

RESEARCH ON MIXED TEACHING MODE OF IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES UNDER THE BACKGROUND OF "INTERNET +"

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ABSTRACT

The ideological and political course in Colleges and Universities undertakes the main task of ideological and political education and Marxist theory education for students. It is an important practical form of national ideological construction and also the main channel to help students establish Marxist world outlook, outlook on life and values. This paper describes the research background of ideological and political courses in Colleges and Universities and the role of mixed teaching mode in ideological and political courses in Colleges and Universities, and constructs a mixed teaching mode of ideological and political courses in Colleges and Universities under the background of "Internet +". It has important reference value for improving the teaching methods and contents of ideological and political courses, and enhancing the effectiveness of ideological and political education.

Key Words: "Internet+"; Ideological and Political Courses in Colleges and Universities; Mixed Teaching Mode.

1. INTRODUCTION

Ideological and political course is the key course to implement the fundamental task of building morality and cultivating people, and its role cannot be replaced. In January 2015, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Further Strengthening and Improving the Propaganda and Ideological Work in Colleges and Universities under the New Situation, emphasizing that colleges and universities, as the frontiers of ideological work, shoulder the important task of learning, studying and publicizing Marxism, cultivating and carrying forward the core socialist values, and providing talent security and intellectual support for the realization of the Chinese Dream of the great rejuvenation of the Chinese nation. Colleges and universities should focus on strengthening the construction of network positions, strengthen ideological and political education, constantly strengthen the confidence of teachers and students in the path, theory and system of socialism with Chinese characteristics, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique and aesthetics. In July 2015, the State Council issued the guiding opinions on actively promoting the "Internet +" initiative, which is an important sign of promoting the expansion of the Internet from the consumption field to all fields. Since then, all walks of life have been exploring the application of "Internet +". Under this background, the traditional ideological and political education and teaching are bound to be challenged [1].

On this basis, how to make the online teaching method a useful supplement to classroom teaching and give full play to the guiding role of teachers and the initiative of students has become a common problem that needs attention in the current curriculum reform, thus creating a mixed

teaching mode of ideological and political courses. The so-called mixed teaching mode of ideological and political course refers to that teachers of ideological and political course in colleges and universities can not only organize online learning through the network, but also rely on the network to complete teaching activities such as preparing lessons, assigning homework, correcting homework and answering questions; In addition to classroom learning, students can independently carry out online learning, homework completion, discussion and cooperation, question answering and puzzle solving and other learning activities after class. This model can not only give play to the leading role of ideological and political teachers in guiding, enlightening and supervising the teaching process, but also give full play to the initiative, enthusiasm and creativity of students as the main body of the learning process.

2. THE ROLE OF MIXED TEACHING MODE IN IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES

2.1 "Double main" teaching mode

The effective combination of online teaching and traditional classroom teaching of ideological and political courses in colleges and universities is conducive to the realization of the "double main" teaching mode. The effective combination of online teaching and traditional classroom teaching of ideological and political courses in colleges and universities is conducive to the realization of the "double main" teaching mode. "Double main mode" refers to a practical teaching mode that not only plays the leading role of teachers, but also plays the main role of students, that is, students can effectively participate in learning together in the teaching under the guidance of teachers. The traditional ideological and political class is prone to teachers' "one-word teaching" and "indoctrination teaching", which is difficult to continuously stimulate students' interest in learning. The effect of listening to the class is low, and even students are tired of learning. Even if teachers want to mobilize students to participate in teaching, but limited to classroom time, space, student number, teaching tasks and other factors, they can not really mobilize students to actively participate in the classroom.

Online teaching breaks the barriers of traditional teaching time and space, effectively arouses students' interest in learning, has a high degree of classroom participation, and students' dominant position is also guaranteed. However, this teaching mode has its drawbacks. In the process of learning, students will be distracted by other information on the network; The "double main mode" is a new teaching mode which makes up for the shortcomings of the above two modes and absorbs the advantages of the two teaching modes. Therefore, research on how to effectively combine online teaching with classroom teaching can better realize the "dual main teaching" [2].

The mixed teaching mode focuses on the communication and interaction between teachers and students, which makes the ideological and political course a melting pot for students' ideological collision, expands the capacity of the ideological and political course, improves the efficiency of the ideological and political course, fully reflects the main body of teachers and students, and then enlivens the ideological and political course, truly realizes the ideological inspiration and viewpoint collision, and effectively solves the problems of students' low attention and attendance.

