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Study of State and Problems on Learning Management and Propose Guidelines on Ideological and Political Education Courses in Xinzhou Teachers University

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Abstract

The purposes of this research were to 1) investigate the state and problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to the teachers' and students' opinions and 2) propose guidelines for Ideological and political education courses in Xinzhou Teachers University. The sample of this study were 287 students and 7 teachers of Ideological and political education in Xinzhou Teachers University which selected through 557 students by random sampling and 54 teachers by purposive sampling of teachers who majoring in Ideological and political education. Mix-method research was use in this study. The quantitative data collected with a state and problems on learning management questionnaire and qualitative data collection through in-depth interview and focus group technic about state and problems on learning management with interview form. The research instruments were: 1) questionnaire survey and 2) interview form. Data were analyzed by content analysis, mean, and standard deviation.

The findings of the research revealed that:

1) The states in the four aspects of ideological and political education on learning management; curriculum setting; instructional management; instructional media and measurement and evaluation overall and each side were all at the high level with total overall mean 4.13 (M = 4.13; SD = 0.71). The problems in the four aspects of ideological and political education on learning management overall and each side were all at the low level with total overall mean 2.09 (M = 2.09; SD = 0.87).

2) In view of the existing problems, countermeasures and suggestions are proposed to improve the ideological and political education on learning management: First, improve the curriculum by set up courses and arrange suitable courses for students according to the acceptance ability of students in each grade. Second, improve the quality of instructional management and promote students' autonomous learning. Thirdly, introduce and expand instructional media and use

multimedia teaching to realize modern teaching management. Fourthly, improve the measurement and evaluation mechanism and improve students' learning motivation.

Keywords : Ideological and Political Education,   Learning Management,   Guideline

1. Introduction

The general office of the CPC Central Committee and the general office of the State Council formulated the provisions of the opinions on deepening the reform and innovation of school ideological and political theory courses in the new era. With the establishment of the major of Ideological and political education and the construction of the discipline of Ideological and political education, the curriculum of Ideological and political education has been continuously innovated, made breakthroughs in content, structure, and teaching implementation, and made great progress in the intellectualization and curriculum of Ideological and Political Education (Li Yuwen, 2014).

The course of Ideological and political education includes two kinds of courses: one is the ideological and political theory course as a broad ideological and political education course, and the other is the ideological and political education course as a discipline and specialty. The former kind of curriculum existed before the founding of the people's Republic of China. Its development history is very long. So far, it has rich accumulation and achieved good results in practice. The latter kind of curriculum is a special curriculum that has been put on the construction agenda since the establishment of the major of Ideological and political education in 1984. It is a professional curriculum in the sense of discipline. So far, it has a construction and development history of more than 30 years. Over the past 30 years, the major of Ideological and political education has grown from scratch, from small to large, from weak to strong, and has been continuously improved in scale and quality. In terms of curriculum, the opinions of the Ministry of education on setting up the major of Ideological and political education in 12 colleges and universities promulgated in 1984 established a curriculum structure composed of public courses, basic courses, professional basic courses, professional courses, and practical courses. In July 1992, the State Education Commission put forward in the opinions on strengthening the management of the construction of Ideological and political education curriculum and teaching materials in colleges and universities that such curriculum construction "must adhere to the guidance of Marxism". The opinions of the National Education Commission on running schools for the major of Ideological and political education in Colleges and universities issued in 1993 also proposed to "form programs at different academic levels, such as postgraduates, second bachelor's degree students, undergraduates and junior college students, with the same main body, mutual connection and different requirements for the number of courses and depth and breadth", It defines the curriculum

of Ideological and political education as "public course, basic course and professional course", and stipulates the curriculum subjects learned at each academic level. After years of construction, several rounds of "teaching materials for ideological and political theory" and a series of teaching materials for ideological and political education have been compiled for the curriculum of Ideological and political education in China (such as curriculum teaching materials for the 21st century and a series of teaching materials for the 21st century), forming a vertical curriculum echelon with different academic levels, principle research, development history research Method research and comparative research are the professional ideological and political education curriculum system in the horizontal curriculum field, forming a textbook system determined by the curriculum with the wide intersection, limited reference and organic integration of multiple disciplines as the content source.

