

Exploring the Competence Enhancement of College Ideological and Political Course Teachers

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Abstract: Teachers are the foundation of teaching and the source of education. To run a good Ideological and Political Course, it is impossible to do without a high-quality professional Ideological and Political Course teachers with excellent political quality, excellent business ability and high level of education. However, from the current point of view, there is a big gap between the competency level and expectation of the teachers of Ideological and Political Course, which is mainly manifested in the lack of attention to teachers in colleges and universities, the lack of awareness of teachers about the curriculum, the lack of in-depth theoretical study of teachers, the teaching effect still needs to be improved and many other problems. In this framework, we try to effectively improve the competency of teachers of Ideological and Political Course from four levels, such as schools, teachers, students and society.

Keywords: ideological and political theory course; teachers; competency; quality; ability

1. Introduction

At present, China's higher education is in an important period of internal development, quality improvement, comprehensive improvement of talent cultivation ability and building a strong country of higher education. As the organizer and implementer of education and teaching process, and as the key to influence the effect of college courses, teachers' ideological and political quality, moral sentiment and professionalism have an important influence on the formation of students' worldview, outlook on life and values. This paper intends to discuss the organic combination of teachers' explicit and implicit competency factors from several perspectives based on the implementation of the college Ideological and Political Course, so as to give full play to the positive influence of this course on students and the key role of lecturers' competency enhancement.

2. The meaning of competency

Professor David McClelland of Harvard University formally introduced the concept of "competency" in 1973, which refers to measurable, predictable, and performance-oriented behavioral characteristics of people who perform well in specific work, organizational, and cultural contexts.

^[1]This theory divides personal qualities into two categories: explicit and implicit qualities. Explicit qualities are generally the parts of something or a phenomenon that can be easily revealed and seen, while implicit qualities are the real subjects, and therefore, explicit qualities must be determined by implicit qualities, which have a decisive influence on human behavior and conduct.

Most of the research on competency in China has focused on the fields of business and human resource management, and few people have focused on teachers as a group. At present, the understanding of teacher competency is more uniform both at home and abroad. Carlo et al. pointed out that teacher competency is a professional knowledge, skills and values that teachers possess to successfully implement teaching and learning.^[2]Dineke E. H. proposed the concept of "teacher competency", which refers to the combination of theoretical knowledge and educational attitudes and skills necessary for the personality characteristics of teachers in different teaching situations. According to Donald M. Medley, teacher competency consists of three aspects: professional knowledge, professional skills, and professional attitudes or values; and according to Luo Xiaolan, teacher competency refers to the internal characteristics of teachers that are unique to them in education and teaching, including motivation, self-concept, knowledge, competence, behavior, emotion, and personality traits.^[3]

Teachers' solid knowledge and skills, extremely strong comprehensive ability, good character and motivation are the basis for ensuring teaching quality and are the key elements to improve the effect of education and teaching. For teachers of ideological and political theory courses in colleges and universities, explicit competency factors refer to teachers' basic knowledge, basic skills, experience, behavior and other external performance, for example, teachers' education, titles, teaching experience, teachers' dress code, teaching places, teaching equipment, etc. These are directly visible, measurable, quantifiable, easy to change and develop, and relatively, can be changed and developed through training. Implicit competency factors are factors that point to political identity, overall quality, personality traits, attitudes, values, and other intrinsic factors, such as teaching philosophy, teaching ability, teaching methods, language skills, students' communication skills, thinking and judging ability, ability to filter information, empathy, self-confidence, life goals, work attitudes, motivation, etc. These are difficult to be changed by external factors, and difficult to be measured and developed. However, they play a vital role in the whole educational process.

3. The importance of enhancing the competence of teachers of college Ideological and Political Course

3.1 Competence enhancement of higher education Ideological and Political Course is an inevitable requirement for implementing the fundamental task of establishing moral education

The competency enhancement of higher education teachers of ideology and politics is an inevitable requirement for implementing the fundamental task of establishing moral education. As an important part of college education, the goal of Ideological and Political Course is to cultivate students' ideological and political qualities, so as to cultivate high-quality talents with both virtues and talents. Therefore, teachers of Ideological and Political Course need to have certain professional knowledge and competence, such as knowledge in the fields of philosophy, political science, law, ethics, etc., as well as certain educational teaching skills, including skills in curriculum design, teaching and evaluation. Only when teachers' competency is improved can they better impart knowledge, guide students' correct development, and ultimately achieve the task goal of establishing moral education.

