

# Exploration on teaching reform of situation and policy course in private colleges and universities

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**Abstract:** The major proposition facing the current higher education in our country is "to build moral", which is not only the basic task of higher education, but also the mission of the era of education development in our country. Because the course of situation and policy plays an important role in teaching and educating people, the traditional teaching form of situation and policy course is no longer suitable for the current education development. Therefore, in the face of the pain points of the traditional "situation and policy" course, the teaching reform and design of "situation and policy" course need to constantly optimize the path in the course. The student-centered teaching concept is implanted and constructed in the aspects of concept, course content, course paradigm and course evaluation, so that the value of the course can be demonstrated, so as to enhance the guiding power of ideological and political education, so as to truly achieve the purpose of ideological and political education.

**Keywords:** situation and policy, Course teaching

## 1. Introduction

At present, the international situation is unpredictable, the social trend of thought is stirring, as an important part of the ideological and political theory course in colleges and universities, "situation and policy" course, how to break out of the rut of inertia teaching thinking, has brought great pressure to teaching of situation and policy course. At the same time, with the development of network modernization, the teaching form and teaching means of situation and policy course are also facing new challenges. Therefore, it is particularly important to reform the teaching of traditional situation and policy course. <sup>[1]</sup>

## 2. Characteristics of the Situation and Policy course

The course of Situation and Policy is an important comprehensive course aimed at cultivating students' national consciousness, rule of law consciousness, social responsibility and innovative spirit. The main features of the course include:

### 2.1 Wide range of knowledge

Involving politics, economy, culture, law and other fields, it is a highly comprehensive course. Through study and discussion, students will be able to understand the national political system, economic operation mechanism, cultural inheritance and development, laws and regulations and other aspects of knowledge, which will help students to form a comprehensive cognition and improve comprehensive literacy.

### 2.2 Combination of theory and practice

The course includes both explanation of theoretical knowledge and analysis of practical cases, which can help students better understand and apply what they have learned. Through the combination of classroom teaching and practical activities, students can apply the theoretical knowledge they have learned to practical situations, accumulate experience in practice, and improve their ability to solve practical problems.

### ***2.3 Strong timeliness***

The content of the course is closely related to current affairs and policies, and has strong timeliness, which can help students better understand and grasp the current national policies and situations. Teachers will combine the latest policy documents and practice cases, and timely update the course content, so that students can keep up with the development of The Times and grasp the dynamics of national policy adjustment and change. At the same time, through case analysis and discussion, students can have an in-depth understanding of the specific situation and impact of policy implementation, and enhance their sensitivity and grasp of the national situation.

## **3. The problems existing in the teaching process of the current situation policy course**

### ***3.1 The teaching content is outdated***

Although colleges and universities take the course of situation and policy as a compulsory course, the course hours are relatively small, which can not meet the learning needs of students.<sup>[2]</sup>With the prevalence of new media, once policies and policies are issued in the political and economic aspects of society, relevant information can be obtained immediately through the Internet. However, the current teaching materials used are published before students start school, which may be inconsistent with the development of actual policies, and the teaching content needs to be updated in a timely manner.

### ***3.2 Students have low interest in learning***

Through the investigation of college students' classroom learning, it is found that college students have a large degree of slack in the study of situation and policy courses, and students do not pay enough attention to the study of national policies and development situations. After learning, it is found that students think that the teaching content explained by the teacher in class has been understood by the Internet media, so the students are not interested in the content explained by the teacher in class. Faced with the current situation of classroom teaching, the teacher should not blindly blame the students, but reflect on whether the teaching form needs to be improved.

### ***3.3 Classroom teaching is not rich enough***

Traditional infusing teaching is no longer suitable for the current teaching development. In the past, teachers explained knowledge unilaterally in college classes, and students only needed to listen to teachers and take careful notes in class, and then teachers answered the questions raised by students. However, in the era of the rapid development of new media and the gradual opening of students' thinking ideas, this form can no longer meet the needs of students.<sup>[3]</sup>

### ***3.4 Schools don't invest enough***

The level of the school's emphasis on the situation and policy courses will directly affect the students' learning enthusiasm, and also affect the teachers' lesson preparation and the comprehensive development of the school. At present, the common problem in colleges and universities is that the teaching of situation and policy courses is not enough, which leads to teachers' low enthusiasm in course teaching and low research efforts in course research. In order to realize the real effect of situation and policy courses, colleges and universities should actively solve such problems.<sup>[4]</sup>

## **4. Situation and policy curriculum reform optimization path**

### ***4.1 Construct the curriculum system***

Curriculum system reform is the focus of teaching reform, which is directly related to the quality of education, teaching and personnel training. The core of constructing a scientific and reasonable curriculum system is teaching content setting and teaching implementation process.

