

Research on the Status Quo and Misunderstandings of Ideological and Political Course Lecture Competition in Colleges and Universities

Yu He

School of Marxism, Sichuan Agricultural University, Chengdu, Sichuan, 611130, China

ABSTRACT. *The ideological and political lecture competitions in colleges and universities are carried out from the national level to the college level. It is an effective way to improve the teaching ability of ideological and political teachers, especially young teachers, and enrich teaching skills. Higher level education and teaching research. However, in recent years, because the awards of high-level ideological and political lecture competitions are linked to the promotion of teachers' personal titles and the school's Marxist discipline construction, although the gold content has increased significantly, it has also induced excessive competition. During the selection process, the judges' personal likes and dislikes, and the participants' academic qualifications Degrees and even the level of the contestants' colleges have a greater impact on the results of the competition, and the fairness of the competition faces new challenges. The competition process is not announced to the public except the webcast, which also affects the effect of the majority of teachers in learning to imitate. The trend of competition in competition is obvious, which affects the demonstration of competition.*

KEYWORDS: *Ideological and political course, Lecture competition, Teacher*

1. Introduction

In recent years, with the significant improvement of the status of ideological and political theory courses (hereinafter referred to as "ideological and political courses") in colleges and universities, universities and education authorities across the country have generally organized and carried out ideological and political courses teaching competitions. Lecture competitions are different from daily teaching and have their outstanding characteristics. The results of the competitions are also linked to the promotion of individual teachers. Provincial and ministerial competitions are closely related to the academic honor and the evaluation of the construction of Marxist theory.

2. The Characteristics of the Ideological and Political Lecture Competition in Colleges and Universities

2.1 High Requirements for Teachers' Personal Teaching Skills and Teaching Ability

At present, lecture competitions are mostly 15-20 minutes of segmental teaching demonstrations, which is in the form of 45 minutes of daily lectures and 1 class hour.

Quite different. The shorter the time, the more the teacher's teaching skills will be examined. Explaining a certain question thoroughly, clarifying lively, and resonating with the audience in a short time is the basic

criterion for evaluating the results of the lecture competition. Therefore, in order to achieve good results in the competition, teachers must work hard in the selection of teaching content, the grasp of teaching rhythm, and the use of teaching language.

2.2 The Judges Have a Huge Influence on the Results of the Competition

Ideological and political teaching competitions generally adopt the on-site scoring system of judges. If the number of judges does not exceed 5, the highest is generally not removed

In this case, the scores given by each judge will have a significant impact on the results of the competition. In the teaching demonstration link, the changes in the judges' facial expressions and the increase or decrease in their attention to the participants' teaching behaviors will have varying degrees of impact on the participants' competition psychology and competition status.

2.3 The Teaching Content is Derived from the Textbook But is Deeper and More Difficult Than the Textbook

It is difficult to cope with the scriptures in daily teaching, let alone teaching competitions. The ideological and political course materials are rich in content and complete in the system, but they are not suitable for 15-20 minutes of segmental teaching demonstration. In order to show the teaching effect, teachers must deconstruct and analyze the content of the textbook, transform the language of the textbook into the language of competition, and turn the main points of the textbook into a segmental display. For a specific problem, it is necessary to find out and explain its ins and outs, and make a lot of knowledge expansion and logical deduction based on the textbook, that is, it is derived from the textbook, deeper than the textbook, and difficult for the textbook, otherwise it will be difficult to get the approval of the judges.