3.2 Improving the competency of college teachers of Ideological and Political Course is an urgent requirement for accelerating the construction of high-level undergraduate education and comprehensively improving talent cultivation ability

First of all, teachers of college Ideological and Political Course are the main bearers of students' ideological and moral education. They aim at guiding students to form correct world view, life view and value, developing students' comprehensive quality and cultivating high-quality talents for the country and society. Therefore, the improvement of the competence of Ideological and Political Course is crucial for cultivating students with healthy thoughts and behavioral habits. Secondly, the improvement of the competence of the teachers of Ideological and Political Course in colleges and universities is necessary to strengthen the quality of talent cultivation in colleges and universities. Colleges and universities are important places for the country to cultivate future leaders and professionals, and the quality of talent cultivation work conducted here directly affects the development and competitiveness of the country. Teachers of higher education Ideological and Political Course are a very important part of talent cultivation in colleges and universities, and their work is not only to impart knowledge, but also to educate students' minds and cultivate their personalities.

3.3 The improvement of the competence of the teachers of higher education Ideological and Political Course is a practical requirement for building a strong socialist modernization country and realizing the Chinese dream of great rejuvenation of the Chinese nation

First of all, it is the need of cultivating reliable successors for the cause of socialism with Chinese characteristics to improve the competence of teachers of college Ideological and Political Course. With the rapid development of China's economy and society, the new era requires our education to keep up with the trend and cultivate more talents with innovative spirit, practical ability and responsibility. As an important course, teachers are required to have profound theoretical skills and broad knowledge, as well as strong organizational management and educational teaching skills, in order to cultivate more outstanding young people who meet the needs of the times. Secondly, it is important to improve the competency of the teachers of college Ideological and Political Course to achieve The Two Centennial

Goals. At present, we are in the critical period of building a comprehensive socialist modern country, and it is our historical task to achieve the great rejuvenation of the Chinese nation.

4. The main problems and analysis of the competency of teachers of Ideological and Political Course

"Political strength, deep feelings, new thinking, broad vision, self-discipline, personality" are the qualities and abilities that teachers of Ideological and Political Course should have, ^[4]but from the current point of view, there are still some urgent problems in knowledge and skills, teaching attitude, values and other aspects of teachers of Ideological and Political Course, which can be expressed in the following aspects.

4.1 Explicit competencies

First, the teacher team needs to be improved. In recent years, the Party Central Committee has issued a series of policy documents to speed up the construction of a comprehensive and systematic teacher training system to promote the construction of China's Ideological and Political Course teachers, especially in terms of titles, grades and age structure, etc. However, in terms of the overall experience and work characteristics of teachers, in order to make up for the shortage of teachers, the course has hired some part-time teachers, mostly from party and government organs staff of departments, party secretaries of colleges, deans, etc. They are familiar with fields other than teaching Ideological and Political Course and they do not know the course deeply enough and understand the lecture topics thoroughly enough, which, together with their overloaded daily work, makes it difficult for them to devote all their energy to professional learning and preparation of the course, sometimes even leading to a decline in teaching quality.

Second, theoretical research needs to be in-depth. The teaching content of the Ideological and Political Course involves multiple fields, disciplines and aspects, and the relationship between the disciplines is intersectional and interpenetrating, relatively independent and interconnected, which requires teachers to have sufficient knowledge accumulation. However, most of them are not able to master all aspects of related knowledge. Take the topic of "The Historical Leap of the Great Era" as an example, the theme is grand, covering a wide range and comprehensive content. Without a professional academic background to prepare the ground and a rich knowledge structure to support it, it is difficult to make the content of the topic thorough and understandable.

4.2 Implicit Competence

First, political literacy needs to be improved. The political literacy of teachers is an important aspect that concerns the general direction of teaching Ideological and Political Course. The teaching process cannot deviate from the correct direction and social reality, nor can educational content that is contrary to national policies appear. At present, teachers' consciousness of observing political discipline is relatively strong, but due to the rapid updating and changes of the lecture content each semester and the comprehensive nature of the subject, teachers are not thorough enough and comprehensive enough in mastering the course content and grasping the new situation and tasks, especially for some relatively sensitive issues, they are often unable to grasp the key of the issue, and when students try to discuss current political issues with teachers, many teachers often have difficulty in forming their own opinions and insights.

Second, the quality of teaching needs to be improved. Teachers' teaching attitude and classroom management ability are the prerequisites for good lessons and good teaching and learning. The current teaching practice shows that teachers show a low level of teaching in many aspects, one is to read the lecture notes and read the PPT in the class, just to instill the surface knowledge to students, but not to analyze the relevant content behind the knowledge; ^[4]the second is restricted by the teaching structure-the attempting to cover everything leads to the inability to highlight the focus of teaching, thus failing to meet the needs of students and reducing the practical value of teaching.

