

Research on the Misunderstanding of the Catering Teaching of Ideological and Political Courses in University

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ABSTRACT. *The phenomenon of “meeting” in the teaching of ideological and political courses in colleges and universities is not accidental or individual, and it is most popular with young teachers. The appearance lies in the fragmentation of teaching content, the entertaining of teaching language, the cuteness of classroom atmosphere, and the softening of management and assessment. Mainly due to the blind rigidity of the system, teachers' lack of experience and guidance, and low entry barriers for positions. To effectively correct the unhealthy trend of catering teaching by young teachers, we must start with the rational use of the results of student evaluation of teaching, effectively strengthening the effect of teacher training, and strict teacher admission system.*

KEYWORDS: *Ideological and political course, Young teacher, Catering teaching*

1. Introduction

At present, ideological and political theory courses in colleges and universities (hereinafter referred to as ideological and political courses) have received unprecedented attention and ushered in unprecedented development opportunities. The degree of attention to the teaching of ideological and political courses has also increased unprecedentedly, which is both an opportunity and a challenge. In the context of increasingly fierce competition in the evaluation of professional titles, in order to obtain higher student evaluations, the trend of ideological and political teachers in teaching students to actively cater to the “tastes” and preferences of students has become prominent, especially young teachers.

2. The Appearance Characteristics of Catering Teaching

Catering teaching and based on students' existing cognitive preferences and thinking habits, the selection of teaching content, the shaping of teaching styles, and the use of teaching language are based on student preferences and interests, and strive to improve student performance in examinations. The teaching phenomenon and atmosphere that gain wider student recognition and effectively improve the satisfaction and satisfaction rate of students' evaluation of teaching. For young

teachers of ideological and political courses, catering teaching is not an accident or case. It will inevitably lead to fragmentation of teaching content, entertainment of teaching language, sprouting of classroom atmosphere, softening of management and assessment, and ultimately cause ideological and political courses in colleges and universities to become “ideological Rest class” and “water release class”.

2.1 Fragmentation of Teaching Content

The textbooks for ideological and political courses in colleges and universities are formulated by the Ministry of Education and are unified across the country. Their content cannot be arbitrarily chosen, and the structure cannot be changed at will. In the teaching process, teachers can neither follow the text nor diverge. It is necessary to give full play to the teacher's subjective initiative, but also to pay attention to the rigor and logic of the curriculum. However, the ideological and political teachers who were affected by the catering style of teaching did not follow the requirements of the syllabus in the classroom teaching, did not prepare the lecture notes, ignored the principle of teaching bottom line, and turned the classroom into a grandstanding performance stage.

The teaching content is uncertain. The content of the teacher's lecture is full of uncertainty, where to talk about it. Case teaching is changed to example teaching. The examples are mostly anecdotes that cannot withstand scrutiny and unpolished content to satisfy students' curiosity. The selection of cases lacks a logical connection. Teachers often think too divergently when they teach. They spend a lot of classroom teaching time in chatting, and teachers seem to be “judges”.

Break the logic of teaching materials. Teachers deviate from the requirements of the syllabus, ignore the teaching material system, add fuel and vinegar to instill the “chicken soup for the soul”, randomly merge or graft the content of the teaching materials, do not teach the content of the textbook, talk about the secrets of the wild history, and even teach the rumors learned by “over the wall” and deliberately distorted foreign media reports , Highlighting the danger of historical nihilism without knowing it.

2.2 Entertaining Teaching Language

At present, the young teachers of ideological and political courses in colleges and universities are all “post-80s” and “post-90s”. They are a very individual group in themselves. They have a certain degree of attention to entertainment gossip and are more likely to resonate with students. In teaching, in order to arouse students' interest, some teachers have turned the classroom into an performing arts arena, and even presented the “net celebrity” style in terms of speech and behavior. Strict academic teachers often find it difficult to obtain high evaluation rates because they do not conform to the language and aesthetic style of “post-00s” students. Young teachers who pursue individuality and become “net celebrities” are generally sought after by students.