3. Misunderstandings of Ideological and Political Lecture Competitions in Colleges and Universities

3.1 The Judges Are Based on Personal Preferences

The judges of the ideological and political teaching competition are mostly industry experts, old teachers who have won various awards, and leaders at all levels. Which does not

There are few people who have not stood on the platform for a long time and did not teach for undergraduates. The reason to become an expert is not because of the good teaching effect, but because of the good scientific research. Some old teachers are out of tune with the students after "00", and their teaching style has not kept pace with the times. They blindly emphasize the handwriting on the blackboard and use it as a personal judgement standard. The contradiction with the modern teaching model is highlighted. Young teachers who teach with methods are prejudiced, and the judgment results are unfair and objective. Some judges rely solely on personal preferences, and are extremely demanding on the contestants' image, temperament, voice appearance, manners and actions, etc. The presentation of the contestants is not a respectful attitude, but deliberately embarrassed, with "prick" or "Critical" approach to the contestants, even in the course of the contestants' teaching process, irresponsibly exposed, showing extreme impatience or sighs, which seriously affects the contestants' competitive psychology. In the scoring process, individual judges habitually lower their scores to show their own principles and identity, and even influence other judges' judgments in the judges'

evaluation process to prove that they are high-level and demanding, completely ignoring the huge effort of the contestants in preparing for the competition. Academic “PUA”, competition “PUA”.

3.2 The Judges Work for Their Own Institutions

In the provincial ideological and political lecture competition, most of the judges come from the top-ranking colleges and universities in the province, and other colleges and universities will not accept it.

consider. Such judges are the heads or well-known experts of the School of Marxism or the Department of Ideological and Political Affairs of their colleges and universities, and they know the contestants of their schools. It is entirely natural to help the judges to achieve good results in the competitions, even the points of the judges. The internal matter, this is a great injustice and black-box operation for participants in colleges without judges. In fact, the winners of the provincial lecture competition all come from the institutions where the main judges are located, and very few participants from the institutions where the judges are located can win high-level awards in the competition. What's more serious is that this type of misconduct by the judges using power for personal gain and for the benefit of their own institutions has no basis at the institutional level. It is a totally reckless attitude. The organizers of the competition allow the judges to trample on the fairness of the competition. Measures such as “greeting” and “confiscation of judges' mobile phones to ensure fairness” have been reduced to formalism, playing a trick of self-deception, because the judges themselves are trying their best to promote the contestants of their own school, and even the judges themselves are the direct guidance of the contestants of their own school Teachers, deliberately giving high scores to their own people, and deliberately giving low scores to other contestants, especially those who compete with contestants from this school, have not received any correction at all, which seriously affects the authority and fairness of the competition.

3.3 Participants' Academic Degree and the Level of the Institution Are Restricted

In recent years, although there are “five not only” requirements in the promotion of professional titles in colleges and universities, it is quite difficult to implement it. Not only academic qualifications, not only dissertation funds, etc., are useless in the specific implementation process. The ideological and political lecture competition itself focuses on and competes on the teaching ability and level of the contestants, and should not regard the contestants' thesis publication status, fund application status, academic degree level, etc. as threshold conditions. However, in the actual operation process, participants who have not published their papers often lose the chance to enter the finals, and participants who do not have a Ph.D. degree even enter the final show, it is difficult to win high-level awards. In the provincial lecture competition, even if the contestants of colleges without judges are excellent, it is basically impossible to win awards that match their strengths. Some doctors who are studying at first-class colleges but are currently working in colleges without judges. The contestants also couldn't compete with the contestants from the institutions where the judges are located. The college level of the contestants also has a significant impact on the results of the competition. Generally speaking, in terms of the level of awards, the contestants of 985 colleges are higher than those of 211 colleges, and the 211 colleges are higher than ordinary colleges, double first-class Institutions are higher than double first-class academic institutions, and double-first academic institutions are higher than double non-academic institutions. This means that in provincial competitions, it is not easy for a contestant from an ordinary college to enter the finals regardless of their own strength. It is no stranger to get a high-level award. In addition, the activeness of the leaders of the participating colleges and universities in the leadership circle of the province's colleges and universities also has a significant impact on the results of the competition. That is to say, the participants recommended by the colleges and universities where the leaders with rich network resources generally get good

results. Although awards are not necessarily the highest awards, they will never be unreceived. The evaluation results of ideological and political lectures competition are seriously interfered by human factors.