2.2 Changing teaching methods and optimizing teaching contents

Online education has broken the gap between time and space in traditional education forms, and achieved the teaching effect that traditional teaching methods are difficult to activate knowledge

and expand teaching ideas. However, there is a problem that it is difficult to control students' concentration, and innovation in teaching forms is imminent. The mixed teaching mode has the characteristics of interactivity, innovation, and mixing. By restructuring the teaching concept and method, it can effectively break the inherent form of the traditional ideological and political classroom full of indoctrination, so that science and technology can maximize the efficiency of education and teaching, and achieve the goal of mutual benefit between teaching and learning. In the traditional ideological and political course teaching, teachers only use short videos, PPT and other multimedia teaching methods to teach. There is less interaction between teachers and students, and students learn more passively. The mixed teaching mode is a teaching mode that combines online teaching and classroom teaching in a three-dimensional way. It belongs to the mixed learning mode of autonomous learning and collaborative learning, including early introduction, learning detection, resource sharing, interactive discussion and other links. It realizes multi-directional interaction between teachers and students through student interaction, human-computer interaction and other communication methods, and integrates teaching and discussion, Maximize the presentation of collaborative learning results, and ensure the emotional exchange between teachers and students as well as the humanistic experience of classroom teaching [3].

The teaching effect of ideological and political course is different from other courses. It not only requires students to master relevant theoretical knowledge, but also requires students to "really understand", "really believe" and "really act" on relevant theories. In this regard, the appeal of teachers' teaching is very important. It is an important way to improve the quality of teachers to share excellent classroom teaching videos on the network through network resources through teaching by excellent teachers with outstanding teaching ability and strong appeal, supplemented by rich content and diverse forms of teaching resources, to realize the expansion of high-quality classroom resources in time and space, and to strengthen communication and cooperation between teachers.

3. DESIGN OF MIXED TEACHING MODE OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF "INTERNET+"

The mixed teaching and learning under the network environment mainly consists of four main links: the design of constructive learning environment, online teaching, classroom teaching and teaching evaluation. (as shown in Figure 1)