Alienation of teacher positioning. Some teachers position themselves as entertainment show hosts, talk show guests and even celebrities themselves, deliberately imitating, sensationalizing, turning the classroom into a live TV scene, treating students as spectators and performing hard. Even the dressing style deliberately pursues individuality, and subjectively guides students to pay attention to the teacher's appearance, so as to improve the teacher's self-concern.

Excessive use of online language to teach. Some young teachers deliberately introduce online language into classroom teaching, and even analyze historical events and historical figures at will according to the style of online jokes, deliberately pursuing new, peculiar and unique teaching methods. What's more, the names of party and state leaders were also naive in the style of netizens' comments, losing the sense of seriousness necessary for ideological and political classrooms, and diverting students' attention away from the teaching content.

2.3 Cute Classroom Atmosphere

Young teachers consciously have a small age gap with students, and lack the experience and skills to deal with students' doubts. They often adopt a teaching attitude that pleases students and abandon the seriousness and theory of ideological and political courses, and they blindly explain scientific theories in a popular way and deliberately entertain. In the classroom, creating a tolerant and naive atmosphere not only leads to insufficient understanding of the importance of ideological and political courses, but also dilutes the ideological education function of the course.

Courseware production one-sided pursuit of visual impact. Some teachers do not use the courseware for collective lesson preparation in the department, instead they have added a large number of online images that include cute party and state leaders, cute politicians, and cute historical events. There are many funny, exaggerated and deliberately ugly content. It has no correlation with classroom teaching content and teaching goals, and may even mislead students to one-sidedly evaluate the merits and demerits of the party and the state.

Video screening replaces the teacher's teaching. Some teachers organize the teaching by playing videos for a long time during the teaching process, and even use 4 class hours to let students watch a movie completely, turning the ideological and political class into a movie watching class. At the same time, teachers are not rigorous enough in video selection, and even intersperse fragmented image materials that are not related to the teaching content or interpreted indiscriminately under the banner of experts in the teaching, which caters to the students' curiosity and the fear of being lazy to think independently psychological.

2.4 Softened Management Assessment

In catering teaching, classroom management and course assessment are inevitable. In order to thoroughly get the praise of students, writing essays with scores is the most effective way. In classroom teaching, teachers give up the bottom

line requirements of classroom discipline; in examinations and assessments, teachers strive to raise student scores and treat student behavior with a “good guy mentality” of “hello, me, hello, everyone”, which is essentially unprincipled indulgence. Students even follow their orders in exchange for high evaluation and high selection rate.

“Zero constraints” in classroom order. Teachers teach on their own, and ignore non-class behaviors such as sleeping, playing mobile phones, playing games, listening to music, etc., forming a scene where teachers and students do not interfere with each other. Some teachers turn a deaf ear to students' behaviors such as false absences, cheating and skipping classes, without any intervention and necessary punishments, and just leave it alone and demand unconditional satisfaction from students.

Arbitrarily “release water” for daily homework and final exams. Teachers do not make any requirements for attendance. In order to improve student performance before the exam, all the teaching materials are distributed to the students, or the exam questions and key points are drawn directly. When scoring papers, some teachers deliberately raise students' scores on subjective questions, those who fail are given a pass, and those with low scores are given high marks. Such behavior obviously contributes to students' learning inertia, and for students who study hard, it is an unfair or even dishonest behavior deliberately created by teachers. It is difficult for the teachers who adhere to the principles to get praise from the students. Instead, the “water-relief” type teachers are highly voted as the most popular teachers among the students in the evaluation of teaching, forming a deformed pattern of “mutual benefit and win-win” between teachers and students.

3. Attribution Analysis of Catering Teaching

3.1 The Blind Rigidity of the System

At present, many colleges and universities regard the satisfaction and satisfaction rate of students' evaluation of teaching as necessary conditions for the promotion of teachers' titles, but there is no explanation for the situation of “dissatisfaction” and “basic satisfaction” in the evaluation of teaching by students. If teachers are dissatisfied with individual students due to correct behaviors such as strict classroom discipline and strict grading standards, the “dissatisfaction” or “basic satisfaction” obtained from retaliation such as failing or low scores does not only prove that there is a problem with the teacher's teaching. On the contrary, it is easy to mislead teachers who originally adhered to principles to the wrong path of catering teaching. Linking the results of students' evaluation of teaching to professional titles without investigation is a disrespect for teachers' teaching work, and it is also a manifestation of the formalism of the academic affairs departments of universities. For teachers who have obtained high student satisfaction and satisfaction rate due to catering teaching, the academic affairs department of universities generally does not investigate and understand, and blindly give such teachers honorary titles and

teaching rewards, giving the green light in the evaluation of professional titles, which further promotes catering teaching. The unhealthy trends.