3.4 Competition Results Cannot Be Promoted

Regardless of the provincial-level ideological and political lecture competition or the ideological and political teaching demonstration activities sponsored by the Ministry of Education, the preliminary contest uses the submitted and recorded lecture videos. Only the judges can watch the teaching videos of the participants, and there is no exchange between colleges; All are conducted in the form of webcast, no review is allowed, screen recording is not allowed, and there is no channel to display outstanding works after the game. Although this form protects the intellectual property rights of the contestants in a certain sense, it also plays a useful role in blocking the mechanical imitation of latecomers and gains for nothing, but it cannot be denied that it deviates from the typical demonstration of the winning works in the competition and effectively improves the majority of teachers. The original intention of the teaching level. Lecture competitions at the provincial level and above cost the participants a lot of effort, and even the great investment of human and material resources in the colleges and teaching and research offices of the participants. Live observation is not allowed during the competition. Although there is a webcast, due to the recording effect and The instability of the Internet makes it difficult for online viewers to watch the competition in its entirety. In addition, lecture competitions at the provincial level and above are conducted simultaneously according to the number of courses. If you choose to watch one course, you cannot watch other courses. At the same time, live webcasts are all specific channels, which cannot be recorded or watched back. The ideological and political teachers themselves undertake a large number of teaching tasks. If they encounter classes or other activities, they cannot learn and watch online. The demonstration effect of the lecture competition is greatly reduced, and it is a formality. After the competition, the winner's live instructional video is owned by the education authority. Unless there is a special channel, it cannot be released to the public. Even the participants themselves cannot know about the advantages and disadvantages of the competition and the areas for improvement. Knowing what is wrong but not knowing what is wrong, knowing what is good but not knowing what is good, neither can play an exemplary role, nor can it provide guidance for error correction and progress, which has become a formalism of "matching the competition".

3.5 The Content of the Competition is out of Touch with Daily Teaching

As mentioned above, competition teaching is different from daily teaching. Although the content of the competition is derived from the textbook, it is obviously deeper and more difficult than the textbook. In addition, it is also more complicated than the textbook, which means a lot of knowledge expansion based on the textbook. In reality, there are strict regulations on the teaching time of ideological and political courses. The content of the textbook must be completed within the specified time, especially for undergraduate teaching. Teachers cannot delete or add to the textbook content at will. However, in lecture competitions, the judges often value the participants' understanding of a certain issue. In order to be recognized by the judges, the participants will generally expand the lecture content according to the difficulty and depth of academic research, which is completely impossible in daily teaching. It is implemented because of the limited teaching time, it is impossible to expand and explain every problem; second, the undergraduate students have limited understanding or interest, and they cannot promote teaching in accordance with the requirements of academic research at the doctoral level. Therefore, in addition to specific teaching demonstrations, it is difficult for the winners of the provincial and above lecture competitions to copy the competition teaching content in their daily teaching. The teaching content prepared for the competition can easily become a one-off work, which has no value after the competition and is

not easy Promotion. If things go on like this, the lecture competition itself consumes a lot of time and energy in preparation for the competition, and the results are of no obvious use to daily teaching. Some teachers are prone to fear of difficulties and are afraid and unwilling to participate. Failure will also produce a certain degree of negative psychology. On the one hand, they doubt their own ability and value, and they are even unwilling to use their own preparation results in daily teaching, and are unwilling to “reveal their scars.” , Had resistance to the competition and refused to participate again. Other teachers also tend to think that the competition is too difficult and their own strength is not enough. They only need to “cultivate their own land”. There is no need to spend time and energy to participate in lecture competitions. They may even ridicule colleagues who lose in the competition to varying degrees. Even the winner of the competition, it is basically impossible to achieve a “excellent course” in daily teaching, that is, every lesson reaches the level of competition excellence, and it is easy to show the chapters that have been prepared for the preparation of the game without preparing for the game. The lectures in the prepared chapters are unremarkable, giving students the impression that the teacher's state is unstable and the level is high or low.

