The Innovative Path of Practical Teaching of Ideological and Political Science under the Application of Digital Technology

Shanting Li

Xi'an Qujiang No. 1 High School, Xi'an, Shaanxi, 710061 China
lishanting2023@163.com

Abstract: *This article discusses the innovative approaches to practical teaching of ideological and political disciplines in the context of digital education. It emphasizes the importance of students' autonomous learning and Collaborative learning; The driving effects of online discussions and remote practices were introduced; The application of interactive teaching methods in conjunction with data analysis and visualization technologies was explored; The significance of expanding the scope of social practice was emphasized. Through these innovative approaches, the effectiveness of practical teaching in the field of ideological and political education can be improved, students' quality and innovation ability can be cultivated, and they can better meet the challenges of the digital era.*

Keywords: *Digitalization of education; Ideological and political discipline; Practical teaching*

1. Introduction

With the rapid development of information technology and the advent of digital age, education digitization has become a global trend. Digital technology not only changes the way of teaching and learning, but also profoundly affects the mode and effect of ideological and political discipline practice teaching [1]. The traditional classroom teaching mode has been unable to meet the needs of students and the requirements of the future society for talents. In this context, educators need to explore innovative teaching paths that adapt to the digital background, so as to better stimulate students' learning interest and initiative, and cultivate their critical thinking ability and comprehensive quality [2].

As an important discipline for cultivating students' comprehensive qualities and civic awareness, the discipline of ideological and political education also needs to address the challenges in the context of digital education and actively explore innovative teaching methods [3]. The innovation of practical teaching in the field of ideological and political education in the context of digital education requires teachers to actively explore and apply suitable educational technologies and teaching strategies to improve teaching effectiveness and cultivate students' comprehensive qualities. This article aims to elaborate on the path of practical teaching innovation in the field of ideological and political education under the background of digital education, providing some inspiration and thinking for teachers and educators, and promoting the comprehensive development of education.

2. Current situation and trend of the application of digital technology in practical teaching of ideological and political subjects

With the Digital transformation in the field of education, digital technology has been widely used in the practical teaching of ideological and political disciplines, which has brought many new possibilities for teaching.

(1) Digital technology is widely used in practical teaching of ideological and political disciplines. Online classrooms have become a common way of ideological and political practical teaching. Through live streaming or pre recording, teachers can convey classroom content to students, and students can participate in discussions, questioning, and answering questions using online tools. Online classes provide greater flexibility and convenience, while promoting interactive communication between students and teachers. In addition, digital technology also provides multimedia resources, including teaching videos, teaching videos, interactive textbooks, etc., enriching teaching content through images,

audio, and video, and stimulating students' interest and participation.

(2) The development trend of digital technology in practical teaching of ideological and political disciplines is diverse and constantly evolving. Emerging technologies such as virtual reality (VR) and augmented reality (AR) are gradually being applied to practical teaching of ideological and political subjects. These technologies can provide students with a more immersive learning experience, help them better understand abstract ideas and concepts, and also create more realistic situations that promote students' emotional empathy and thinking.

(3) Artificial intelligence (AI) technology also presents a broad prospect in the practical teaching of ideological and political disciplines. AI can make personalized recommendations based on students' learning habits and learning situations, and help teachers monitor and analyze the teaching process. By analyzing students' learning data, AI can provide effective feedback to help students better grasp and understand the knowledge of ideological and political disciplines.

(4) Digital technology can also support online discussions and remote collaborative learning, promoting interaction and cooperation among students. Students can discuss and share their thoughts and viewpoints through online platforms, thereby deepening their understanding of the subject of ideological and political education and understanding the viewpoints of other students. Digital technology also provides students with more opportunities for social practice, such as online simulation of social practice, participation in public welfare projects, etc., expanding their social perspective.

In the future, emerging technologies such as virtual reality, augmented reality, and artificial intelligence will further change the practical teaching methods of ideological and political disciplines, provide more diverse learning experiences and resources, and enhance students' participation and self-learning ability. At the same time, digital technology will continue to promote the development of online discussions, remote collaborative learning, and social practice, cultivating students' global awareness and social responsibility.

3. Innovative tasks and challenges of ideological and political practice teaching

(1) The transformation of the role of teachers is an important task and challenge. In the context of digitalization, the traditional role of teachers is undergoing a transformation. Teachers are no longer just imparters of knowledge, but should also become guides and facilitators for students. Teachers need to possess more teaching skills, including the use of digital teaching tools, the organization and guidance of online interactions, etc. At the same time, teachers also need to cultivate students' innovative thinking and Critical thinking, and guide them to participate in diversified learning activities. This requires teachers to have the ability to provide personalized guidance and care for students, and stimulate their learning motivation and interest.