Although ideological and political pedagogy has more than 30 years of construction and development history, this history is still very short for the independence and scientific of a discipline. After the attempt of specialization, discipline and scientization, the achievements of Ideological and political education curriculum construction in the past 30 years are worthy of recognition. But at the same time, compared with adjacent disciplines and similar disciplines at home and abroad, it is not difficult to find some deficiencies in the learning management of Ideological and political education curriculum, which need to be seriously solved, such as the flexibility of curriculum management, the pertinence and operability of curriculum content, the scientific of curriculum evaluation system, the scientific of teaching methods, etc.

Some studies believe that learning management is a process in which students are the main body. According to the goal management theory, students are constantly set goals through the role of internal and external factors (tutors, schools, etc.) in the learning process, to finally improve students' learning management ability (Lin Yu, 2015). Some studies have also proposed that the learning management system can not only be well applied to face-to-face school education and distance education, but also meet the basic requirements of the information society and the development of modern education. This learning method will change the role of teachers and the relationship between teachers and students in traditional teaching, to fundamentally change the teaching structure and the essence of education. (Cui Xiaoxia, Helan, 2009)

Under the current educational background, how to cultivate college students more effectively with basic Marxist theory and professional knowledge of Ideological and political education is not only the need for higher education to adapt to and serve the society, but also the goal of higher education teaching reform. This study follows the logical thinking of what, why and how to do, adopts the literature method and comparative method, studies the concept theory of some related fields at home and abroad, and summarizes the connotation of Ideological and political education curriculum and learning management in the current environment. On this basis,

combined with the curriculum setting, instructional management, the state of teachers' teaching and the current situation of students' learning, this paper analyzes the problems and causes of the learning management of Ideological and political education curriculum in Xinzhou Normal University. Finally, according to the actual needs and theoretical requirements, this paper looks for the teaching methods suitable for ideological and political education curriculum to achieve the teaching objectives.

2. Research objectives

This study includes two objectives:

2.2.1 To investigate the state and problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to the teachers' and students' opinions.

2.2.2 To propose guidelines for Ideological and political education courses in Xinzhou Teachers University.

3. Research methods

3.1 Samples

This sample consisted of 287 students majoring in Ideological and political education which selected through 557 students by random sampling and 7 teachers which selected through 54 teachers by purposive sampling of teachers who majoring in Ideological and political education in Xinzhou Normal University.

3.2 Research Instruments

The tools used in this study are questionnaire and interview form. This study is divided into two parts to collect data:

3.2.1. A questionnaire survey was conducted among students. The self-made questionnaire is used to investigate the students through the network to obtain the first-hand research data, and then the survey results are analyzed and processed by descriptive statistics and other statistical methods to draw a conclusion.

3.2.2. Teachers provide interview forms through focus group technicians. Firstly, through the collection and analysis of various existing literature, select valuable information to provide theoretical basis for yourself, and then establish an interview form based on this. Then seek teachers' opinions and modify the interview questions. Recently, the interview form was determined, and the interview was conducted.

3.3 Data collection

3.3.1 To investigate the State and Problems on learning management of ideological and political education courses in Xinzhou Teachers University with questionnaire.

3.3.2 After analyzing the questionnaires, researchers collecting the opinion of teachers to get more information about learning management and survey how to solve the problems by using interview form.

3.3.3 Researcher analyze the information and investigate the way to solve problems by documentation research after that summarize the guidelines for solving problem on learning management.

3.4 Data analysis

By means of questionnaire, the author makes statistics and Analysis on the current situation, problems, and Countermeasures of learning management of Ideological and political education in Xinzhou Normal University. The questionnaire is calculated by Cronbach's alpha coefficient, and its reliability is 0.991. The reliability quality is very high, which can be used for further analysis. To evaluate the validity of the questionnaire, the questionnaire was evaluated by three experts, and the evaluation results obtained IOC 0.65-1.00. Statistical data, mean and standard deviation are used to analyze the table to find the current situation and problem information of learning management.

3.4.1) use descriptive statistics to analyze the personal information of the target group, with frequency and percentage.

3.4.2) use the mean and standard deviation to analyze the current situation and existing problems of learning management of Ideological and political education curriculum in Xinzhou Normal University.

3.4.3) analyze and summarize the questionnaire survey results on improvement suggestions.

4. Research Results

4.1 The analysis result of state on learning management on Ideological and political education courses in Xinzhou Teachers University according to 287 students' opinions as shown in table 1.

Table 1: The result of state on learning management on Ideological and political education courses in Xinzhou Teachers University according to students' opinions.

