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Research on the Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

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ABSTRACT

Firstly, the paper analyzes the value of teaching competition in the process of teaching reform and practice of ideological and political courses in higher vocational colleges, which mainly includes sharing the teaching experience of ideological and political teachers, facilitating the ideological and political teachers to learn from the professional education elements appearing in the follow-up teaching, and contributing to the creation of an active and active teaching atmosphere. Secondly, it analyzes the educational principles that ideological and political teachers should adhere to in the teaching competition, including focusing on the principle of the unity of education leading and subjectivity, strengthening the principle of unity of content and form, and effectively implementing the principle of combining document spirit with subject characteristics. Thirdly, it points out the problems that need to be paid attention to in the ideological and political course teaching of higher vocational colleges based on the teaching competition in the current stage, including the topic selection problem, the attraction of competition teaching, and the standardization and institutionalization of the coordination of competition teaching organization. Finally, five teaching reforms and practical methods of ideological and political courses in higher vocational colleges based on teaching competitions are proposed, which promotes the improvement of ideological and political education in higher vocational colleges.

1. Introduction

The teaching of ideological and political theory courses mainly refers to the ideological and political teachers in the process of teaching, through actively holding knowledge popularization competitions, ideological and political contests, which will further enhance students' mastery and level of learning in the

ideological and political courses, so as to cultivate college students to make more contributions to the society under the guidance of mainstream values when they enter social work in the future. In view of this, this study has important practical significance for the in-depth study of the teaching reform and practice of ideological and political courses in vocational colleges based on teaching competitions.

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2. Analysis of the Significance of the Setting of Teaching Competition in the Teaching Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges

2.1 It Is Conducive to the Sharing of Teaching Experience in Ideological and Political Courses

For higher vocational colleges, subject to the existing educational conditions, the teaching team of the overall ideological and political teachers has a certain gap compared with the teachers of general undergraduate universities and colleges, both in terms of teaching level and scientific research ability. In the teaching process, it pays more attention to the combination of current affairs news, so in the new concept and the popularization of new knowledge, it is often accompanied by the introduction of new policies and the interpretation of new ideas, so the requirements for ideological and political teachers will be higher and higher.^[1] At the basic theoretical level, although higher vocational colleges are inferior, however, higher vocational colleges have corresponding advantages in practice. Therefore, in the teaching of ideological and political competition, it is more conducive to the sharing of teaching experiences among teachers, thus further promoting the overall level of ideological and political teaching in higher vocational colleges.

2.2 It Is Conducive to the Quality Improvement of the Ideological and Political Teachers in the Follow-up Teaching

In the process of teaching various professional courses in higher vocational colleges, the setting of ideological and political courses is a necessary public course for all majors to carry out teaching. The establishment of this course is not only to guide students to correct ideological and political, at the same time, it can further guide and optimize the student's personal career direction and the cultivation of professional accomplishment, and finally enable students to follow the correct ideas and engage in various tasks after entering the society.^[2] It is not only the need for teachers to learn from each other's strengths and common progress, but also a good opportunity for ideological and political teachers to acquire professional knowledge and professional education elements, so as to further improve the quality of classroom teaching. Only by consciously integrating into the melting pot of vocational education, ideological and political teachers can visualize and concretize the theoretical achievements of Marxism in China and enhance the pertinence and effectiveness of teaching.

2.3 It Helps to Create a Positive and Active Teaching Atmosphere

The teaching competition is not only the "detector" for the quality of regular teaching, but also the "baton" for future teaching reform. Ideological and political teachers actively participate in various types of teaching competitions at all levels, fully absorb the ideas contained in the teaching competition, and implement them into the regular teaching activities, which will further enlarge the radiation effect of teaching competition on teaching reform and personnel training, and promote the connotation construction of ideological and political courses to a new level.^[3] For example, it will promote the concept of teachers to form a lifelong education, so that this concept can be integrated into the teaching process and enhance the sense of competition; correct the special status of ideological and political courses in the training objectives of higher vocational talents, clarify the main direction of teaching and research; promote the combination of work and study, and highlight practice and innovation.