5. The path to improve the competence of teachers of Ideological and Political Course

In view of the painful problems faced by the competence of teachers of Ideological and Political Course, we insist on the development of students as the goal, the enhancement the quality and ability of

teachers as the core, the improvement the ways and strategies as the focus, from the school, teachers, students and society at many levels, to implement the fundamental task of moral education.

5.1 School level: scientific coordination, precise policy, and efforts to promote innovation in Ideological and Political Course theory teaching

5.1.1 Establishing a selection mechanism based on competency

We should insist on high standard, strict control and "merit" selection. On the one hand, according to "Opinions on Further Strengthening the Teaching Team of Ideological and Political Course in Higher Education", teachers of Ideological and Political Course should have solid theoretical background, relevant professional background, current political vision and academic vision.^[5] On the other hand, we should improve the trial lecture system. Despite the objective reality of "many students but few teachers", we should adopt trial lecture and lecture to eliminate some teachers with deficiencies, and discover a group of core teachers with profound theoretical skills, excellent political awareness and rich practical experience to take up the task of teaching Ideological and Political Course so as to improve the overall competence of the teaching team. The overall competency of the teaching team should be improved.

5.1.2 Establishing a mechanism of lesson preparation based on competence

The course is a comprehensive and time-sensitive course, and adequate teaching preparation is a prerequisite for improving teaching quality. Before the start of the course, in accordance with the spirit of the central government and the key points of education and teaching promulgated by the Ministry of Education, the teaching content is determined in the light of the actual thinking of students, unified reference lesson plans, courseware and reference materials are formed, and targeted collective preparation is organized to help teachers accurately interpret the policies and correctly grasp the content. During the course, collective lesson preparation is organized to conduct group teaching exercises and effective teaching structure design to help teachers solve teaching problems and optimize teaching effects. At the end of the course, group lesson preparation is organized to share teaching experiences and shortcomings with a view to greater progress.

5.1.3 Establishing a training mechanism based on competency

We need to organize various trainings both on and off campus around teachers' actuality. On campus, we make full use of the power of the Party School, the Training and Training Center for Civic and Political Science Teams, the School of Marxism and other relevant teaching and research units, and invite experts to develop personalized training for teachers from different aspects such as thematic counseling, teaching methods and experience exchange. Outside of school, on the one hand, teachers are organized to participate in national and provincial training sessions of Ideological and Political Course, and "One big lesson in ideology", so as to broaden teachers' horizons and improve their overall quality. On the other hand, the teachers of Ideological and Political Course are organized to actively participate in exchange visits to gain a deeper understanding of the great practice of the Party and the people, from which they can draw nutrients and enrich their thinking.

5.1.4 Establishing Competence-based Incentive Mechanism

Actively set up typical examples to guide teachers to transform their personal values into the practice of love and dedication to their work. At the spiritual level, teachers who have won prizes in teaching competitions are vigorously promoted to enhance the guidance and motivation for other teachers. At the material level, the class subsidies and post allowances of lecturers are integrated into the internal distribution system of the university, and the calculation standard of lecturers' class salary and workload are in line with the actual average income of teachers of other professional courses. In addition, the organization of research projects on educational and teaching reforms in Ideological and Political Course is given certain financial support to promote the output of teaching achievements and promote teaching reforms.

5.2 Teacher level: To believe and learn, to know and act in unison, and to strive to improve political quality and teaching ability

5.2.1 Holding firm ideals and beliefs

The preacher himself must understand the way and believe in the way. As a teacher of Ideological and Political Course, on the one hand, one should enhance the "four self-confidence", consciously

safeguard the authority of the Party Central Committee, in thought, language and action to maintain a high degree of consistency with the Party Central Committee. On the other hand, the teacher needs to grasp the scale of analysis and interpretation in the classroom, know what can be said and what cannot be said, and actively promote the spirit of love for the party, the country and the university, spreading positive energy.

5.2.2 Improving ideological awareness

Thought is the precursor of action, and the depth of ideological understanding determines the effectiveness of teaching practice. Teachers should start from solving problems, eliminating teaching blind spots and strengthening lesson preparation. The most crucial thing is to prepare for the students, what the students are thinking and doing, what the students want to do and what they want to do, to respect the cognitive law of the students, to grasp the state of mind of the students and the possible problems of understanding, and to design scientific education and guidance methods for the content of the topics taught.