No.	Item	Practice level		
		M	SD	Meaning
	Curriculum			
1	This course had learning management efficiency for learners.	4.04	0.82	high

Table 1: (Continue)

No.	Item	Practice level		
		M	SD	Meaning
2	This course had master knowledges that suitable for Ideological and political education.	4.05	0.76	high
3	This course aimed to improve independent thinking for learners.	4.06	0.78	high
4	This course aimed to improve the ability to analyze and solve problems for learners.	4.12	0.78	high
5	This course had the basic ability to engage in Ideological and political work.	3.97	0.78	high
6	This course had mastered the basic methods of document retrieval and data inquiry.	4.20	0.70	high
7	This course cultivated certain scientific research and work ability.	4.00	0.78	high
8	This course cultivated learners' world outlook on life and values.	4.31	0.67	high
9	This course had the basic theory of Marxism and professional knowledge of Ideological and political education.	4.31	0.68	high
10	This course engaged in Ideological and political work in party and government organs, schools, enterprises, and institutions.	4.14	0.76	high
	Total	**4.12**	**0.76**	**high**
	Instructional management			
11	Teachers could choose teaching methods that were appropriate for the level of knowledge and age of the learners.	4.18	0.70	high
12	Teachers could choose teaching methods that were appropriate for this course.	4.17	0.68	high
13	Teachers used variety of teaching methods.	4.05	0.74	high
14	Instructional management for this course had efficiency and effectiveness.	4.10	0.72	high
15	Teachers used variety of technology.	3.94	0.80	high
16	Instructional management includes formulating the teaching work plan.	4.12	0.71	high

Table 1: (Continue)

No.	Item	Practice level		
		M	SD	Meaning
17	Teachers clarified the teaching work objectives.	4.19	0.69	high
18	Teachers ensured the instructional plan for teaching.	4.20	0.68	high
19	Teachers could teach step by step and could make learners' learning ability.	4.20	0.67	high
20	Instructional management ordered operation of teaching work.	4.21	0.68	high
21	Instructional management showed strengthen the management of teachers' teaching quality.	4.18	0.69	high
22	Instructional management could improve independent thinking for learners.	4.17	0.68	high
23	Instructional management could improve the ability to analyze and solve problems for learners.	4.18	0.67	high
	Total	**4.15**	**0.71**	**high**
	Instructional media			
24	Instructional media had benefits to improve independent thinking for learners.	4.10	0.72	high
25	Instructional media had benefits to improve the ability to analyze and solve problems for learners.	4.13	0.70	high
26	Instructional medias were appropriate for the level of knowledge of learners.	4.13	0.69	high
27	Instructional medias were appropriate for content and leaners.	4.16	0.65	high
28	Instructional media were relevant with the purpose of Ideological and Political education course.	4.14	0.72	high
29	Instructional media were up to date.	4.00	0.78	high
30	Instructional media had variety type such as multimedia, PPT, textbooks, teaching videos, etc.	4.23	0.66	high
	Total	**4.13**	**0.71**	**high**
	Measurement and evaluation			
31	The measurement and evaluation evaluated on learners' learning process.	4.10	0.68	high
32	The measurement and evaluation evaluated on ideological status.	4.10	0.68	high

Table 1: (Continue)

No.	Item	Practice level		
		M	SD	Meaning
33	The measurement and evaluation evaluated on behavior status.	4.10	0.69	high
34	The test corresponds to the content of the course.	4.14	0.67	high
35	Tests could assess learners' knowledge well.	4.09	0.66	high
36	The measurement and evaluation were in accordance with the objectives of the course.	4.13	0.66	high
37	The measurement and evaluation had variety platform.	4.10	0.70	high
	Total	4.11	0.69	high
	Total	4.13	0.71	high

Table 1 showed that the current situation of learning management consists of four parts: curriculum, instructional management, instructional media, measurement, and evaluation. The total average score of state on learning management was at high level of practice (M = 4.13; SD = 0.71). When considered each four parts, the total average of state on four parts were at high level with (M = 4.12, SD = 0.76; M = 4.15, SD = 0.71; M = 4.13, SD = 0.71; M = 4.11, SD = 0.69) respectively. There was still a part of content, mainly has outdated teaching media, course of conduct didn't have the ability to engaged in ideological and political work, courses do not have to cultivate the students' scientific research ability and work ability, the teachers did not use different tools and teaching methods, test and evaluate the learner's knowledge can't very well.

4.2 The analysis result of problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to 287 students' opinions as shown in table 2.