3. The Educational Principles That Ideological and Political Teachers Should Adhere to in the Teaching Competition

3.1 Pay Attention to the Principle of Dominance and Subjectivity of Education

In the teaching of higher vocational colleges, the development of ideological and political teaching is a key path for students to cultivate ideological and political concepts from the perspective of course teaching during the teaching period. It is also the main front for further strengthening the understanding of the connotation of Marxist theory by higher vocational students.^[4] When conducting the ideological and political competition, it is necessary to abide by the principle of dominance and subjectivity of education. Under the guidance of this principle, emphasis is placed on the people-oriented teaching requirements. At the same time, the leading role of teachers is fully exerted during the teaching practice, which highlights the integration of students' individual subjects and focuses on cultivating students' innovative spirit.

3.2 Strengthen the Principle of Unity of Content and Form

On the one hand, it is necessary to create momentum through theoretical teaching, multimedia courseware, audio-visual teaching and other multi-teaching methods to create a distinctive and touching classroom atmosphere; through pre-class lectures, group discussions, situation-

al teaching, handwritten newspapers and other means to gather popularity, mobilize students' enthusiasm and initiative in classroom teaching.^[5] On the other hand, we must fully explore the theoretical connotation, follow the theoretical hotspots and theoretical frontiers, and introduce the latest theoretical results of Marxism in China into classroom teaching, use socialist core values to guide students to correctly analyze social phenomena, and think about social issues to give students a theoretical edification, inspiration from ideas, and inspiration from life.

3.3 Effectively Implement the Principle of Combining the Spirit of the Document with the Characteristics of the Discipline

During the process of the ideological and political competition, the ideological and political teachers group effectively participates in the teaching activities, which is an extension of the daily ideological and political teaching activities. The purpose of the competition is to further supplement and improve the teaching content in the classroom. On this basis, when ideological and political competition is used as a platform for ideological and political education, teachers must always adhere to the principle of combining the spirit of the document with the characteristics of the discipline.

4. Some Problems Needing Attention in the Teaching of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

4.1 The Problem Topic Selection

In the process of competition teaching management of ideological and political courses, the quality of the topic selection work directly determines the quality of the follow-up competition. For example, when a college is conducting a college student style contest, some ideological and political teachers focus on the topic of love in the West, such as Juliet, Romeo, and Titanic. The application of this type of topic selection, even if the students have achieved a good ranking in the competition, but the effect of their own ideological and political education is not ideal. In the design of the topic of the knowledge contest, the content of the design is too dull, and it will not cause students to actively participate in the interest, resulting in the loss of meaning and value of the entire competition.

4.2 The Problem Competition Teaching Attraction

In the setting of the ideological and political competition topics in higher vocational colleges, some teachers are

not sufficient in the attractiveness of the competition, it is important to know that for college students, if they want to truly attract their participation in the ideological and political competition, they must ensure that the content of the competition can truly attract college students to participate in it.^[6] However, some ideological and political teachers in higher vocational colleges are not aware of the importance of the problem. When designing a specific competition, the corresponding evaluation criteria are not uniform, and even teachers are more optimistic about who will win the competition. Some teachers did not publish the clear competition standards to the students before the competition, but announced the competition process and standards in the specific competition process, which led to the lack of recognition of the fairness of the competition in the participation process.

4.3 The Problem of the Standardization and Institutionalization of Coordination Work in Competition Teaching Organization

When organizing a professional ideological and political competition, it is not only the role of students and teachers, but also the joint development of multiple departments of the school, and the teaching management department needs corresponding teaching support. However, in some vocational colleges, when the management of the ideological and political teaching organization was carried out, the coordination between the various departments was not done well. The quality of the work was not high, which greatly affected the effectiveness and value of the whole competition.^[7] On the other hand, when the various departments communicate with each other on the existing competition activities, there is often a situation of mutual promotion, which greatly affects the quality of the ideological education carried out by the competition.