3.2 Teachers Lack Experience and Guidance

The objective reason that catering teaching tends to happen to young teachers cannot exclude the qualifications, experience, experience and skills of young teachers. The training for young teachers in colleges and universities generally includes pre-job training (organized by the provincial education authorities), in-school rotation training (organized by the colleges and universities themselves), etc., with different effects. The lecture skills training that young teachers need most is rare. They are generally only carried out through competition and observation without actual guidance and judgment standards. Not only the demonstration effect is limited, but for young teachers who lack skills and do not understand, the format is far greater than the content. It's useless. Very few colleges and universities have a one-year "old-time-with-new" system after entry, that is, newly recruited young teachers act as teaching assistants for experienced old teachers, and can only take up their posts after attending classes for one year. However, implementation is still difficult, especially in the context of colleges and universities blindly pursuing the "teacher-student ratio" target requirements of the ideological and political course of the Ministry of Education as soon as possible. This system has gradually become a mere formality. Most young teachers are going through the entry procedures and have not yet obtained teachers. If they are qualified, they will be rushed to work and bear a heavy workload.

3.3 The Entry Barriers for Positions Are Too Low

With the significant increase in the importance of ideological and political courses and the significant improvement of the status of teachers in ideological and political courses, the entry threshold for posts has changed significantly compared with the past. The spouses of talents in short supply in various schools, management and service post deployment personnel and other abnormal employment phenomena have occurred, but the entry threshold for college ideological and political teachers is still difficult to match the high standards and high requirements. Specifically, in order to ensure the number of full-time teachers in ideological and political courses, colleges and universities generally "lalang" from the major background of humanities and social sciences. Under this guiding ideology, some young teachers with a background in non-Marxist theoretical disciplines were arranged to teach ideological and political courses, and the effect was worrying. For example, young teachers who are studying Western economic theory at the master and Ph.D level can hardly have an in-depth understanding of Marxist political economy in a short time, let alone teach to students, and obviously lack theoretical confidence.

4. . Correct the Path of Catering Teaching Atmosphere

4.1 Reasonable Use of the Results of Student Evaluation

The results of student evaluation cannot be used independently as a necessary condition for the promotion of teacher titles. Obviously, it is one of the direct inducements of “caterative” teaching based on students' evaluation of “determining life”. Although student evaluation of teaching can reflect the teaching effect of teachers from one aspect, it is obviously biased to use it as the only way to evaluate teachers' teaching. To solve this problem, the scientific nature of the evaluation subject should be ensured, that is, student evaluation of teaching accounts for only 40% of the final evaluation results of teaching, and the remaining 60% should be reviewed by peer evaluation and college-level supervisory evaluation. For situations where there is a clear gap between the two types of evaluation results, it cannot be simply handled. Instead, a teacher's private prosecution system should be established to allow teachers to protect their reasonable interests. At the same time, experts should be carefully organized to analyze and evaluate the results of teaching. It provides definite reasons, otherwise it will not be recognized. It is found that retaliatory evaluation of teaching is caused by violation of classroom discipline, poor learning attitude, etc., should be punished in accordance with student management regulations, and the results of the evaluation of teaching will not be counted as student evaluation, which truly protects the rights of teachers. For teachers whose student evaluation results continue to be high, the supervision and listening system should also be strengthened. If the teaching effect is indeed good, it should be appropriately tilted in the evaluation of professional titles to encourage teachers to devote themselves to optimizing classroom teaching and creating role models. If the inspector finds that the falsely high student evaluation rate originates from catering teaching, especially those who give up the principle of scores to please students, they should be dealt with seriously in accordance with the regulations, and be punished or downgraded in the evaluation of professional titles for the sake of seriousness.