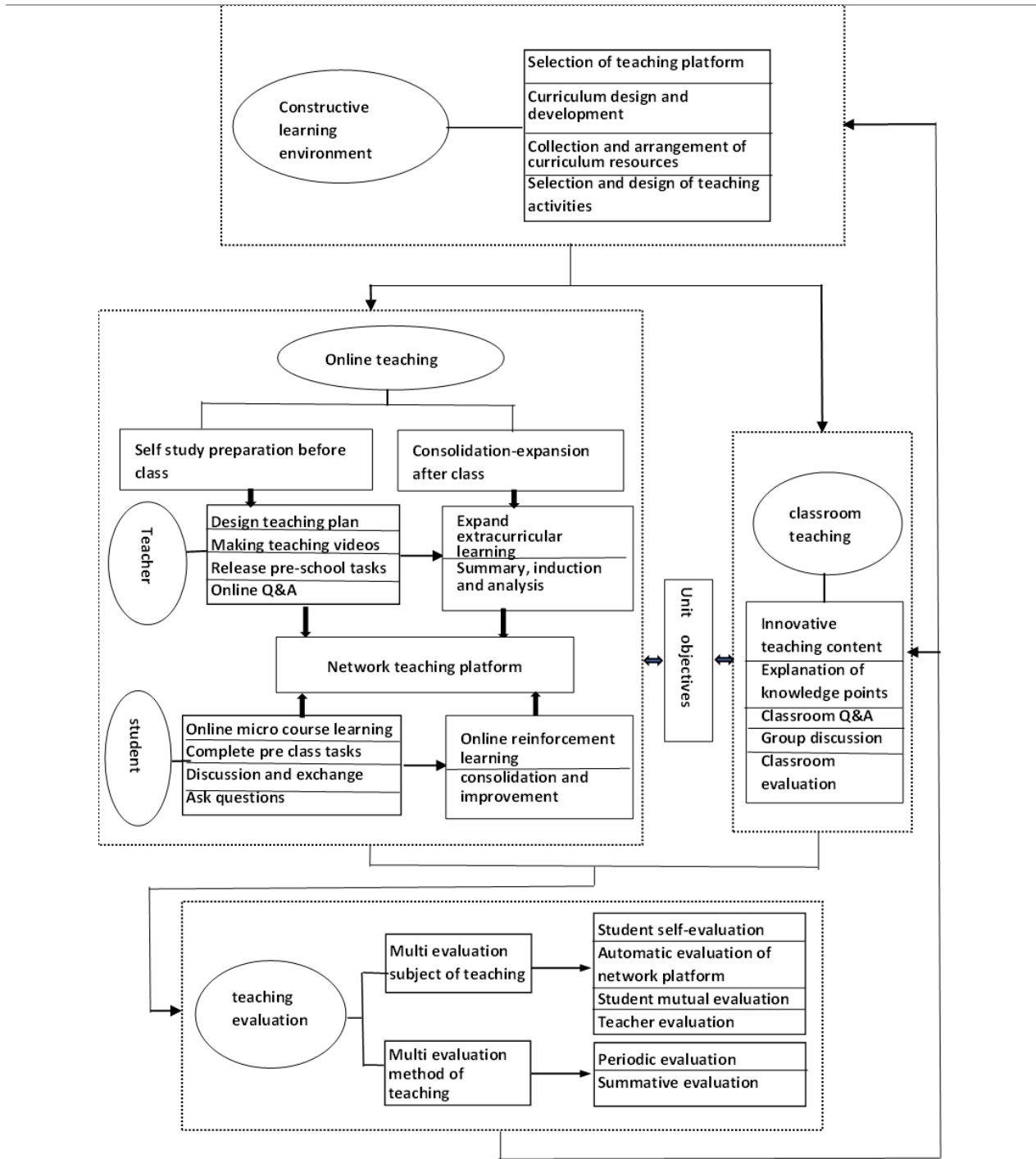


Figure 1. Mixed teaching process model of ideological and political course in colleges and universities

3.1 The design of constructive learning environment

3.1.1 Selection of network teaching platform

At present, more than 80% of colleges and universities in China have built campus networks with advanced equipment and complete functions and access to the Internet. The popular online teaching platforms and tools include Tsinghua Online Education Platform, Superstar Platform, China University MOOC, Wisdom Tree, Learning Link, Nailing, Tencent Conference, etc. These platforms and tools have their own characteristics and advantages, including video live broadcast, live broadcast playback, PPT push, screen sharing, classroom feedback, classroom discussion, issue questions and other functions. By selecting high-quality and appropriate curriculum resources, teachers not only alleviate the problem of students' lack of rich paper textbooks to a certain extent, but also create favorable conditions for students to learn independently in the early stage.

3.1.2 Design and development of online courses

The course content with clear objectives and reasonable structure is the basis for carrying out the teaching of ideological and political courses and achieving the teaching objectives. The teaching resource library provides a lot of material resources for teachers to design the course content, and the high-quality online courses provide a good reference for teachers to design the course content. Teachers can also learn from well produced online video teaching resources at home and abroad, and record in person in combination with the actual situation of the school, integrate personalization, further deepen processing, and build a network course resource library with local characteristics for students to learn online.

3.1.3 Collection and arrangement of curriculum resources

Excellent and diversified curriculum resources are the important basis for the mixed teaching of ideological and political courses under the network environment. If the curriculum content is the educational resources used for teachers' teaching and students' learning in the classroom to achieve the teaching objectives, then the curriculum resources are the expanded resources used for students' learning to assist the curriculum content to achieve the teaching objectives. The course content is generally a web-based course consisting of presentation and interactive teaching content, with a certain logical organization structure. The course resources are video, audio, animation, text and other types or composite multimedia teaching micro courseware, which can be both content presentation and explanation type educational resources, and can also be used for teaching evaluation questions, papers and other resources, It can also be some bibliographic indexes used to expand the scope of learning content. The design of course resources is similar to the design of online courses, which can be completed based on the online teaching platform.