5.2.3 Consolidating the doctrinal support

As the saying goes, "those who educate people first educate themselves", the theoretical literacy of teachers of Ideological and Political Course has certain special characteristics compared to other disciplines. For example, teachers of Ideological and Political Course should have more, broader and more realistic ideological and theoretical level, and should update their knowledge in a timely manner, including some new knowledge in various fields such as politics, economics and culture. so as to broaden their teaching horizon. At the same time, they should also develop the good habit of paying attention to social hotspots and academic frontier developments, and make full use of platforms such as Learning Power, Jitterbug, WeChat, Bilibili, MOOC, and online education in order to improve their teaching level.

5.2.4 Innovative teaching thinking

On the one hand, we should deeply understand students' cognitive rules and acceptance characteristics, and use various ways such as historical perspective, comparative thinking, and problem awareness to guide students' learning. At the same time, we should use the teaching language of the post-00s in the course of class, and make the class "real" and "live" by telling stories, reciting poems, singing songs and other forms. On the other hand, we should think about "what to say", "how to say", and "how to say it well" from the aspects of teaching content, teaching methods, and teaching means, and make comprehensive use of the teaching methods such as lecture, discussion, case study, experience, etc. to achieve unified requirements and various forms, so as to realize the coexistence of "designated actions" and "optional actions".

5.3 Student level: studying diligently and thinking carefully, identifying and acting clearly, and striving to ensure the effectiveness of learning

5.3.1 Listening carefully to the main lecture and strengthening the interaction and communication with teachers

Although Ideological and Political Course is a compulsory course for students, there is a phenomenon of not being taken seriously by students and being marginalized, students also exist in the classroom to read professional books and do English homework, etc. In addition to teachers to continuously improve the level of lectures, students should also try to take the initiative to think in class and actively answer the questions of teachers. In addition, students should give more comments to teachers, point out problems and make suggestions, so as to achieve the purpose of improving the quality of teaching.

5.3.2 Speaking up bravely and mobilizing the initiative in the discussion classes

Students use the platform of discussion class to carry out group research according to the teaching topics formulated by the teacher, and present the research results in the form of red songs, drama, small video production, debate competition, etc. The teacher corrects the students' deviations in a timely manner in the review session to ensure that the teaching purpose is achieved while forming a good situation for teachers and students to study and research together.

5.3.3 Making full use of practical classes to convert theoretical learning into practical achievements

In the social practice teaching, students should actively carry out social practice activities such as

policy propaganda, practical research and volunteer service, understand the functions and planning of government and enterprises and institutions, feel the development and changes of the Chinese nation, experience the working mode of various industries, and try to learn knowledge and grow insight in social practice activities.

5.4 Social level: making concerted efforts to create an environment and efforts to provide peripheral support

5.4.1 Providing policy documents support

Since the 18th National Congress of the Party, the state has taken a series of strong measures to put forward new requirements and deployments for the construction of Ideological and Political Course and the quality improvement of teachers, pointing out the direction for the construction of Ideological and Political Course and at the same time providing strong support for teachers' development.

5.4.2 Building a platform for teachers' teaching practice

Through cooperation with government, enterprises and institutions, visits to museums, historical sites and famous people's homes, students can experience first-hand historical changes and social development, and enhance their understanding of social reality and career development. Teachers can make full use of these platforms and introduce practical cases into the classroom to stimulate students' interest and thinking. At the same time, teachers can continue to improve their own professionalism and practical skills by cooperating with enterprises and institutions, and provide students with a more valuable and practical education.

5.4.3. Integrating multiple resources

By employing heroic and exemplary figures, outstanding social figures and pioneers of innovation and entrepreneurship as students' off-campus mentors, we can realize the exchange and sharing between the school and the society, actively guide college students to use what they have learned to serve the society and contribute to the country with greater enthusiasm, form a positive interaction between the two sides of practice, and promote the sharing and win-win situation. Relying on the national information database of teachers of Ideological and Political Course, we invite outstanding backbone teachers and experts to communicate together and make progress together to improve the overall strength of teachers.

6. Conclusion

In the new era of iterative development of new technologies and interaction of various fields, how to enhance the competence of teachers, how to enhance the attractiveness of the curriculum and how to improve the sense of access and happiness of students are urgent problems to be solved. The teachers of Ideological and Political Course should deeply understand their own shortcomings, strive to improve their political standing, cultivate national sentiment, innovate theoretical thinking, strengthen their responsibilities, and make Ideological and Political Course into a "golden classroom" that students truly love and benefit from for life.

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