Table 2: The result of problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to students' opinions.

No.	Item	Problem level		
		M	SD	Meaning
	Curriculum			
1	This course had learning management efficiency for learners.	2.10	0.82	low
2	This course had master knowledges that suitable for Ideological and political education.	2.09	0.85	low
3	This course aimed to improve independent thinking for learners.	2.15	0.85	low
4	This course aimed to improve the ability to analyze and solve problems for learners.	2.09	0.84	low
5	This course had the basic ability to engage in Ideological and political work.	2.07	0.88	low
6	This course had mastered the basic methods of document retrieval and data inquiry.	2.14	0.90	low
7	This course cultivated certain scientific research and work ability.	2.1	0.86	low
8	This course cultivated learners' world outlook on life and values.	2	0.90	low
9	This course had the basic theory of Marxism and professional knowledge of Ideological and political education.	2	0.90	low
10	This course engaged in Ideological and political work in party and government organs, schools, enterprises, and institutions.	2.04	0.86	low
	Total	**2.08**	**0.87**	**low**
	Instructional management			
11	Teachers could choose teaching methods that were appropriate for the level of knowledge and age of the learners.	2.05	0.86	low
12	Teachers could choose teaching methods that were appropriate for this course.	2.10	0.91	low
13	Teachers used variety of teaching methods.	2.11	0.88	low
14	Instructional management for this course had efficiency and effectiveness.	2.06	0.85	low
15	Teachers used variety of technology.	2.13	0.87	low

Table 2: (Continue)

No.	Item	Problem level		
		M	SD	Meaning
16	Instructional management includes formulating the teaching work plan.	2.05	0.87	low
17	Teachers clarified the teaching work objectives.	2.09	0.88	low
18	Teachers ensured the instructional plan for teaching.	2.09	0.90	low
19	Teachers could teach step by step and could make learners' learning ability.	2.08	0.86	low
20	Instructional management ordered operation of teaching work.	2.06	0.83	low
21	Instructional management showed strengthen the management of teachers' teaching quality.	2.07	0.86	low
22	Instructional management could improve independent thinking for learners.	2.08	0.87	low
23	Instructional management could improve the ability to analyze and solve problems for learners.	2.07	0.86	low
	Total	**2.08**	**0.87**	**low**
	Instructional media			
24	Instructional media had benefits to improve independent thinking for learners.	2.12	0.89	low
25	Instructional media had benefits to improve the ability to analyze and solve problems for learners.	2.13	0.86	low
26	Instructional medias were appropriate for the level of knowledge of learners.	2.10	0.86	low
27	Instructional medias were appropriate for content and leaners.	2.09	0.86	low
28	Instructional media were relevant with the purpose of Ideological and Political education course.	2.04	0.83	low
29	Instructional media were up to date.	2.16	0.87	low
30	Instructional media had variety type such as multimedia, PPT, textbooks, teaching videos, etc.	2.05	0.87	low
	Total	**2.10**	**0.86**	**low**
	Measurement and evaluation			
31	The measurement and evaluation evaluated on learners' learning process.	2.14	0.88	low

Table 2: (Continue)

No.	Item	Problem level		
		M	SD	Meaning
32	The measurement and evaluation evaluated on ideological status.	2.14	0.89	low
33	The measurement and evaluation evaluated on behavior status.	2.15	0.89	low
34	The test corresponds to the content of the course.	2.10	0.87	low
35	Tests could assess learners' knowledge well.	2.12	0.86	low
36	The measurement and evaluation were in accordance with the objectives of the course.	2.11	0.84	low
37	The measurement and evaluation had variety platform.	2.10	0.88	low
	Total	**2.12**	**0.88**	**low**
	Total	**2.09**	**0.87**	**low**

Table 2 showed that the problems of learning management consisted of four parts: curriculum, instructional management, instructional media, measurement, and evaluation. The total average score of state on learning management was at low level of practice (M = 2.09; SD = 0.87). When considered each four parts, the total average of state on four parts were at low level with (M = 2.08, SD = 0.87; M = 2.08, SD = 0.87; M = 2.10, SD = 0.86; M = 2.12, SD = 0.88) respectively. In the survey, it is found that there are certain problems in the four parts of learning management. This course needs to improve independent thinking for learners. Instructional management teachers should use variety of technology. Instructional media update is not timely, outdated equipment. The method of measurement and evaluation is backward, and the thought and behavior of students are not evaluated.