(2) The renewal of teaching strategies is another task and challenge of ideological and political practice teaching innovation. In the digital context, teaching strategies need to be updated and improved to better adapt to students' needs and learning styles. The traditional teaching and imparting teaching mode can not meet the needs of students, and more interactive and cooperative teaching strategies need to be introduced. For instance, by employing methods such as online discussions, remote practices, and case analysis, students' critical thinking and creativity can be stimulated, thereby fostering their critical thinking skills and problem-solving abilities. Teachers should be flexible in using different teaching methods and tools to create a positive, interactive and challenging learning environment.

(3) Relying on technology and resources is also a task and challenge. In the context of digitalization, the teaching process needs to rely on various technical tools and resources to support the development of teaching activities. This includes online teaching platforms, teaching videos, teaching software, etc. Teachers need to have a certain level of technical operation ability and be able to proficiently use these technical tools to assist teaching. At the same time, schools and educational institutions should also provide sufficient technical support and high-quality teaching resources. This requires establishing a comprehensive digital infrastructure, cultivating professional technical teams, and continuously providing teacher training and support to enhance their digital teaching capabilities.

(4) The acquisition and sharing of educational resources is also an important task and challenge. Under the digital background, the effective acquisition and sharing of educational resources is very important for the innovation of ideological and political practice teaching. Teachers and students need to be able to freely access and use online educational resources such as open courses, e-books, research

materials, etc. In addition, teachers and students should also strengthen the sharing and mutual assistance of teaching resources, establish learning communities through online platforms, and promote the exchange and sharing of teaching experience.

In order to effectively address these challenges, schools and educational institutions need to actively provide support and training to help teachers adapt to the digital teaching environment and promote the innovative development of ideological and political practical teaching. At the same time, teachers should actively embrace digital technology, continuously improve their teaching abilities, and provide students with more quality and effective ideological and political practical teaching.

4. Innovative approaches to practical teaching of ideological and political science under the background of education digitization

(1) Emphasize students' independent learning and collaborative learning

According to the individual differences and learning needs of students, personalized learning paths can be designed. By using online learning platforms or educational applications, teachers can provide students with a variety of learning resources, such as videos, e-books, exercises, etc., so that students can choose and learn according to their interests and learning progress.

Through online collaboration tools and platforms, teachers can organize students for teamwork learning. For example, using online group discussions, shared documents, and real-time editing tools, students can work together to research, discuss issues, and collaborate on projects or assignments. This form of collaborative learning not only cultivates students' ability to cooperate, but also promotes interaction and communication between them and broadens their horizons.

Teachers can encourage students to participate in self-directed learning activities, such as independent research, topic reading, or personal projects. By setting learning goals, providing guidance and feedback, stimulating students' interest and enthusiasm in learning, and cultivating their autonomous learning ability and problem-solving ability.

Through online learning platforms or educational applications, teachers can conduct personalized assessments of students' learning progress. Provide personalized feedback and suggestions based on students' learning outcomes and performance, helping them identify and correct their learning weaknesses, thereby improving learning outcomes.

Teachers can encourage students to share their learning experiences and resources online, and learn from and help each other through online discussions and other ways. By creating a learning community or blog, students can share learning experiences and problem-solving methods to facilitate learning interactions with each other.

(2) Facilitate online discussion and remote practice

Teachers can use online discussion platforms, such as online forums, discussion boards in learning management systems, etc., to provide a place for students to exchange ideas and debate. Teachers can design discussion topics according to teaching objectives, and guide students to participate in them, share ideas, ask questions, respond to others, etc. Through online discussions, students can examine issues from different perspectives and improve their critical thinking and dialectical skills.

Teachers can utilize technical means such as virtual laboratories, simulation projects, and gamified teaching to enable students to remotely participate in practical activities. For example, in the practical course of social governance, students can simulate the handling process of social events through a virtual platform to understand the actual situation of policy formulation and implementation. In the course of international relations, students can participate in the Model United Nations Conference, act as representatives of different countries and discuss global issues. This virtual practice can broaden students' practical experience, cultivate their practical abilities and innovative thinking.

Through online video conferencing and virtual reality technology, teachers can organize students for remote visits and on-site inspections. For example, students can communicate with government officials, social activists, and others through video conferences to understand the development and implementation of actual policies. You can also visit scenic spots and historical sites through virtual reality technology to gain a deeper understanding of the culture and history of different regions. This type of remote visit and on-site investigation can enrich students' horizons, increase practical experience, and deepen their understanding of practical problems.

Teachers can use multimedia resources, such as films, documentaries, pictures, audio, etc., to support practical teaching. By showing real cases and stories, students can more intuitively understand and feel the meaning and impact of social practice. At the same time, teachers can also combine multimedia technology to design interactive learning activities to guide students to think and discuss.

(3) Promote interactive teaching mode

Teachers can guide students to learn and explore specific problems. By posing open-ended questions or challenges, stimulate students' thinking and research interest. Students can find answers from different perspectives and resources, and share and discuss solutions through interactive means.

Teachers can choose practical and controversial cases to guide students in in-depth analysis and discussion. Through detailed research on case studies, students can enhance their ability to analyze and solve problems, and enrich their understanding of social and political issues.