3.1.4 Selection and design of teaching activities

Teaching activities are designed for the in-depth development of teaching, such as inquiry problem solving, group cooperation problem solving, group communication and discussion, common question answering, self-testing scheme, homework scheme and homework evaluation. Teaching activities should refer to the designed curriculum objectives, curriculum contents and presentation forms, and be selected and designed according to the teaching progress, that is, related to specific chapter knowledge points. The role of teaching activities is to create specific learning situations for students and strengthen the communication and interaction between teachers, students and

students. Therefore, appropriate teaching strategies are particularly important for the smooth implementation of teaching activities.

3.2 Online teaching based on network

Online teaching based on the network includes the preparation stage of self-study in the early stage and the consolidation and expansion stage in the later stage of classroom teaching activities.

3.2.1 Self-study preparation stage

The online learning in the preparation stage of early self-study is a self-study activity of basic knowledge that students complete through multi-level, multi-dimensional and extensive network teaching platform before flipped classroom. Before the classroom teaching activities, teachers should determine the teaching objectives according to the teaching objects and content, and then determine the teaching plan and activities through the teaching objectives, syllabus and the knowledge structure of the curriculum; Secondly, based on the designed teaching plan and the high-quality teaching resources on the Internet, teachers designed the teaching content and video of this class. Finally, the teacher will upload the prepared teaching videos, courseware and materials to the network teaching platform for students to study independently in advance. At the same time, the teacher will release relevant learning tasks and requirements, and add in classroom tests and unit tests, so that students can carry out targeted exercises.

Students can download and watch the pre-class teaching videos, PPT and other teaching resources provided by teachers through the learning terminal to complete the early autonomous learning and pre-school tasks. In the whole process of autonomous learning, students can record the problems they encounter at any time, and discuss and solve them with teachers and students through the online communication platform or put forward them in the classroom teaching process. They can also collect relevant learning materials from the network or life, upload them to the online teaching platform, complete pre-school tasks or share them with others [4]. Teachers can also provide targeted online guidance for students to learn, help students to basically master the teaching knowledge and content of this chapter in the early stage, and put forward questions for communication and discussion with teachers and other students in the later stage.

3.2.2 Later consolidation and expansion stage

In the later stage of consolidation and expansion, online learning is based on the classroom teaching effect and classroom testing results after the flipped classroom is over, through the integration of online resources at all levels inside and outside the school, such as excellent ideological and political websites of the Ministry of Education and colleges at all levels, websites of the National Patriotism Education Base, digital libraries, online forums, and WeChat public accounts and microblogs of well-known colleges and universities, The special website of ideological and political courses with our own characteristics, online courses and various online teaching platforms created by individuals are used to guide students to carry out extended reading of extracurricular knowledge, online review and testing, interactive communication, etc. Secondly, teachers can experience the red culture and improve students' ability to flexibly use the knowledge they have learned to solve practical problems by carrying out special activities, organizing to watch movies and TV works, and selecting outstanding people around them. Finally, teachers analyze and summarize the teaching activities by reviewing the teaching videos recorded in the classroom,

evaluate the teaching effect, grasp the actual teaching situation at a deeper level, and effectively improve the teaching quality.

3.3 Implementation of classroom teaching

Classroom teaching, namely flipped classroom, is a purposeful classroom teaching process carried out by the ideological and political teachers as the disseminator of classroom knowledge and the guide of students' learning according to the curriculum standards and teaching tasks, mainly including the creation of teaching content, the explanation of knowledge points, the solution of difficult problems, the comprehensive evaluation based on students' achievements, and the discussion and exchange based on students' problems. As the main body of classroom teaching activities, students give full play to their independent thinking ability, independent learning and inquiry ability to cooperate with teachers to complete teaching tasks, so as to improve their own quality. Teachers stimulate students' interest in learning through innovative teaching methods. Under the dual guidance of learning interest and teachers' teaching, students complete the teaching process, achieve the teaching objectives and improve their comprehensive quality [5].

3.3.1 Creation of teaching content

In the design of teaching activities, teachers can make full use of the project team mechanism. According to the teaching arrangement, they can design rich teaching links and forms by grouping, such as situation simulation, role play, questionnaire results feedback, micro video, etc., to decompose and arrange the learning tasks, and implement them to the corresponding groups to complete.

3.3.2 Explanation of knowledge points

According to the teaching arrangement, teachers explain and analyze the key and difficult problems in each chapter of the course, help students internalize the knowledge of independent learning, and find their own learning strategies through reasoning and induction. In the course of teaching, teachers mainly give lectures, assisted by multimedia and other modern educational technology means, such as text, pictures, charts, audio, video and other forms, which are presented to students in a lively and vivid way.