4.3 The analysis result of state and problem on learning management on Ideological and political education courses in Xinzhou Teachers University according to 7 teachers' opinions.

A summary is made based on content analysis and focus group with in-depth interview according to 7 teachers' opinions. The major of Ideological and Political Education mainly sets up courses such as principles and Methods of ideological and political education, scientific socialism, political economy, Marxist Philosophy, History of Chinese Philosophy, pedagogy, and history of Ideological and political education of the Communist Party of China. In the interview, 7 teachers all think the curriculum is reasonable. Teachers mainly adopt practical teaching method, traditional teaching method, theoretical teaching method, multimedia teaching and other methods when teaching. Among the 7 teachers interviewed, 3 teachers thought the instructional

management was unreasonable, and 4 thought the instructional management was reasonable. In teaching, teachers usually use PPT, projection, cases, books and other teaching tools and media. Among them, 2 teachers think teaching tools and media are unreasonable, and 5 teachers think teaching tools and media are reasonable. In terms of measurement and evaluation, the method of "daily performance and final examination" was mainly adopted. Two teachers thought that the method of measurement and evaluation was unreasonable, and five teachers thought that the method of measurement and evaluation was reasonable.

Through the interview survey, the following problems are found in the current learning management: the teaching method is slightly single; Outdated equipment; Lack of practice and practice; Students' enthusiasm for learning is low; There is a heavy form of class, light effect; Not combining book knowledge with reality. There is a phenomenon of seeking more and more in class content, knowledge is too superficial; In the teaching content of the book knowledge and extracurricular knowledge and interests, and the content of the textbook and students in high school related subjects interlaced, overlapping, so that students lack freshness to the course. The examination method is relatively single, lack of examination of students' comprehensive quality and ability; Do not pay attention to the improvement of students' comprehensive quality and ability. The solutions to these problems were as follows:

1. Combine teaching materials with PPT and other new media.

2. Combine regular scores with final exams and add essay writing as appropriate.

3. The combination of book knowledge and reality to explain.

4. Combine theory with practice, effect and form are equally important in class

5. The evaluation of ideological and political education can make use of the technical advantages of the network. The evaluator can use the digital information processing technology to carry out the terminal intelligent evaluation, which makes the evaluation of ideological and political education more flexible and rapid.

6. Teaching methods: using experiential, situational teaching, case teaching method.

4.4 To propose guidelines for Ideological and political education courses in Xinzhou Teachers University.

In view of the problems and current situation of learning management of Ideological and political education major in Xinzhou Normal University, better learning management can improve the quality of education. This paper gives practical suggestions from four aspects: curriculum, instructional management, instructional media, measurement and evaluation.

1. Improve the curriculum and stimulate students' interest in learning. (Lin Yu, 2015) first, we should reasonably set up courses and arrange suitable courses for students according to the acceptance ability of students in each grade. The difficulty of courses leads to low learning

efficiency and poor effect. Secondly, we should optimize the course selection mechanism, reasonably arrange professional courses and elective courses, and let students independently choose public compulsory courses, professional compulsory courses, public elective courses and professional elective courses.

2. Improve the quality of instructional management and promote students' autonomous learning. According to Wang Lirong' s point of view, curriculum teaching should change the original single and passive teaching method of "one-way transmission of subject knowledge", establish and form diversified teaching methods, so as to fully mobilize and give full play to students' subjectivity and enable students to study actively and with personality (Wang Lirong, 2015) therefore, the combination of systematic teaching, discussion, teacher-student Q & A, case analysis and behavior experience can be used to strengthen the interaction between teachers and students; We can also arrange appropriate social practice activities in combination with the course content to enhance students' ability to integrate theory with practice and improve their comprehensive quality.

3. Introduce and expand instructional media and use multimedia teaching to realize modern teaching management. It is mainly reflected in investing a lot of new teaching media and equipment; Online education resources can be used to carry out online learning. Improve the teaching media facilities and update them in time.

4. Improve the measurement and evaluation mechanism and improve students' learning motivation. According to Wang Qin (2021), with the deepening of the new curriculum reform, the summative evaluation model is no longer suitable for the new educational environment, so there is the emergence of the process evaluation model (Wang Qin, 2021) therefore, we should establish an all-round assessment mechanism, pay attention to the final examination results, but also pay attention to the ideological and behavioral status of students; We should establish a variety of evaluation methods, combine self-evaluation, student mutual evaluation and teacher evaluation, and constantly update the evaluation system.

