

Research on the Teaching Mode Reform of Ideological and Political Theory Courses from the Perspective of Shared Development Concept

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Abstract: The Fifth Plenary Session of the Eighteenth Central Committee of the Communist Party of China put forward five development concepts including the concept of shared development, and put forward new tasks and new requirements for the ideological and political education of college students. The ideological and political theory courses in colleges and universities must implement the strategic requirements put forward by the National Ideological and Political Work Conference, and fulfill the theoretical armed and value-leading role in the process of moral cultivation and education. Guided by effectively meeting the diverse needs and value expectations of students' growth and development, actively implement the reform, innovation and practice of classroom teaching methods and means, and continuously improve the ability and level of cultivating heart and morality. This paper deeply analyzes the guiding significance of the concept of shared development to the reform of the teaching mode of ideological and political theory courses.

Keywords: Shared development concept; ideological and political theory course; teaching mode reform

1. The Origin of the Reform of the Teaching Mode of Ideological and Political Theory Courses in Colleges and Universities

After the National Conference on Ideological and Political Work in Colleges and Universities, in order to thoroughly implement the spirit of General Secretary Xi Jinping's speech and the spirit of Document No. 31, centering on the strategic goal of cultivating people with morality, and implementing the strategic requirements of educating people in an all-round way in the whole process, colleges and universities all over the country are ideological and political. The theoretical course teaching has carried out a bold reform and exploration. At present, the reform is in the stage of in-depth promotion, and has initially achieved certain classroom teaching results, students' growth harvest and social impact. However, this exploration only expands the space and content of ideological and political education in colleges and universities, and the reform of the teaching methods and methods of ideological and political theory courses in colleges and universities needs to be broken through.

Focusing on how to implement General Secretary Xi Jinping's requirements that ideological and political education should be "changed according to events, progress with the times, and new according to the situation", on the basis of fully complying with the laws of ideological and political work, the laws of teaching and educating people, and the laws of student growth, focus on To study how the classroom teaching methods and means of ideological and political theory courses in colleges and universities can better meet the new requirements of the new generation of "post-95s", especially "post-00s", so as to meet the needs and expectations of students' growth and development to the greatest extent, which has become the current and future period. The important orientation of ideological and political education in colleges and universities.

Following General Secretary Xi Jinping's new requirements of "focusing on students, caring for students, and serving students", the key is to advocate a "hybrid" education concept that takes both students and teachers into account, adhere to demand-oriented and problem-oriented, and adapt to the Internet age and self-media The trend of diversified knowledge acquisition on the platform, actively explore how colleges and universities can implement the concept of shared development in the process of promoting ideological and political courses, and insist on two-way force, sharing and interaction between teachers and students, and walking in the same direction to effectively guide ideological and political courses. Teaching has transformed from the traditional one-way information transfer teaching

mode dominated by teachers' classroom teaching to the integrated embedded multi-information transfer teaching mode with students as the main body, which fully reflects the subjectivity, participation and interaction of students. Comprehensively implement the comprehensive reform of thematic, autonomous, discussion, interactive, case-based, situational, role-playing, and network-assisted classroom teaching methods and means, with a view to leading, shaping, immersing, participating, and identifying in the process of classroom teaching, students' sense of gain in the ideological and political theory class is greatly improved.

2. Exploration of teaching concepts under the concept of shared development

Shared development is one of the five development concepts put forward by the Fifth Plenary Session of the 18th CPC Central Committee. The concept of shared development is profound in thought and rich in connotation, including the overall sharing of objects, the comprehensive sharing of content, the co-construction and sharing of approaches, and the gradual sharing of processes. [1] Only by deeply understanding the connotation of the concept of shared development can we better implement the concept of shared development; only by adhering to all sharing, comprehensive sharing, co-construction sharing, and gradual sharing can we make development achievements more and more equitably benefit all objects. General Secretary Xi Jinping pointed out: "These four aspects are interlinked and should be understood and grasped as a whole." "The implementation of shared development is a big question, and it is necessary to do a good job in the work from top-level design to the 'last mile' landing. In practice Continue to achieve new results." General Secretary Xi Jinping emphasized that the fundamental purpose of implementing the five development concepts with shared development as the primary content is to implement the people-centered development concept.