3.3.3 Classroom Q&A

Teachers will focus on answering common problems of students in online learning. If some students raise questions but fail to solve them in discussion, they will give detailed explanations in class.

3.3.4 Group discussion and communication

The teacher assigns the tasks and projects discussed in the class according to the task list and the effect and feedback of online learning. After receiving the task, the learning group will discuss, divide the work, cooperate with each other and complete the task together. The learning group can divide students at the same level into groups, or students at different levels into groups. The specific division criteria are determined according to the difficulty of the discussion topic, student level and other factors. In the process of preparing for discussion, students need to select materials, analyze and design, and solve problems with logical argumentation, so as to form their own views. In the classroom, teachers mainly play the role of coordination and evaluation, scoring individuals and groups according to students' participation and understanding. In class, students' discussion is

a process of understanding, internalizing and practicing their knowledge and skills. Through analysis, cooperation and problem solving, they can exchange different views, and then learn to express and listen. As a learning group to jointly complete a task or project, students communicate, discuss and cooperate with each other to enhance their confidence in completing the task, stimulate their information inquiry behavior, and promote the smooth progress of collaborative learning, so as to complete the second internalization process of learning [5].

3.3.5 Classroom evaluation

In addition to teaching content, teachers can also conduct online tests on the classroom or previous teaching content through the examination module provided by the network teaching platform. The objective question system will automatically give the test results and feedback them to teachers and students. Teachers can adjust the teaching plan of this course or the teaching plan for the next step in time according to students' mastery and learning needs.

3.4 Teaching evaluation design

Teaching evaluation is an activity that judges the value of teaching process and results according to teaching objectives and serves for teaching decision-making. It has a scientific judgment on the actual or potential value of teaching activities. In the process of mixed teaching of ideological and political courses in colleges and universities, it is very important to establish and improve a complete and feasible teaching evaluation system.

3.4.1 Multiple evaluation subjects of teaching

The evaluation subjects of teaching diversification include students' independent evaluation, automatic evaluation of network platform, mutual evaluation between students and feedback evaluation of teachers. Among them, the independent evaluation with students as the main body and the automatic evaluation based on the network platform have great practical significance for improving students' sense of participation in the classroom, stimulating students' interest, and timely finding and correcting problems. At the same time, this evaluation method can also promote the cultivation of students' independent inquiry ability and independent thinking ability. As far as teachers are concerned, the independent inquiry based on the network platform can clear the difficulties and obstacles in learning in time, save the evaluation time of teachers, and improve the working efficiency of teachers.

3.4.2 Evaluation methods for teaching diversification

The diversified teaching evaluation methods can be understood from the following two aspects: First, staged evaluation. That is, in the teaching process of ideological and political course, the teachers' subjective evaluation of each student's learning attitude, learning achievements, learning progress and other factors. This evaluation method is conducive to the teachers' timely grasp of the students' staged learning achievements, and timely adjust the teaching plan according to the problems reflected, so as to improve the overall performance of students. Second, summary evaluation. That is, in each stage of the ideological and political course teaching process, such as the mid-term, the end of the term and the test, the school conducts the evaluation of students' mastery of the course and teaching effect. This evaluation method is not only the evaluation of students' learning quality, but also the inspection of teachers' teaching quality and teaching ability. The above two evaluation methods cooperate with each other and complement each other to jointly build a diversified teaching evaluation method system and work together to achieve teaching goals.

4. CONCLUSION

The application of the mixed teaching mode is a powerful measure for the reform and innovation of the ideological and political course in colleges and universities. It not only gives play to the leading role of teachers, but also meets the practical demands of students for course teaching. It effectively improves the effectiveness of ideological and political education in the combination of tradition and modernity. Therefore, the hybrid teaching mode of Ideological and political courses in Colleges and Universities under the background of "Internet +" should focus on the use of educational information technology, the optimization of curriculum design and the improvement of teachers' quality, actively build a network education platform, strive to expand educational resources, and at the same time build a good education environment. Only in this way can we realize the deep innovation of ideological and political education, meet the needs of the times, and cultivate all-round high-quality talents for the society.

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