#### ***4.1.1 Set the course content scientifically***

The teaching field of "Situation and Policy" course is wide and has a large span, which requires it to

closely follow The Times, keep up with the changes of the party situation, national conditions and world conditions, the content is flexible and changeable, the hot spots are updated quickly, and the class hours are less, which increase the difficulty of setting the course content.

The teaching content of "Situation and Policy" should be oriented to the needs of students, which is the call for teachers and the starting point of the education process. Situation and policy education is an important part of ideological and political education in colleges and universities, especially in the context of the construction of new liberal arts, how to avoid the "brainwashing" label cognition of "situation and policy" course and resolve the dilemma that natural science courses do not need curriculum thinking and politics, teachers need to feel the blood within the limit of teaching content, find out the needs, give policies based on life, and then accurately cut into. It is important to transform the boring teaching theory in students' cognition into concrete and vivid demand supply, and constantly enhance the coupling degree between teaching content and students' interests. Due to the distinct timeliness of "Situation and Policy" course, teachers should give priority to providing cutting-edge hot issues in optimizing the teaching content. On the one hand, this can enrich and expand the teaching content of "Situation and Policy" course, so that students can maintain "interest" in the teaching content with "freshness". On the other hand, teachers can stimulate students to track and analyze hot issues, and at the same time, clear up doubts and perplexities for students, restore the truth of the situation, lead the biased cognition back to the right path, and make students have the awareness of caring about the development of The Times, the perseverance to keep up with the pace of The Times and the courage to respond to the concerns of The Times in front of the information of good and bad. The course of "Situation and Policy" involves a wide range of fields and is comprehensive, which requires teachers' continuous efforts to provide support for clarifying students' concerns within limited class time, which requires teachers to broaden their horizons. First of all, the teaching content of "Situation and Policy" involves a wide range of subjects, and the construction of new liberal arts is a trend of interdisciplinary integration, which appeals to teachers to have a broad knowledge reserve and vision, so as to be "not afraid to ask"; Secondly, we must truly learn and truly understand, that is, we must strengthen the systematic study and research of Marxist classics and Chinese-style Marxism, hold its position, understand its essence, grasp its methods, have a clear idea of the world, national conditions, social conditions and people's feelings, and achieve "good in the belly", so as to "not afraid to ask". In addition, the teaching of the "Situation and policy" course should proceed from the surface to the inside, step by step, and push the teachers' "belly goods" to the students' hearts, so that students can learn and then question, question and think, and ask and know. In other words, the teacher needs to look at the "soil at his feet and the power in his mind", to inspire the students to look into the abstractions in their queries, and to look into the value connotations behind them, so that he is "afraid to look into nothing".

#### ***4.1.2 Optimize teaching process management***

Teaching and learning are the relationship of unity of opposites, but they are also symbionts, so to explore the teaching reform design of "Situation and policy" course, we need to analyze the teaching situation and examine the learning situation. On the one hand, from the perspective of cognition, some students put the "Situation and Policy" course in the embarrassing situation, thinking that the course can only absorb relevant current affairs information, and do not understand the priority order of improving ability and sound personality from the perspective of "big liberal arts", and even make a sharp separation between the two. This is a kind of hindering for the new liberal arts, which needs to construct the discipline construction and specialty layout with the aim of cultivating students' all-round development and sound personality. On the other hand, from the perspective of learning effectiveness, the dynamic nature of today's knowledge iteration indicates that learning will change from the relatively fixed knowledge of relatively single learning field to the relatively multi-channel cross-border knowledge. In the face of such a "learning revolution", some students regard the theoretical policy interpretation of the "situation and policy" course as "indoctrination" and the multiple situation analysis of the "situation and policy" course as "brainwashing", and the timeliness and effectiveness of learning are restrained, so it is not surprising that some students have low political literacy, theoretical armed ambiguity and educational practice confusion.

### ***4.2 Curriculum management should be optimized***

#### ***4.2.1 Innovative teaching methods***

With the rapid development of information technology, the deep integration of classroom teaching and information technology has become a trend. The course of "Situation and Policy" should also take the initiative to innovate, adopt modern teaching methods, and constantly enhance the intelligence,

sharing and interaction of teaching, so as to realize the coordination between online and offline.