5. Discussion

5.1 This study needs to explore four aspects of learning management, including curriculum setting, instructional management, instructional media, measurement, and evaluation. Learning management should provide a variety of functions, such as personal guidance, collaborative monitoring, discussion group management, troubleshooting, test paper management, homework management, achievement management and learning progress management (Yu Shengquan, Chen Tian, 2002)

5.2 Through the questionnaire survey, it is found that there are problems in the curriculum setting of ideological and political education, mainly reflected in the students' opinion that the

curriculum setting cannot timely cultivate students' scientific research and working ability and cannot enable students to timely master the basic methods of literature retrieval and data query.

5.3 Through the questionnaire survey, it is found that there are problems in the instructional management of ideological and political education. Some students think that teachers cannot adopt various teaching methods and use various teaching tools in teaching, and teachers cannot choose the teaching method suitable for this course. The results have consistency with Liu Ming's results, he points out that the instructional management is "the school managers according to the teaching principle, teaching plan and the requirements of teaching outline, according to the laws of the teaching work, use these theories, on all aspects of the teaching, reasonable combination, the elements and the link to the through planning, organizing, check, summary, such as management link, Promote the normal and efficient operation of teaching work "(Liu Ming, 1997).

5.4 According to the survey, there are still many students who think that teachers seldom use the latest instructional media when teaching, and many students think that instructional media has problems in improving learners' ability of independent thinking, analysis and problem solving. The research results with something in the "thought morals tutelage and legal foundation practice" content have consistency, she thought: PPT courseware, insert and use DV, MP3, flash, etc., use the media video and film, give full play to the multimedia sound, light, electricity, the advantage of "all-round" and "depth", make classroom teaching more intuitive, informatization; Fully mobilize students' senses, enhance their intuition and objectivity, and improve the attraction and appeal of this course, so that every student can truly access the most profound philosophy of life, the most appropriate enlightenment of life, the most thorough perception of life and the most touching life experience (Wang Na, 2019).

5.5 Through investigation and research, it is found that some students think that the assessment method cannot properly assess students' ideological and behavioral status and cannot comprehensively evaluate learners' knowledge. Educational measurement plays an important role in talent selection, teaching students according to their aptitude, educational evaluation, and educational research (Gu Mingyuan, 1998). Specifically, educational measurement is a quantitative measurement of students' learning ability, academic achievement, interest, moral character, physical quality, and many problems in educational measurement.

6. Conclusion

Through the research, the ideological and political education in Xinzhou Normal University is generally good in learning management, which is suitable for most students. However, there are some problems in curriculum setting, instructional management, instructional media, and assessment methods. Many students think that ideological and political education courses have

some problems in cultivating students' scientific research and working ability and making students master the basic methods of literature retrieval and data query. Some students think that teachers should not adopt various teaching methods and use various teaching tools in teaching. There are also many students who think that teachers seldom use the latest instructional media and only limit themselves to traditional teaching. In addition, some students think that the assessment method cannot well assess students' ideological and behavioral status and cannot comprehensively assess the knowledge of learners. In view of these problems, some suggestions on curriculum setting, instructional management, instructional media, assessment, and evaluation are put forward.

7. Recommendations

There were some suggestions based on the findings:

7.1 Effective measures to improve the style of study: strengthen the construction of teachers, improve the teaching level of teachers; Strengthen academic exchanges, open more elective courses, and lectures; Strengthen student management, serious classroom discipline and attendance; Actively organize extracurricular interest groups, etc.

7.2 Adopt a variety of teaching methods for teaching. Teachers should adopt interactive teaching methods such as discussion, debate, case analysis and situation setting. Carry out extra-curricular study and social practice activities to carry out teaching. In teaching, teachers should pay attention to classroom discussion, pay attention to the cultivation of innovative thinking, and be familiar with the frontier knowledge in the subject field and apply it.

7.3 The aspects that teachers should improve include innovative spirit, teaching level and academic level.

7.4 Strengthen practical teaching. The quality of ideological and political education curriculum can be improved through the way of "connecting theory with practice, answering the key, difficult and hot issues that we care about"; Advanced information zed teaching methods should be adopted. Teaching content should be based on social hot issues concerned by the public and close to the actual study and life of college students. 'Teaching content should be updated frequently and keep pace with The Times.

7.5 Improve the assessment system. It is the way to improve teaching objectives that should be "reformed and graded".

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