Divide students into small groups and have them discuss specific topics or issues together. Teachers can design tasks and roles for each group, encouraging students to communicate with each other, share ideas and experiences, and work together to solve difficult problems. Group discussion can increase the interaction and cooperation among students, and cultivate teamwork spirit and communication skills.

By having students play different roles and simulate real situations, students' emotional empathy and understanding can be enhanced. For example, in political decision-making, students can play the roles of government officials, business representatives, citizens, etc., and participate in simulated consultation and decision-making processes. This interactive teaching can improve students' comprehensive literacy and ability to cope with complex problems.

By using online voting and questionnaire survey tools, teachers can quickly understand students' perspectives, opinions, and level of understanding. Through real-time feedback and result analysis, teachers can adjust teaching strategies in a timely manner, meet students' learning needs, and improve their participation and initiative.

(4) Introducing data analysis and visualization techniques

Teachers can guide students to learn and apply educational data analysis tools, such as learning analysis tools in the Learning management system, online questionnaire survey tools, etc. By analyzing students' learning behavior and achievements, teachers can understand their learning situation and progress, identify problems, and provide personalized guidance and support.

By using visualization techniques such as charts, images, and animations, teachers can transform abstract political concepts and theories into visual and intuitive content that helps students better understand and remember them. For example, teachers can use data visualization tools to present election data, political statistics, etc., allowing students to recognize and analyze political phenomena through charts and images.

Teachers can use the online teaching platform to provide learning resources related to data analysis and visualization. These resources can include instructional videos, example sharing, and online interactive exercises to help students understand and use data analysis and visualization techniques.

Teachers can design data-driven tasks and projects that require students to collect, organize, analyze, and visualize data. Through such practical activities, students can understand the application of data in the political field and cultivate their ability to analyze and visualize data.

Teachers can provide guidance and feedback on data analysis for students. For example, after students complete data analysis tasks, teachers can evaluate their analysis methods and results, point out advantages and improvements, and help students improve their data analysis skills.

(5) Expand the scope of social practice

Teachers can design virtual social practice projects that students can participate in through online platforms or simulation software. For example, students can play the role of social workers, environmental volunteers, etc., to understand and solve real social problems through role play and interaction. This kind of virtual practice activity can provide students with specific situations and challenges, and develop their coping skills and problem-solving thinking.

Teachers can guide students to use online research tools to conduct surveys and research on social issues. Students can design questionnaires, interviews, observations and other ways to collect information, and analyze and evaluate Social phenomenon and problems. In this way, students can

deeply understand the diversity and complexity of society, and cultivate Critical thinking and research ability.

Teachers can encourage students to participate in online public welfare projects, such as volunteer activities and community services. Through online platforms, students can find suitable public welfare projects and contribute their time and skills. Through this participation, students can enhance their sense of social responsibility and participation awareness, while also understanding the value of social practice for individuals and society.

Teachers can guide students to participate in virtual teamwork projects. Through online collaboration tools and platforms, students can collaborate with classmates from different regions and backgrounds to solve specific social problems or work on projects together. This kind of virtual teamwork helps to cultivate students' cross-cultural communication and cooperation ability, and improve their global vision and innovation ability.

Teachers can organize students to share their social practice experiences and achievements on online forums, blogs, or social media, and engage in reflection and discussion. Through presentation and communication, students can inspire and learn from each other, further deepening their understanding and understanding of social practice.

By innovating practical teaching methods and utilizing digital technology, the quality of teaching can be improved, students' comprehensive literacy and innovation ability can be cultivated, and they can better adapt to the needs and changes of the digital era.

5. Conclusion

The innovation of ideological and political practice teaching under the background of education digitization is a key topic. By emphasizing students' autonomous learning and collaborative learning, promoting online discussion and remote practice, promoting interactive teaching mode, introducing data analysis and visualization technology, and broadening the scope of social practice, we can improve the effect of ideological and political practice teaching. However, there are still some problems and challenges in digital education, such as the change of the role of teachers, the update of teaching strategies, and the dependence of technology and resources. Therefore, it is necessary to continuously explore and improve the teaching methods and means to adapt to the ever-changing educational environment and cultivate the comprehensive quality of students. Through joint efforts, we can realize the innovation of practical teaching of ideological and political subjects, and make positive contributions to the growth of students and social development.

References

[1] Xie Youru, Luo Wenjing, Zhang Rui, et al. Theoretical Exploration and Evolutionary Path of Digital Transformation of Classroom Teaching under the Background of "Double Reduction"[J]. E-education Research, 2022, 43(9):14-21.
[2] Zhou Yali, Zhou Jixia. Exploring the Practice of Ideological and Political Education in Curriculum under the Mixed Teaching Mode—Taking Translation Workshop as an Example [J]. Chinese Translation, 2021, 42(6):54-60.
[3] Jia Hengxin. Exploration of Innovative Teaching Path of Ideological and Political Courses in Colleges and Universities in the Era of Big Data[J]. Food Research and Development, 2022, 43(20): 239-240.