Using the reform concept of shared development to guide the classroom teaching reform of ideological and political theory in colleges and universities is to change the concept of education and teaching, implement the student-centered development concept, and fully implement the reform and innovation from the content of curriculum ideology and politics to teaching methods and methods. Realize a new pattern of shared development for all college students, with comprehensive content, participation in the whole process, and gradual improvement, and effectively enhance the sense of gain of college students in the ideological and political process of the curriculum.

Under the profound influence of the diversification of social ideological trends in the era of great changes and the autonomy and convenience of information acquisition in the context of self-media, the values and orientations of contemporary college students have new characteristics. How to establish the dominant position of Marxism in the diversified social thoughts, seek the greatest consensus in the diverse concepts, expand the consensus with the leading, and consolidate the leading with the consensus, it is the inevitable requirement for colleges and universities to cultivate the socialist core values of college students.

Using the concept of shared development to lead the teaching reform of ideological and political theory courses for college students aims to build a bridge between scientific theories and college students, convince college students with the concept of shared development, enrich their ideological understanding, and enhance their sense of ideological acquisition.

Using the concept of shared development to lead the education and teaching of ideological and political theory courses for college students is to play the role of the main channel of classroom teaching through rich subject teaching content and methods, continuously strengthen the strength and momentum of ideological and political courses, and constantly eliminate the influence of wrong thoughts. In order to promote the transformation of college students' understanding and concepts, enhance their emotional and value identification with Marxist theory, strengthen their self-confidence in the road, system, theory and culture of socialism with Chinese characteristics, and lead the scientific shaping of college students' values and value orientations.

Using the concept of shared development to guide the reform of the teaching methods and methods of ideological and political theory courses in colleges and universities is to further expand the carrier of education and teaching, expand the multiple paths of teaching methods and methods of ideological and political theory courses, research and explore the latest theoretical and practical achievements of Marxism, and lead the contemporary era. College students' behavioral choices and action consciousness greatly enhance students' sense of gain in ideological and political theory courses.

3. Scientifically grasp the leading needs and personality representations of the growth and development of college students in the new era

3.1. Focus on both the group and the self

People of each era will reflect the characteristics of their era as a whole. Although the dominant needs of college students in different eras have some commonalities, they also have great differences. The main body of today's college students is the "post-95s" and part of the "post-00s". They are very different from the "post-80s" and "post-70s" in terms of personality characteristics and ideas. There are both "post-70s" and "post-80s" once the characteristics they have had, also have their own characteristics of the times. With the popularization and high share of mobile phones, as a trend-setter in the information age, the "post-95s" have become the representatives of the "mobile game" generation. Habits and methods of online life make their access to information is more diverse and convenient, teachers and books as paper media are no longer the main sources of information. The independence, individuality, and privacy of online and self-media life enable them to independently select their interests. In the information age, the rapid updating of knowledge, the expansion of social needs for high-level talents, and win-win cooperation have become social consensus. The emergence of, implicit or explicit competition has forced them to face the environment of rapid social change and pay attention to the development status of peer groups. Their group concept and group consciousness have been strengthened at the same time, thus showing self-centeredness. The prominent feature of coexisting with a strong collective consciousness. On the one hand, "post-95" college students will show active participation in social activities, willing to participate in clubs and practical activities, and have a strong sense of teamwork and collective honor; on the other hand, they will have self-centeredness. Tendency to pay more attention to self performance and subjective feelings, not accepting the opinions and suggestions of others high enough, cooperation consciousness is not strong enough, and it will be accompanied by inefficient emotional experience and frustration caused by invisible pressure.