It is also required to use multimedia materials, such as pictures, film and television works, to vividly show the teaching content and enrich students' audio-visual experience. Establish "famous teacher class" and "network class" based on sharing and openness. Teachers can record micro-videos in advance, upload focus news, policy interpretation, case videos, etc., support online teaching resources, and select corresponding intelligent teaching platforms for blended teaching. It is necessary to make full use of new media to publish and reprint current affairs hot topics related to teaching content, respond to students' demands on the Internet in a timely manner, carry out multi-channel knowledge transmission, master the right to speak on the Internet, and guide students' thinking and speech.

In the aspect of imparting knowledge, teachers set knowledge goals, so that students can clearly understand the situation and agree with the policy, dabble in hot and difficult issues at home and abroad in a certain period, and focus on solving the problems of "what" and "why", so that the complete and solid knowledge system becomes a theoretical tool for students to "evaluate the situation". In terms of ability training, on the basis of teaching the basic knowledge of the teaching goal, through analyzing the current affairs and policy focus at home and abroad, students can systematically grasp the Marxist outlook on situation and policy, fully hold the Marxist stance, views and methods, and have a solid practical foundation for "cultivating students' critical thinking, innovative consciousness and practical ability". It is important to focus on solving the problem of "how to see" and "how to see", and cultivate students' problem awareness and ability to study and judge problems. In terms of quality cultivation, the ultimate goal of "Situation and Policy" course is to make students become modern socialist citizens with firm faith, outstanding ability and perfect personality through the transmission of values, focus on solving the problems of "right or wrong", "good or bad", and strive to achieve the integration of students' knowledge goals, ability goals and values goals. So as to achieve the same frequency resonance and unity of students and society.

The following steps are needed: shift from offline teaching to integrated teaching, promote the integrated development of information technology and education and teaching, strengthen the breadth and depth of application of network learning space, accelerate the formation of a new form of "Internet + situation and policy teaching", help students change from passive "teaching dependence" to active "independent learning", and then promote the quality of "situation and policy" course.

#### ***4.2.2 Extension of teaching space.***

This provides basic compliance for extending the teaching space. The "Situation and Policy" course extends the teaching space, mainly with the help of practice teaching base, various kinds of party and league organizations at all levels, social related platforms, and organic connection between practice projects and teaching points. For example, it is required to organize visits to the Party history education base, guide students to understand major events and important people, and enhance their sense of national identity.

#### ***4.2.3 Rebuild the teaching relationship***

The relationship between the two basic concepts in the teaching relationship, namely the teaching subject "teacher" and the teaching object "student", directly affects the teaching effect. Traditional teaching is a one-way process of simple political education and knowledge imparting. To reshape teacher-student teaching relationship from "one-way" to "two-way", it is highlighted in the two-way interaction of emotion and knowledge. First of all, we should realize that any ideological and political course is not only the imparting of knowledge, but also the communication of emotion, spirit and personality. The main way is to expand the channels of communication with students. In addition to classroom, we can also make use of after-class communication, seize opportunities, attach importance to participating in activities organized by students, find common topics of interest to students, have equal dialogue with students, and narrow the psychological distance between teachers and students. The interaction of knowledge should adhere to the principle of combining teachers' leadership and students' subjectivity, smooth the channels and methods of information exchange between teachers and students, and change the traditional one-way indoctrination and lecturing to two-way interaction and inspiration, so as to form an all-round benign interaction inside and outside the classroom.

#### ***4.2.4 Reform teaching methods***

It is necessary to fully consider the "student-centered", results-oriented, combined with the specific characteristics of "situation and policy" course, and advocate multidimensional interactive teaching focusing on solving problems and completing tasks. In the teaching process, teachers assign tasks, the

determination of tasks should cover important knowledge points in the teaching content, and the design of tasks should pay attention to the coherence and integrity of teaching objectives. Then the teacher provides clues to solve the task and guides the students to cooperate in group learning, exploration and communication. The students use the acquired knowledge and experience to put forward plans, and then report to the group and display their works. Finally, the teacher can solve doubts and doubts, and if conditions permit, they can apply and improve in practice. The teaching and practical projects of the course can be designed and carried out under task-driven design, and the implementation is widely adopted in the form of case, heuristic, cooperative and discussion, etc., to meet the personalized, differentiated and diversified needs, so that students can not only learn the course knowledge, but also learn to think independently and look at problems rationally. It is important to promote knowledge transfer, thinking exercise and quality improvement of the trinity of curriculum goals.

