy trends.

It is required to combine social hot issues, introduce practical cases and the latest research results, and make the course content more targeted and practical. Teachers can select representative hot issues from the fields of politics, economy, culture, science and technology at home and abroad to help students analyze and understand the process of formulating and implementing national policies, and cultivate their ability to analyze and solve practical problems with theoretical knowledge.

It is necessary to pay attention to the timeliness of the course content and update the teaching materials and teaching resources regularly, so that the course content always keep up with the development of The Times. They can pay attention to the introduction and revision of various policies and regulations, and timely incorporate the latest policy spirit and legal content into the course teaching to ensure that students can master the latest policy knowledge.

It is also important to focus on the systematic and complete content of the course, so that students can fully understand the national policy system. In the course setting and textbook writing process, the internal relations between policies in various fields should be fully considered to form a complete national policy knowledge system and provide comprehensive policy education for students.

3.2 Innovate teaching methods and adopt diversified teaching methods.

Lecturing, discussion, case analysis, field trips, etc., are helpful to fully mobilize students' enthusiasm and initiative. Through classroom interaction and group discussion, students' thinking ability and judgment ability are cultivated, and students' participation and practical ability are improved.

Innovating teaching methods is an important way to improve the teaching effect of situation and policy course. The case approach guides students to analyze and discuss policy issues using specific cases as the carrier. Teachers can choose typical and targeted cases, such as the introduction of major policies and hot social events, so that students can understand the process of policy formulation and implementation through case analysis, and cultivate students' analytical ability and judgment ability.

Secondly, we should implement discussion-based teaching to encourage students to take the initiative to participate in class discussions and cultivate their critical thinking ability and innovative

consciousness. Teachers can organize students to have group discussions, so that students can clash ideas in the discussion and form an in-depth understanding of policy issues. At the same time, teachers should guide students to conduct independent research, encourage them to put forward questions and opinions, and cultivate their independent thinking ability.

Carry out practical teaching, so that students can master policy knowledge and skills in practical operation. Teachers can organize students to visit government departments, social organizations, etc., so that students can understand the process of policy implementation and enhance their perceptual understanding of policies. In addition, students can also be arranged to participate in policy research, social practice and other activities, so that they can apply what they have learned to practice and improve their ability to solve practical problems.

Teachers should flexibly use a variety of teaching methods according to the teaching content and the characteristics of students. For example, when explaining policy theory, you can use the lecturing method; In the analysis of cases, the discussion method can be adopted; The activity method can be used in organizing practice. Through the cooperation of various teaching methods, it can stimulate students' interest in learning, improve students' participation and interaction, and improve the teaching effect.

3.3 Interdisciplinary integration should also be emphasized, and the situation and policy course should be organically integrated with other disciplines.

Interdisciplinary exchanges also meet the new requirements of the development of humanities and social sciences in the new era under the background of the new liberal arts, which refers to the traditional liberal arts based on inheritance and innovation, crossover and integration, collaboration and sharing as the main way to promote the cross-disciplinary and deep integration, and promote the renewal and upgrading of the traditional liberal arts. In the teaching of situation and policy course, interdisciplinary integration can help students better understand and apply policy knowledge, improve their comprehensive quality and innovation ability.

The model of interdisciplinary integration includes interdisciplinary, interdisciplinary integration, project-driven and so on. Interdisciplinary mode refers to the interrelation of knowledge and concepts of different disciplines, and promotes the interflow and integration of knowledge through interdisciplinary teaching. Subject integration mode refers to the organic combination of knowledge and skills of multiple subjects to form a unified teaching design and content system to achieve the depth and breadth of knowledge integration. The project-driven model is to cultivate students' interdisciplinary problem-solving and innovation ability through practical projects, so that students can experience and apply multidisciplinary knowledge in practice.

In the practice of interdisciplinary integration, teachers play a crucial role. Teachers need to have interdisciplinary knowledge and skills, be able to integrate and apply knowledge of different disciplines, and design and implement interdisciplinary integrated teaching programs. In addition, teachers also need to flexibly use different interdisciplinary integration models and choose appropriate teaching models according to the characteristics of teaching objectives and content. School and social resources are also important support and guarantee for the practice of interdisciplinary integration. Schools can provide courses and resources for interdisciplinary integration to create an environment and conditions for teachers and students to learn interdisciplinary studies. Social resources can provide schools with professional support and guidance, provide practical platforms and opportunities, and promote students' interdisciplinary integration in practice.

