

# Research on optimizing the path of empowering practical teaching of ideological and political courses in universities through hero model education

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**Abstract:** State leaders emphasized: "The primary focus of moral education in higher educational institutions and a significant pathway to nurturing well-rounded individuals falls under the purview of collegiate ideological and political theory courses." It is imperative to identify exemplary figures at all levels and harness the positive influence across society. This will infuse robust momentum into achieving the Chinese Dream. The ethos of exemplary individuals represents a valuable "ideological and political" component within university-level ideological and political theory courses. It constitutes the most significant cultural legacy within these courses for college students. Exploiting role model resources and implementing role model education is not only a necessary response to the Party Central Committee's concern but also a fruitful endeavor for the reform of practical education in higher education institutions. This innovative practical teaching approach encompasses three platforms: "theoretical study, professional enhancement, and comprehensive evaluation." It focuses on enhancing the practical experience of young college students, fostering their sense of identification, and improving the relevance and efficacy of practical ideological and political education.

**Keywords:** Model education, practical teaching, pathways

## 1. Introduction

State leaders during the investigation and research at Renmin University of China, it was pointed out that "the essence of ideological and political courses is to reason, and attention should be paid to methods and approaches to explain the truth deeply and thoroughly." This requires ideological and political courses to combine "Dao" and "Shu," and model education is an important tool for dialectically unifying the two. 'Dao' is a teaching method that makes ideological and political theory classrooms come alive through easy to understand methods, effectively solving the practical problem of 'far sightedness' in English model education; Shu "is a series of practical teaching activities that involve leading students in the course class to deeply explore, visit, teach, cultivate, showcase, and build outstanding models. Through immersive experiential teaching, the practical teaching classroom is transformed into a dynamic picture, creatively solving the practical teaching problems of outdated models in ideological and political courses in universities, college students' perception of" ideological and political courses as water courses ", and students' lack of enthusiasm for participating in practical teaching of ideological and political courses. In this way, the goal of enlightening and nurturing students is achieved.

## 2. The value and significance of integrating English model education into practical teaching of ideological and political courses in universities

### 2.1 The practical need to implement the fundamental task of cultivating virtue and talent

As the main base of "the first buttons of a good life", colleges and universities are the main ways to realize the people of Lindu, and shoulder the heavy responsibility of educating people and educating people for the country. In all disciplines in colleges and universities, the ideological and political theory courses are an important part of realizing the basic mission of Lide shu people<sup>[1]</sup>. Therefore, it is necessary to further improve and innovate it. The advanced stories and lofty spirit of the English model groups such as energy model workers and rural revitalization pioneers are integrated with the actual teaching of ideological and political courses to strengthen the guidance of the ideological value of college students and the cultivation of moral quality. On the one hand, the practical teaching of

ideological and political courses creates a good platform for the promotion and inheritance of the spirit of the British model. It is necessary to guide the students to approach the British model through the advanced deeds and spiritual veins of various typical characters; Through the visit and research of the British model, further tell their stories, promote their spirit, and implement their heroic education ideas of "heart-based country and dare to create". To inspire students' sense of social responsibility and historical mission. Theoretically, British exemplar education is a crucial component of the higher educational institutions' ideological and political work, playing a significant role in this domain. During the practical instruction of ideological and political subjects, the exemplary educational materials and cultural values embedded within the narrative of British exemplars should be thoroughly explored. This exploration should focus on their remarkable achievements and spirit to evoke emotional resonance and facilitate more effective moral and ethical education. This approach encourages students to emulate our heroes and proactively embrace the responsibility for the great rejuvenation of the Chinese nation.

## ***2.2 The intrinsic requirements for optimizing the path of professional talent cultivation***

Professional talent development stands as a central objective within higher education. Theoretical coursework plays a vital role in establishing the foundational knowledge required for such talents, whereas practical sessions are crucial for enhancing their competencies and qualities. Incorporating exemplary education into the practical aspects of university-level ideological and political instruction not only diversifies the practical teaching content but also introduces an innovative approach to professional talent cultivation<sup>[2]</sup>. On the one hand, by carrying out practical teaching activities such as seeking, visiting, and learning from English models through "going out", students are led to conduct field investigations and interview research based on the personal history, spiritual history, and industry history of English models. From the entire process of preparation, interview, writing, analysis, display, and promotion, education guides students to learn the deeds of English models from the dual perspectives of learners and learners, inherit the spirit of English models, and cultivate students' comprehensive practical abilities. On the other hand, through the "introduction" of practical teaching activities such as teaching English models, showcasing English models, and building English models, through multi-dimensional forms such as teaching exercises, presentations, face-to-face interactive discussions, etc., it can help improve the basic skills of young students in communication, organization and management, language expression, PPT production, and other employment and job seeking, truly realizing the improvement of teaching ability and promoting the upgrading of professional talent cultivation.