4.2 Effectively Strengthen the Effect of Teacher Training

Teacher training, especially the training of ideological and political teachers, must not be a mere formality. The training content should focus on teaching demonstration, teaching skills and teaching experience analysis, teaching case selection skills, typical negative case analysis, etc., rather than blindly seeking to invite famous academics to teach paper publishing skills and fund application skills. On the basis of the existing lecture style, the training method should also be based on the characteristics and actual level of each school to carry out one-to-one guidance for young teachers, clarify the specific problems of young teachers in teaching, and propose specific amendments and suggestions. It is recommended that young teachers should not be allowed to only know what they are wrong but not why they are wrong. Qualified colleges and universities should invite the winners of teaching competitions outside the school or the school to conduct teaching demonstration exchanges, and organize young teachers to learn on-site to avoid unknown results of teaching competitions and loss of demonstration and leading role.

In addition, it is necessary to strengthen the construction of the curriculum and the collective lesson preparation system of the teaching and research section. For the key issues that young teachers are difficult to control correctly, there should be experienced and old teachers to determine and guide them to avoid “stepping on thunder” and “crossing the line” in classroom teaching. The frequency of training should not be too frequent, such as once a week, nor should it be inactive. A larger-scale teaching demonstration and skill counseling can be considered once a semester to correct young teachers' learning attitude and increase opportunities for improvement. In the test of the training effect, the expert judges should not stop at the end, but should face the problem, objectively analyze the problems of the young teachers, and put forward the methods for improvement in the next step. At the same time, the young teachers should also correct their attitudes and cannot go their own way.

4.3 Strict Teacher Admission System

Ideological and political courses are different from the professional courses of various majors in colleges and universities. Taking a good ideological and political course is a long-standing career. It cannot be achieved overnight or relying on talent to speak and become famous. A wonderful class is easy, but a wonderful one is difficult. In the context of unprecedented emphasis on ideological and political courses from all walks of life, ideological and political teachers have a long way to go. Teachers of ideological and political courses must be superior to ordinary teachers. Therefore, the entry threshold of ideological and political courses must be professional and scientific, and ideological and political courses such as extremely serious, serious, and extremely important courses cannot be handed over without teaching. Qualified people to complete. The admission of ideological and political teachers must pay attention to professionalism. The Ministry of Education's requirements on the teacher-student ratio of ideological and political courses in colleges and universities are indeed difficult to implement, but the standards cannot be lowered and the number is too much. The full-time ideological and political course teacher should be a member of the Communist Party of China, and at least one of the three stages of the master's and doctoral degree should systematically study Marxist theory. Only those with relevant academic background can consider undertaking ideological and political teaching. Disciplinary categories should not be side-by-side, and the post of ideological and political teachers should not be used as a guaranteed post for the spouses of talents in short supply in colleges and universities. The selection of part-time teachers of ideological and political courses should also be carried out in accordance with the selection conditions and methods of full-time teachers. If there is no relevant subject or academic background, the one-vote veto system should be implemented to ensure the professionalism of ideological and political teachers. At the same time, a scientific ideological and political course teacher withdrawal mechanism should be established to deal with the occurrence of teaching accidents, problems with teacher ethics, unobstructed lectures in class, causing serious consequences, violation of the bottom line principles of ideology, and long-term improper publication on personal network

platforms. Those who speak or receive party discipline and political discipline should clear out the ideological and political teachers according to the regulations and maintain the purity of the ideological and political teachers. For young teachers of ideological and political courses, the satisfaction rate and satisfaction rate of experts and students continue to be low. If there are adverse consequences due to ability and attitude problems, they should not be tolerated and transferred in a timely manner; such as lack of skills and experience. If he himself has the correct attitude to make positive improvements, he should be given an appropriate fault-tolerant observation period, strengthen guidance, observe the aftereffects, and promote the progress of young teachers.

5. Acknowledgment

This article is the research result of the 2019 Sichuan University Ideological and Political Education Research Project (Special for Young Teachers of Ideological and Political Courses) "Study on the Misunderstandings of Young Teachers in Ideological and Political Courses in Universities", No. SZQ201957.

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