In general, interdisciplinary integration is an important strategy and method in the teaching of situation and policy course, which can improve the teaching effect and promote the development of students' comprehensive quality and innovative ability. The professional competence of teachers and the support of school and society are the key factors for the success of interdisciplinary integration practice. Future studies can further explore and verify the effects and influencing factors of different interdisciplinary integration modes, so as to provide more targeted and effective interdisciplinary integration strategies and methods for the teaching of situation and policy courses.

3.4 Strengthen the construction of the teaching staff.

It is vital to select excellent ideological and political education graduates to enrich the teaching staff, and encourage teachers to participate in practical exercises to improve the level of education and

teaching.

It is necessary to strictly select teachers from outstanding students who have graduated from ideological and political education related majors to ensure that the teachers have a high theoretical literacy and professional ability. We are supposed to pay attention to the comprehensive quality of teachers, and select teachers with a strong sense of professionalism, responsibility and professionalism, with their persistent pursuit of education and selfless dedication, infect and inspire students.

It is necessary to strengthen teacher training and improve teachers' education and teaching level. Regularly organize teachers to participate in professional training and academic seminars, so that teachers can keep up with the forefront of disciplinary development and master the latest educational concepts and teaching methods. At the same time, teachers are encouraged to participate in practical activities, such as policy research, social practice, etc., to enhance teachers' practical ability and improve their education and teaching level.

It is necessary to perfect the incentive mechanism of teachers and stimulate the enthusiasm of teachers. Through the establishment of teaching achievement awards, excellent teaching plan awards and other awards, teachers are encouraged to give play to their enthusiasm, initiative and creativity in education and teaching work. In addition, it can also provide more development space for teachers through professional title evaluation, post promotion and other ways to stimulate them to pursue excellence in education and teaching.

It is necessary to pay attention to the problems in the construction of teachers, and timely solve the difficulties and problems encountered by teachers in the work of education and teaching. School leaders and relevant departments should care about the work and life of teachers, actively create a good working environment and living conditions for teachers, so that teachers can devote themselves to education and teaching, and improve the teaching quality of situation and policy courses.

3.5 Improve the curriculum evaluation system.

It is vital establish a diversified and whole-process evaluation method, and pay attention to the cultivation and development of students' abilities.^[2]

It is also essential to establish a diversified, whole-process curriculum evaluation system, including students, teachers, curriculum managers and other parties into the evaluation subject, in order to improve the fairness and effectiveness of evaluation. Student evaluation mainly focuses on students' learning needs and teaching effects, teacher evaluation mainly focuses on teaching methods and teaching quality, and curriculum management evaluation mainly focuses on curriculum and educational resource allocation. Through the joint participation of many parties, it is helpful to perfect the curriculum evaluation system, improve the curriculum quality and education effect.

Under the background of new liberal arts, the construction of teaching evaluation system of situation and policy course is an important guarantee for improving teaching effect. Based on literature review and practical experience, this study puts forward a complete set of teaching evaluation system, including teaching objectives, teaching content, teaching methods, teaching resources, teaching effects and other evaluation indicators. Among them, teaching effect is the most critical evaluation index, which evaluates students' performance in knowledge and skill level, learning interest and attitude, and practical ability. By establishing a scientific and reasonable evaluation system, we can evaluate the teaching effect more objectively and comprehensively, and provide strong support for teaching improvement.

The setting of teaching objectives is the basis of the evaluation system. In the course of situation and policy, the teaching objectives should include the mastery and application of knowledge, the cultivation and promotion of thinking ability, the shaping of value concept and the cultivation of value pursuit. For different types of students at different levels, corresponding teaching objectives can be formulated, and combined with evaluation indicators for monitoring and evaluation.^[3]

The selection and arrangement of teaching content is also an important part of the evaluation system. The teaching content of situation and policy course should be close to real life, pay attention to the combination of theory and practice, and the contrast between history and reality. Through the simple teaching content, students can be guided to think and analyze deeply, and improve their thinking ability and practical ability.

Teaching method is the core of teaching evaluation system. In the teaching of situation and policy

course, various teaching methods can be adopted, such as lecturing, discussion, case analysis, group cooperation, etc. Different teaching methods can stimulate students' learning interest and enthusiasm, and cultivate students' cooperative ability and innovative thinking.

The development and utilization of teaching resources is very important to the evaluation of teaching effect. Teaching resources include teaching materials, teaching AIDS, multimedia teaching equipment, network resources and so on. Reasonable use of various teaching resources can improve the diversity and effect of teaching.