3.2. Both open and active, and more frustrated

The rapid update of information in the information age and the acceleration of social change have fostered the new characteristics of "post-95s", especially "post-00s" college students who are open-minded, active in thinking, highly receptive to new things, good at exploration and fault-tolerant. But for most people, the favorable living conditions, the relatively small social circle in middle school, and the fierce and depressing competition environment for further education have caused them to often show the characteristics of coexistence of recklessness and psychological fragility. Insufficient experience and ability to solve problems independently, single thinking, coexistence of high result expectations and low frustration tolerance, strong and persistent negative emotional experience such as anxiety or inferiority after encountering setbacks. The existence of these problems has brought new challenges to the pertinence and effectiveness of ideological and political education in colleges and universities.

3.3. Both high expectations and high instrumental rationality

Facing the fierce and complex competition trend in the era of big data, the self-target positioning and development planning of "post-95" college students generally show the characteristics of high subjective expectations, relatively certain target orientation, and strong development path subjectivity. But at the same time, due to the lack of their own knowledge and experience accumulation, the relatively closed social interaction pattern, and the limitation of scientific thinking and macroscopic vision, their self-development construction and planning are often marked with subjective utilitarian colors, showing instrumental rationality, and lack of cooperation with others. The organic fit and integration of the development goals of the times have produced bad ideas and behaviors that are eager for quick success and instant benefits, and are gradually drifting away from the university's goal of building morality and cultivating people.

In a word, ideological and political education in colleges and universities should follow the laws of college students' growth and ideological and political education, implement targeted education and teaching methods, make the best use of the situation, and effectively achieve the dialectical synergy between the situation and the situation, the situation and the time, and the time and the situation, so as to achieve scientific purpose of education.

4. Basic principles of innovating classroom teaching methods for ideological and political courses

In line with the reform requirements of teaching concepts and the changes in the dominant needs of "post-95" college students, the ideological and political theory courses in colleges and universities should achieve the goal of forming roots, casting souls, and building morality. Five principles.

4.1. Dominant principle

Although colleges and universities are increasingly emphasizing small-class teaching with a relatively high degree of specialization suitable for the cultivation of innovative talents at this stage, the teaching of ideological and political theory courses still generally adopts the large-class teaching mode, which causes the teaching process to only take care of the students' general needs. The strong theoretical and systematic nature of the course content determines that teachers should become the leaders of the classroom and play the leading role of "taking me as the main". This leading role is reflected in the selection of teaching materials, the compilation of teaching syllabuses, the arrangement of teaching content, the process of teaching and teaching, and the evaluation and assessment of results (especially value guidance).

4.2. The principle of subjectivity

Subjectivity is from the point of view of the information recipient. The teaching process is inseparable from the teachers who are the disseminators of knowledge and information, and even more inseparable from the students who are the receivers of the information. In the teaching process, while highlighting the leading role of teachers, it should pay more attention to and respect the role of students as the main body. This requires teachers to guide students to actively participate in teaching activities, and strive to do: with students in their hearts, the process depends on students, the method is taught to students, the goal is focused on students, and everything is for students. Students should be good at carrying out independent learning, inquiry learning and creative learning, and effectively cultivate their own independent learning habits and good learning transfer ability.

4.3. The principle of enlightenment

The task of the ideological and political theory course is not to simply "copy" the existing theoretical knowledge, but to inspire wisdom and lead students to grow. Therefore, on the basis of understanding the students' original knowledge structure, cognitive schema, way of thinking and semantic interpretation framework,[2] teachers should guide students to learn to choose, learn to learn, and take problems to think and discover, through independent thinking, independent perception, and independent exploration, to acquire new knowledge, new perspectives, and new insights. On the premise of effectively organizing and controlling the classroom, teachers should earnestly respect the dominant position of students, promote classroom teaching democracy, create an inquiry-based teaching situation and a relaxed and comfortable teaching atmosphere, continuously stimulate students' enthusiasm and interest in learning, and guide students to boldly express their own opinions. Independent opinion for thought and enlightenment.