### ***4.3 Improving assessment and evaluation***

Teaching results need to be judged and measured through certain teaching evaluation, and the objective expression of evaluation results is the detection and feedback of how to carry out teaching activities and whether the goals are achieved.

Teaching evaluation is the process of studying the value of teachers' teaching and students' learning, and its ultimate goal is to promote the common development of teachers and students. The traditional teaching evaluation standards are often teacher-centered and based on the "teaching". However, all the teaching activities we carry out are aimed at promoting students' better growth and success, and evaluating teachers' teaching 'is for students' learning'. In addition, the quality of classroom teaching, as the audience of students have the most say. Therefore, although teaching evaluation needs comprehensive and multiple methods, if students are rejected as the main body of teaching evaluation, teaching evaluation will lose its basic value orientation. Therefore, in the teaching evaluation of "Situation and Policy" course, we need to consider the inclusion of students as the main body of teaching evaluation, provide teaching objects with an opportunity to fully and anonymously express teachers' teaching design, organization and implementation, and feedback the evaluation results to teachers as a reference for them to continuously improve classroom teaching and improve teaching effects. First of all, from the perspective of teachers, the student-centered "Situation and policy" course should combine the characteristics of the course, adhere to the unification of process assessment and result assessment, the combination of theoretical evaluation and practical evaluation, and the promotion of monistic evaluation and multiple evaluation, and constantly "pay attention to students' personal feelings in participating in learning activities, and pay attention to students' interest and attitude in course learning." It is required to pay attention to the performance of students in the learning process, as well as the learning effect of students after the end of the course, in order to have a complete and three-dimensional understanding of the overall learning situation of students, in order to realize the evaluation of learning; Secondly, from the perspective of students, the student-centered teaching evaluation of "Situation and Policy" should set up practical and operable evaluation content, rather than putting students to make difficult choices before abstract and vague concepts. In addition, it is necessary to focus on the feedback of teaching evaluation, realize the closed-loop management of teaching evaluation, and timely feedback the final evaluation results to students, so as to fully release the support role of evaluation for teachers to improve teaching and students to enhance learning effect. Finally, under the background of new liberal arts, we should consider the indirect and long-term characteristics of liberal arts teaching effectiveness according to the characteristics of "situation and policy" and insist on periodic teacher evaluation. At the same time, the evaluation should be well oriented to the "steering wheel", the incentive system of student-centered teaching input should be constructed, the observation point of the "teaching academic" concept conducive to student evaluation should be strengthened, and the teachers should be guided to take teaching as their career and put more energy on researching teaching content, innovating teaching methods and improving teaching effectiveness, so as to comprehensively improve the education level.

The evaluation system of "Situation and Policy" course should start from the training goal, and carry out all-round and whole-process tracking examination and evaluation on the students from the three levels of knowledge, ability and attitude. In terms of the dimension of knowledge goal, a detailed and parametric scoring standard is developed. According to the scientific proportion of class participation, attendance, homework, we are supposed to pay attention to the classroom performance of students, such as classroom interaction, discussion and question and answer. In the aspect of competency-based goal dimension, students are required to write course papers to examine students' understanding and analysis ability of hot topics and key issues of the course. In terms of attitudinal goal

dimension, various forms of social practice are carried out around the topic, and students' performance and completion in the course of practical activities are evaluated and evaluated, which can be results display, such as research reports, on-site defense, project design, video works, etc., and can also be evaluated in combination with feedback from practice bases and third-party institutions.

## 5. Conclusion

Situation and policy course teaching is the fundamental way to promote the overall development of college students, so colleges and universities should pay attention to situation and policy course. It is not only necessary to clarify the significance of the teaching reform of situation and policy courses under the background of "big ideology and politics", but also to implement the integration of ideological and political education into all course teaching and improve students' ideological and political literacy. It is also necessary to face up to the problems existing in the current situation and policy curriculum education and teaching, implement effective reform measures according to the corresponding problems, and build efficient classrooms where teachers are willing to teach and students are willing to learn.<sup>[5]</sup>

Therefore, the construction of curriculum thinking and politics should focus on curriculum reform, set up speculative links around the development goals of high order, innovation and challenge, guide students to think deeply about the knowledge system and social issues, and pay attention to enhancing the theoretical and speculative nature of the classroom. In addition, it is also necessary to reform the curriculum evaluation system to overemphasize the quantitative standards of test scores, increase the assessment of students' practical ability and practical ability, and attach importance to the cultivation and promotion of humanistic literacy, so as to truly realize the coordination of professional education and ideological and political education, the unity of education and education, and the overall pattern of education.

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