Finally, the teaching effect should be evaluated comprehensively from the students' knowledge and skill level, learning interest and attitude, and practical ability. It is necessary to fully consider the learning characteristics and individual needs of students, and adopt a variety of evaluation methods, such as normal grades, final exams, classroom performance, homework completion, etc., in order to evaluate students' learning results comprehensively and objectively. Pay attention to the cultivation and development of students' ability, combine the process evaluation with the result evaluation, and give priority to the process evaluation. The process evaluation mainly focuses on students' performance in the learning process, such as learning attitude, class participation, group discussion, etc., while the outcome evaluation mainly focuses on students' learning outcomes, such as final exams and paper writing. Through comprehensive evaluation, it can not only stimulate students' learning enthusiasm, but also effectively cultivate and improve students' academic ability and practical ability.

According to the evaluation results, timely adjust the curriculum and teaching methods to meet the learning needs of students and the needs of economic and social development for personnel training. The evaluation results of students should be timely fed back to students and teachers to help students understand their own learning status, adjust learning strategies, and improve learning results; The evaluation results of teachers should be timely fed back to teachers and curriculum managers to help teachers improve teaching methods and improve teaching quality; The evaluation results of the course should be timely fed back to the course manager to promote the continuous improvement of the course and improve the adaptability and pertinence of the course.

3.6 Carry out international exchanges.

Through international cooperation and exchange, students can understand the international situation and policy dynamics, and cultivate students' international vision and cross-cultural communication skills.^[4]

We are supposed to establish an international cooperation and exchange mechanism. It is important to establish cooperative relations with foreign universities, research institutions and government departments, and carry out international exchange activities such as teacher visits, student exchanges and joint research, so as to provide students with more opportunities for international exchange.

It is vital to organize students to participate in international academic seminars. Regularly organize students to participate in international academic seminars, so that students can communicate with scholars from different countries and regions, understand the international academic frontier dynamics, and improve students' academic literacy.

It is required to carry out inspection visits. Organize students to visit and study abroad to gain an in-depth understanding of foreign political, economic, social and cultural situations and broaden students' international vision. Through exchanges with local governments, businesses, civil society, etc., students gain a better understanding of the international situation and policy dynamics.

We are supposed to introduce international high-quality education resources. It is necessary to introduce foreign excellent teaching materials, courses and other educational resources to enrich classroom learning content and improve teaching quality. At the same time, teachers are encouraged to adopt international teaching methods and evaluation standards to cultivate students' international competitiveness.

It is important to strengthen the cultivation of cross-cultural communication ability. Cultural lectures, foreign language corner and other activities are held to improve students' foreign language level and cross-cultural communication skills. In class, teachers can guide students to pay attention to international issues and cultivate students' international vision and cross-cultural cognition.

It is necessary to establish a platform to showcase the achievements of international exchanges. Students are encouraged to write international exchange experiences, research reports, etc., and share

international exchange experience through activities such as achievement exhibitions and academic paper competitions, so as to improve students' international exchange ability.

Through international cooperation and exchange, we can better carry out international exchanges, so that students in the process of understanding the international situation and policy dynamics, develop international vision and cross-cultural communication skills, and contribute to the cultivation of all-round quality of socialist builders and successors.

3.7 Strengthen cooperation with government departments, enterprises and public institutions and social organizations.

Through the establishment of a cooperation platform, the communication and exchange between government departments, enterprises and institutions, social organizations and schools will be promoted, so as to provide more cooperation opportunities for both sides and jointly train application-oriented talents with practical operation ability.

Practical workers from government departments, enterprises and public institutions, and social organizations are regularly invited to teach students, impart practical work experience and skills, so that students can better understand the process of policy formulation and implementation, and improve their ability of policy analysis.

It is necessary to cooperate with government departments, enterprises and institutions, and social organizations to organize students to participate in policy research, social practice and other activities, so that students can deepen their understanding of policies and improve their ability to analyze policies.

Teachers are encouraged to cooperate with government departments, enterprises and institutions, and social organizations to jointly carry out policy research and scientific research projects, provide more opportunities for students to participate in scientific research practice, and cultivate students' scientific research ability.

It is vital to cooperate with government departments, enterprises and institutions, and social organizations to establish internship and training bases to provide practical jobs for students, so that students can exercise their ability in practical work and improve their practical operation level.

It is also required to cooperate with government departments, enterprises and institutions, and social organizations to jointly carry out policy publicity activities, improve students' awareness and understanding of policies, and cultivate students' policy awareness.

4. Conclusion

Under the background of the new liberal arts, the course of Situation and Policy has a huge optimization space in improving the teaching effect. Through updating the curriculum and textbook content, innovating teaching methods, strengthening the construction of teachers, improving the curriculum evaluation system, carrying out international exchanges, strengthening cooperation with government departments, enterprises and institutions, social organizations and other measures, it is expected to achieve the continuous improvement of the teaching quality of situation and policy courses, and contribute to the cultivation of socialist builders and successors with all-round quality.

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