4.4. The principle of synergy

This principle requires teachers to establish a sense of community of teaching and learning in the teaching process, take the initiative to lead students to cooperate together, participate in the creation of certain environments and scenarios, fully discover, guide, and mobilize students' enthusiasm, through special teaching, case teaching, and flipped classrooms The innovation and reform of teaching methods such as micro-lectures, stimulate students' enthusiasm for participation, give play to the interaction, mutual benefit and synergy between teachers and students, focus on cultivating and exert students' subject consciousness and subject spirit, and improve students' ability Gain a sense of gain and effectively achieve mutual learning in teaching.

4.5. The principle of acquisition

Implementing this principle requires that in the teaching process, teachers should actively research and understand students in a timely manner, and strive to avoid those idealized, good-looking but not useful, good-looking and useful but unable to obtain or need to invest a lot of resources in teaching

methods. ; It is necessary to refrain from the practice of following the book, limited by theory, ungrounded, high above, and unable to effectively stimulate students' interest due to the indifference of students; it is necessary to adhere to the student-centered demand-oriented and problem-oriented, through the organization and implementation of the teaching process, teaching methods The innovation and reform of the school enables students to obtain new and substantial improvement and development in knowledge acquisition, emotional cultivation, moral cultivation, ability development, and behavior training.

5. Improve college students' sense of gain in the learning process

In the process of implementing the spirit of the National Conference on Ideological and Political Work in Colleges and Universities, how to fully realize the new pattern of shared development course teaching that is oriented to all, comprehensive in content, participation in the whole process, and gradual improvement, and effectively improve the quality and timeliness of classroom teaching in ideological and political theory courses Sexuality has become a common reform topic faced by colleges and universities. Therefore, we insist on advocating the concept of "blended" education, highlighting how to expand the effective supply of teaching methods, effectively increase students' choice of learning methods, and seek a balance between teachers' leading role and respect for college students' subjectivity. Breakthroughs, focusing on the use of new concepts of shared development to guide the reform and innovation of ideological and political teaching methods and means of courses.

5.1. Thematic teaching method

The advantage of this method is that teachers do not have to stick to the existing teaching materials, but they should focus on the hot and difficult issues in real life, analyze them in detail, change according to the situation, think forward, and set up different topics from time to time to carry out classroom teaching. It requires teachers to be fully prepared before class, and to analyze and analyze the hot spots, difficulties and key issues in a certain professional field, and the issues that students are generally concerned about or have doubts about, step by step. Thematic teaching is based on rich classroom construction. It requires teachers to have a good theoretical foundation and new teaching concepts, as well as in-depth theoretical research; in the classroom, it is necessary to play a leading role led by me, but also closely Pay attention to the students' psychology and ideological reality, achieve targeted, enlightening consciousness, and improve students' ability to analyze and solve practical problems. In practice, when choosing thematic teaching, it can usually be undertaken independently by individual lecturers, or consider setting up a special teaching team or research group, led by a subject leader, and working together to complete the compilation and production of special teaching lesson plans. You can also choose a teacher to give a lecture to give full play to the collective wisdom and advantages.

5.2. Case teaching method

The case teaching method is a very unique teaching method originated in the United States in the 1920s. After the 1990s, it attracted the attention and research of the domestic education circle. In recent years, it has been widely used in colleges and universities, cadre training and even middle school teaching. The advantages of the case teaching method are that it can promote students to learn to think independently, guide students to change from focusing on knowledge to focusing on ability training, and promote mutual communication between teachers and students and between students. In order to make case teaching meet expectations, teachers should: First, collect rich and targeted cases, including the time and space elements, character elements, conflict elements, problem elements and social influence elements of cases. The second is to actively create a case study environment and guide students to fully participate in the case study process. The third is to strengthen the effectiveness of classroom case study communication. The number of group members should not be too large when studying cases in groups. Usually, the group size is maintained at 5-9 people, so as to provide students with sufficient time and opportunities for face-to-face communication, seminars and exchanges. Fourth, pay attention to the timely feedback of the results. Teachers should explain the cases in a timely manner, and analyze and comment on the results of students' case discussions, so that students can get timely feedback.