## ***2.3 An important lever for innovating the practical teaching mode of ideological and political courses***

British model education is a new way of teaching. It is an effective means to promote teaching reform and improve the level of classroom teaching. This part is proposed on the basis of "people-oriented" concept. Under the guidance of advanced character education, teachers can guide students to take the initiative to explore, take the initiative to think, enhance students' participation, enhance students' interaction, and make them from "duck-filled" to "inspiration" and "inquiry"<sup>[3]</sup>. At the same time, in practical teaching, focusing on the training needs of young college students, we will explore the three major platforms of "theoretical learning-professional improvement-multiple evaluations", and improve students' talks, speaking, training and other professional skills with actual training. The approach of action research enhances students' comprehension of British exemplary figures and their insight into the essence of the English role model, thereby shaping a distinctively characterized innovative teaching model for ideological and political courses. This highlights the efficacy of integrating "English role models + ideological politics."

## **3. Solving the dilemma of empowering practical teaching of ideological and political courses in universities through English model education**

Practical instruction holds a critical role within the framework of university-level ideological and political education; however, currently, the limitations of practical teaching environments have resulted in weak practical engagement in such courses across Chinese universities. The monolithic nature of these classes has become a significant barrier to enhancing the quality and standards of ideological and political theory instruction. This dissertation focuses on integrating the practical and instructional elements of British model education with the practical teaching of ideological and political theory in

higher education institutions as a means to revolutionize practical instruction<sup>[4]</sup>. This approach aims to effectively address existing challenges in university ideological and political courses, ensuring that the practical content is both engaging and relevant.

### ***3.1 Solving the ideological and cognitive problems of college students***

Under the impact of the diversified information of information, some college students have a deviation in their ideological understanding. They believe that comparison with other professional courses, the teaching content of ideological and political courses is too theoretical; lack of practical guidance, no long-term from personal career development, long-term Interests do not pay enough attention to the connotation value of ideological and political courses in improving personal comprehensive quality and social responsibility. In practice, we adopted the traditional theoretical lectures and local English models to enter the campus, innovated the teaching content, and learned students. By exploring the essence of the British model, we can gain authentic insights into its philosophy, which in turn enriches the theoretical foundation of ideological and political courses. This enhancement fortifies the relevance and value-orientation of these courses. To enhance the pertinence and value guidance function of practical teaching of ideological and political courses, and effectively solve the problem of college students' cognitive thinking that "ideological and political courses are water courses".

### ***3.2 Addressing the issue of outdated practical teaching models in ideological and political courses***

The traditional instructional model for practical sessions in ideological and political courses, being archaic, stands as a critical barrier to the premium progression of such courses. In the practical teaching of ideological and political courses, some universities select outstanding student representatives to visit and study at patriotic practice teaching bases, write inspection reports, and then have the course teachers evaluate their grades. In the teaching process, the subjectivity of students is ignored, and there is a lack of cultivating new era talents from the perspective of university education action methods. This article focuses on the goal of talent cultivation in universities, adopting a "1+1" and "1+N" combination of English model characters and young college students to "pair up" for practical teaching. Special reports and micro lectures on the spirit of English models are carried out on campus, in communities, in primary and secondary schools, and in classes to enhance students' basic skills in communication, organizational management, language expression, PPT production, etc. for employment and job seeking. The aim is to address the issue of archaic practical teaching models in ideological and political courses. This is achieved by fostering student engagement through experiential learning, and by innovatively merging theory with application to craft novel modes of practical instruction.

### ***3.3 Addressing the issue of insufficient student engagement***

At present, there are many problems in practical teaching in the ideological and political theoretical courses of colleges and universities in my country. On the one hand, in terms of the content and methods of curriculum evaluation, a system and complete evaluation and evaluation system are lacking, the dynamic tracking and records of the results in the student process have caused some students to touch fish in muddy water. On the other hand, the theoretical courses of colleges and universities have gradually formed a variety of teaching evaluation systems, such as students' evaluation, teaching supervision and evaluation, and teaching institute evaluation. However, during actual instruction, there exists a deficiency in clear, quantifiable evaluation criteria, which diminishes students' incentive to engage actively in class. In the context of practical training for university ideological and political courses, instructors ought to emphasize the harmonious integration of "process evaluation" with "final evaluation."<sup>[5]</sup> This multifaceted approach involves periodic assessments of students' performance, incorporating feedback from both peers and self-assessment. The objective is to address the issue of low student enthusiasm in these courses by leveraging extrinsic motivators.

## **4. Innovative Path of Empowering Practical Teaching of Ideological and Political Courses in Colleges and Universities with English Model Education**

The utilization of British models as a significant asset for the crafting of soul-making within university and college ideological and political courses is indispensable. Moreover, the incorporation of British model education serves as a crucial foundation for pioneering innovative teaching

methodologies in such courses. This article explores the construction of three major platforms, namely "theoretical learning, professional improvement, and diversified evaluation," guided by the education of English model students. It promotes the three-dimensional linkage of young college students to "learn the deeds of English model students, tell their stories well, and pass on the spirit of English model students." It educates and guides young college students to establish ideal beliefs, exercise their speaking abilities, and improve their professional skills in learning the spirit of English model students. It effectively improves the attractiveness of practical teaching of ideological and political courses, the pertinence of teaching evaluation, and the effectiveness of teaching, stimulates students' heroic feelings and passion for loving the Party, loving the country, and loving socialism, and cultivates a new generation of people who can shoulder the great task of national rejuvenation<sup>[6]</sup>.