5. Research on the Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

5.1 Create a High-level Team of Ideological Teachers

In higher vocational colleges, holding a high-quality ideological and political competition is not only the task of each participating teacher, but also the focus of the education work of the entire ideological and faculty team. In the course of the competition, the teaching team construction work can be fully implemented, and the team of the ideological and political teachers with reasonable titles

and professional level can be built up effectively by the opportunity of the competition.^[8] For example, when the team of ideological and political teachers is created, higher vocational colleges can include ideological and political teachers with qualifications for joining the party in the colleges and universities, and actively cultivate dual-study ideological and political teachers, at the same time, it is necessary to fully transfer the professional ability teachers from the existing academic backbone to form a high-quality, high-level new ideological and political teacher competition management team.

5.2 Build a Sound Curriculum System

The famous education Curriculum scholar Philip once said: "The development of education is the core content of the curriculum and content. Only by scientifically setting up educational content can we truly highlight the transmission value of education." On this basis, when constructing the ideological and political teaching curriculum system, we should start from the following aspects: firstly, it is to fully combine the characteristics of higher vocational education at the present stage to reform the ideological and political teaching curriculum, pay attention to the promotion of thematic teaching management, and do a good job of acceptance and rejection in setting up the content of teaching materials. Increase the appropriate proportion of teaching in the teaching content to further enhance the individual's ability to think and defend; secondly, the existing ideological and political teaching assessment methods will be reformed and dealt with, and the traditional results assessment will be abandoned. Instead, the assessment work in the teaching process should be taken seriously.

5.3 Effectively Reform the Classroom Teaching

In the past teaching of higher vocational colleges, the teaching work related to the ideological and political curriculum is mainly based on theoretical knowledge instillation and multimedia PPT broadcasting. Students are often in a passive knowledge acceptance position, which leads to the extreme limitation of the individual's ability to think and defend. On this basis, actively promoting the holding of ideological and political teaching competitions can greatly enhance the teaching vitality of the ideological and political classrooms, and pay more attention to classroom model innovation. On the other hand, when carrying out the ideological and political classroom reform, we should also fully participate in the students' perspective to focus on the teaching focus and strengthen the theoretical teaching content, at the same time, it effectively links the theoretical content with the social current affairs hotspots,

and further develops students' practical ability and analytical work execution ability.

5.4 Optimize the Ability of Teaching and Research

For ideological and political teaching, there is a very close relationship between research and teaching. For a long time, most ideological and political teachers usually put most of their energy into the research on textbooks when they teach, but the emphasis on teaching and research is not high. At this time, actively carrying out ideological and political competitions in the hospital, can draw more research topics and directions, and enable teachers to further improve the individual's ideological and political knowledge level through the solution of doubts about such scientific research topics. On the other hand, during the period of ideological and political research, we should fully explain the integration of teaching concepts into the teaching process, actively participate in the development of teaching competitions, guide scientific research with teaching, and promote teaching with scientific research, and ultimately achieve a win-win situation.

5.5 Actively Create a Strong Campus Cultural Atmosphere

In the process of the development of ideological and political teaching management, the development of teaching competition activities can, to a large extent, create a better teaching atmosphere for students in higher vocational colleges, which enables students to fully grasp the classroom knowledge, make use of it in a more profound manner and draw inferences about other cases from one instance, driven by the good academic atmosphere. In detail, higher vocational colleges can set the new style of ideological and political competition as a system, which is held once a year. In the scope of participation, it can be radiated to all departments and departments, which effectively encourages young teachers of various professions to participate in the competition activities, so that the entire higher vocational campus has formed an atmosphere of active and mutual learning and the first political and political competition.

6. Conclusion

By analyzing the content of the full text, we can find out that, in the process of carrying out the teaching of ideological and political courses in higher vocational colleges, the implementation of the teaching methods of such teaching competitions can greatly promote the participation of students in the practical teaching process, which enables students to truly experience the importance of ideological

and political teaching for the cultivation of personality and the awareness of the “Three Outlooks” through participation in practical teaching, and further promote the development of positive thinking concepts of young people; on the other hand, the adoption of the competition teaching method can enrich the teaching experience of the teachers on the macro level for the development of higher vocational colleges, which enables the teacher to master more and more substantial teaching experience in the process of the competition, so as to better provide students with ideological and political classroom teaching conditions in the follow-up teaching.

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