4. Leading the Path to the Sound Development of Ideological and Political Courses in Colleges and Universities

4.1 Establish a Reasonable Selection System for Judges

The unconstrained power of the judges and the use of power for personal gain is the most fundamental reason for the misunderstanding of the ideological and political lecture competition in colleges and universities, which must be corrected. In lecture competitions at the provincial level and above, the fairness and justice of the judges must not stop at the level of slogans and explanations in the face of doubts, and must be formulated scientifically from the system. First of all, judges for provincial competitions cannot be selected from colleges and universities in the province, but should be randomly selected from the expert judges from other provinces. At the same time, care should be taken to avoid the mentor or relatives of the contestants. Only in this way can they start from the source. Ensure fairness, avoid competitions from becoming a battlefield for colleges and universities in the province to compete for resources, prevent high-level awards from becoming the exclusive resources of individual superior colleges and universities, and avoid points of favor and prejudice. Secondly, the number of judges should not be too small, 7-9 people should be appropriate, and the highest and lowest scores should be removed when scoring to ensure the objectivity and scientificity of the evaluation results. At the same time, the judges should adopt the real-name system for scoring and accept supervision throughout the process. Thirdly, the age structure of the judges should fully consider the ratio of the old, middle and young generations. It is not possible to choose a large number of old teachers who have retired or will soon be retired, and who do not undertake undergraduate teaching tasks for a long time, and increase the proportion of young and middle-aged judges. At the same time, the selection criteria for judges should focus on their own actual achievements in teaching rather than scientific research. The judges of provincial and above lecture competitions should have won awards or rankings in teaching competitions at the same level, so that they can convince others by reason. “Compared with” qualifications.

4.2 Pay Attention to the Daily Inspection of Participants

Participants’ qualifications should not be linked to academic degrees, professional title levels, length of service, and the level of the institutions they hold, but should pay attention to inspections

Three indicators of student evaluation, supervisory evaluation, and peer evaluation in the three years before the entry. Winners of provincial and above competitions, in addition to accepting invitations for teaching exhibitions from other schools, should participate in no less than 2 times a year in the province's colleges and universities teaching observation demonstration activities and no less than 2 times in-school demonstration teaching activities, which truly reflects "Promote teaching with competition" to strengthen the promotion and demonstration effect of competition results. In addition, in order to attract more teachers to actively participate in lecture competitions at all levels, lecture competitions at the provincial level and above should avoid repeated entries, that is, in the same calendar year, a participant can only participate in a maximum of two competitions to ensure competition participation Extensiveness and innovation.

4.3 Open Up Demonstration Application Channels for Competition Results

The current competition webcast viewing system needs urgent improvement. The video of the competition process should be partly or completely released to the public and should not be

It is a "private collection" of the competition organizer and the education authority. Fully considering the intellectual property rights of the competition results and avoiding the risk of simple imitation, the video of the competition process at the provincial level and above should be politically published and sold by the audio and video publishing house. At the same time, the "duplicate checking" mechanism should be followed. Once it is discovered that the entry has plagiarized the pre-entry entry to a certain proportion, the award will be cancelled immediately and the accountability will be held in accordance with laws and regulations. There is no condition to use the results of the competition as a competition for publication. The online video review channel should also be opened to promote and publicize the results of the competition as much as possible to prevent the competition from becoming a one-off work and losing the meaning of the competition.

Acknowledgement

The 2019 Sichuan University Ideological and Political Education Research Project (Special Project for Young Teachers of Ideological and Political Courses) "Study on the Teaching Misunderstandings of Young Teachers of Ideological and Political Courses in Universities" (Project Number: SZQ201957)

References

- [1] Zhao Jushan, Ma Jianli (2008). Teaching ability training and teaching competition of young teachers in colleges and universities. Chinese University Teaching, vol.1, no.1, p.231-246.
- [2] Li Wanqin (2010). Some thoughts on the lecture competition for young teachers in colleges and universities. Journal of Heilongjiang Institute of Education, vol.29, no.3, p.54-68..