5.3. The experiential teaching method of scenario simulation

In this method, teachers formulate and create relevant scenes or situational atmospheres, and allow

students to simulate relevant situations or characters in the form of role-playing or situational simulation., Deeply and effectively internalize the teaching content, so as to improve the teaching effect. Its value lies in that it has changed the one-way transmission mode of information mainly based on teacher's explanation in traditional teaching, and gave full play to the initiative, autonomy, enthusiasm, interaction and participation of students. [3] Its core is to allow students to independently choose the theme, content, role, method and even required props of situational simulation or role-playing under the guidance of teachers according to the teaching purpose and teaching content, and participate in the whole process of situation preparation, role conception and creation. In this way, the enthusiasm, initiative, creativity and subjectivity of the students are fully mobilized, and they can deeply understand the emotions brought by the situation, story and role in an appropriate simulation situation and vivid role-playing. Experience, the clues provided by the situation will play a role in awakening or enlightening wisdom, which can deepen the understanding and grasp of the knowledge learned, so as to solve the problem actively and smoothly.

5.4. Network-assisted teaching method

Network teaching is a new teaching mode with modern information technology as the means and multimedia and network as the main form of expression. General Secretary Xi Jinping pointed out: "It is necessary to use new media and new technologies to make work alive, and promote the high integration of traditional advantages of ideological and political work with information technology." Implementing network-assisted teaching is not only a supplement to teaching methods, but also based on the speed of information dissemination in the self-media era. The characteristics of fast, wide coverage and high utility make full use of modern means of communication. The implementation of network-assisted teaching requires solving the following problems. The first is to change the concept and work hard to unify the understanding. To form a consensus that network-assisted teaching is teaching innovation, to establish its teaching status, it is necessary to plan the target plan, content, implementation steps, etc. of network-assisted teaching, and to change the situation of individual teachers working alone. advance. The second is to integrate online course resources. Colleges and universities should formulate a targeted and applicable online course system and construction standards in line with the principles of teacher-led and student-centered in accordance with their actual conditions. The third is to strengthen the construction of network quality courses, including school and college level quality courseware, which is the fundamental guarantee for the implementation of network-assisted teaching. The construction of online courses should give full play to the advantages of the teaching team and overcome the situation of independent management; the content of online courses should be enriched and enriched, the forms of online teaching should be diversified, and the network interface should be unified in operation format. The fourth is to strengthen the construction of information technology infrastructure and network teaching platforms, mainly including campus network, network center, multimedia classrooms, network classrooms, electronic reading rooms, computer terminals, mobile apps, etc., to create convenient conditions for teachers and students to access the Internet and achieve digitalization, facilitation, popularization and efficiency. It is believed that with the popularization of network applications and many changes in education and teaching concepts promoted by modern educational technology, network-assisted teaching will definitely become the focus of college teaching reform breakthroughs.

To sum up, the ideological and political theory courses in colleges and universities should achieve a dominant influence on the shaping of the "three views", value guidance, theoretical arming, and personality improvement of "post-95" and "post-00" college students. Under the guidance of the concept of shared development and reform, Follow the characteristics and laws of information dissemination in the self-media era, actively implement teacher-led teaching reforms, actively explore innovations in teaching methods and means, and effectively enhance the endogenous attractiveness and appeal of classroom teaching, so as to fully mobilize students' participation in learning nature and subjectivity, effectively guide students to deepen their understanding and fully grasp the basic theories, principles, laws, and value orientations taught and clarified in ideological and political theory courses by means of deep integration and immersive recognition of the subject, and constantly learn from personal growth and talent. Spiritual power and practical keys enhance the sense of gain in the process of learning ideological and political theory courses. This will surely become a new perspective and new path for the reform of ideological and political theory courses in colleges and universities.

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