#### ***4.1 Building a theoretical learning platform and mastering the deeds of model heroes***

Adopting a collaborative and linked approach of "classroom teaching+English model leading learning" to cultivate students, building a theoretical learning platform, and mastering the advanced deeds of English models. On the one hand, relying on the practical teaching of the ideological and political course "Approaching Chinese Model Heroes: Theory and Practice", a course group grouping system is established to create a learning and catching up atmosphere. Students are organized to systematically learn the advanced deeds and spirits of model heroes from different periods in the theoretical classroom, to cope with the theoretical model connotation of "far sightedness" in model education, and to inspire students to firmly uphold their ideals and beliefs, and cultivate patriotism. On the other hand, focusing on teaching objectives and relying on the "Model English Lecture Hall" ideological and political education platform, local hero models, such as model English education research experts and scholars, forest fire heroes, rural revitalization pioneers, energy labor models, firefighters and other model English groups, are invited to campus and classroom to carry out theoretical learning of model English education in "micro classrooms". Through various forms such as hero models telling their own model English stories, efforts are made to empower young college students to learn from model English, write reflections, realize truth, and demonstrate responsibility, in order to enhance the pertinence and value leading function of practical teaching of ideological and political courses, and solve the problem of college students' thinking and cognition that "ideological and political courses are water courses".

#### ***4.2 Build a professional improvement platform and tell good stories of British models***

Adopt a practical teaching model that combines "going out" and "bringing in" to build a professional improvement platform and tell the stories of heroes and role models well. First, from the research perspective of university education action methods, organize students in course classes to go out of campus and carry out in-depth a series of practical teaching activities such as "finding heroes and role models, visiting heroes and role models, telling heroes and role models, establishing heroes and role models, displaying heroes and role models, and building heroes and role models". And in the form of teams, produce PPT and manuscripts for preaching the stories of heroes and role models, and improve and construct an audio-visual database for hero and role model education and teaching. Second, invite heroes and role models to carry out the "course teaching achievement display" activity on the same stage with course group members. In multi-dimensional and three-dimensional forms such as speaking exercises, preaching and display, and face-to-face interactive discussions, educate and guide young college students to tell the stories of heroes and role models well and convey the voices of heroes and role models. At the same time, improve basic employment-seeking skills such as communication, organization and management, language expression, and PPT production. Third, adopt the "1+1" and "1+N" combined preaching model of pairing heroes and role models with young college students, and carry out practical teaching activities such as special reports, composition classes in tribute to heroes and role models, letter-reading contests for heroes and role models, and micro-preaching of the spirit of heroes and role models in communities and primary and secondary schools. Through innovating the practical teaching model of ideological and political courses, empower and improve the teaching and educating effect.

#### ***4.3 Build a diversified evaluation platform and promote the spirit of exemplary models***

Explore and construct an innovative practical teaching model of collaborative linkage between "hero and role model + instructor tutorial system for teachers" and "course group members tell the stories of heroes and role models · heroes and role models tell", build a multiple evaluation platform,

pass on the spirit of heroes and role models well, and empower talent cultivation. On the one hand, focusing on the teaching outline of this course, scientifically setting the grading ratio and teaching evaluation standards, the process grade accounts for 50% of the total course grade, and specific assessment items include classroom performance (20%), stage tests (30%), and practical training assessment (50%); The final grade accounts for 50% of the total course grade, and the specific assessment items include interview and research report manuscript (40%) and course achievement report presentation PPT (60%). On the other hand, guided by teaching results, a multi-dimensional approach of "heroic models+subject teachers+group members+students themselves" is adopted for teaching performance assessment and evaluation. During the interview and research stage, "English model lectures and lectures" script, PPT polishing stage, and teaching results display stage, scoring standards are set from multiple perspectives of heroic models, subject teachers, group members, and students themselves to comprehensively score the learning performance of course group members, educate and guide students to integrate knowledge and action, pass on the spirit of English models, and simultaneously enhance students' enthusiasm and initiative in participating in ideological and political course practical teaching.

## 5. Conclusion

The Third Plenary Session of the 20th Central Committee of the Communist Party of China underscored the imperative to refine systems for promoting and educating the public about heroic acts. It encouraged diverse entities to orchestrate patriotism and a variety of mass initiatives, fostering a societal ethos that venerates heroes, commemorates martyrs, and inspires individuals to become trailblazers. This ambition is realized through the construction of "three significant platforms," which integrates the nurturing of college students' ideals and values with their personal development aspirations. Utilizing "triangular interconnectivity" as a vehicle, reforms are implemented through theory and practice, on-campus activities, and off-campus engagements. These efforts coalesce into a potent synergy for cultivating virtuous and capable individuals.

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