

Theoretical, Historical, and Practical Logics of Creating Ideological and Political Golden Courses

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ABSTRACT

To create ideological and political golden courses, there is a must to adhere to the theoretical logic of integrating politics, learning rationality, and value, draw on the historical logic of the experience and lessons learned from ideological and political courses in ideological work, and implement the practical logic of online and offline, theory and practice walking in the same direction, and construct new ideological and political education courses according to the situation, advancing with the times, and adapting to the situation, fully exerting the effect of ideological and political education in fostering virtue.

Keywords: *Ideological and political gold course, Theoretical logic, Historical logic, Practical logic.*

1. INTRODUCTION

The work of ideological and political education is becoming a focal point for the struggle for dominance and discourse power in the ideological field, and is increasingly becoming an important battlefield for competing for youth and exporting values. The teaching of ideological and political courses should adhere to the principle of integrating politics, learning rationality, and value, and explore a combination of online and offline teaching modes in terms of teaching format, teaching efficiency, and educational path. We should create new ideological and political courses that are tailored to the situation, progress with the times, and adapt to the situation.

2. THEORETICAL LOGIC FOR CONSTRUCTING THE IDEOLOGICAL AND POLITICAL GOLDEN COURSES

Xi Jinping emphasized that teaching ideological and political courses should "adhere to the unity of political and scientific rationality" and "adhere to the unity of value and knowledge". This indicates that ideological and political courses should be rational. Only by emphasizing the height of politics, the depth of learning, and the warmth of values can students be guided to enhance their political,

theoretical, emotional, and action identification, and truly cultivate qualified socialist builders and successors.

Politics is a course attribute of ideological and political education, which aims to clarify the political stance, direction, principles, and viewpoints of Marxism. Marxism is a theory about the liberation of the proletariat and all mankind, insisting that the proletarian movement is a movement for the benefit of the vast majority of people. In the course of ideological and political education, it is a must to adhere to the basic position of Marxism, take root in the land of China, and clarify the position of cultivating builders and successors for the cause of socialism with Chinese characteristics.

Scientific rationality is a disciplinary characteristic of ideological and political courses, and it is necessary to clarify the professional knowledge and theoretical logic contained in Marxism. "As long as a theory persuades people, it can grasp the masses; and as long as a theory is thorough, it can persuade people." Marxism is a scientific theory that summarizes the essence and laws of the development of nature, society, and human thinking. Marx used the two knives of materialist conception of history and surplus value, from political criticism of the law of timber theft to religious criticism of Jewish liberation, and then to political and economic criticism of real material

interests, especially in the rigorous argumentation of commodities, labor, capital, surplus value, and economic crises, step by step revealing the class opposition between the proletariat and the bourgeoisie, and ultimately proposing the conclusion that capitalism will inevitably be replaced by socialism and the comprehensive free development of human beings.

Value is the value goal of ideological and political courses. It is necessary to fully utilize the key role of ideological and political courses in cultivating students' moral character. The moral education in ideological and political courses should not only be based on reasoning, but also on the exploration and interpretation of reasoning, so that students can form a universal consensus on certain values and shape their values.

3. HISTORICAL LOGIC FOR CONSTRUCTING THE IDEOLOGICAL AND POLITICAL GOLDEN COURSES

Napoleon believed that there are two weapons in the world, the mind and the sword, and in the long run, the sword is always defeated by the mind. The Communist Party of the Soviet Union seized power and established the country when it had 20,000 party members, won the Great Patriotic War against Nazi Germany and consolidated its power when it had 2 million party members, and collapsed when it lost popular support when it had 15 million party members. There are many lessons from the failure of the Communist Party of the Soviet Union, which are the result of the interweaving of various factors, such as the transformation of the governing purpose, the transformation of party members' concepts, and the emergence of privileged thinking. However, it cannot be denied that the ideological degeneration of party members and the failure of the Communist Party of the Soviet Union's ideological work are important reasons. Therefore, there is a must to learn from the lessons of the disintegration of the Soviet Union and the loss of the ruling position of the Communist Party of the Soviet Union, and focus on ideological work from the perspective of the security of the Party and the country.

History is the best textbook and dose of sobriety. The Communist Party of China has always attached great importance to ideological and political theory education. During the Mao Zedong era, the chairman emphasized that ideological and political work was the lifeline. To eliminate feudal,

comprador, and fascist ideas, revolutionary political and ideological education was necessary. During the Deng Xiaoping era, the Central Committee of the Communist Party of China proposed to cultivate new individuals with the "Four Haves" in response to the bourgeois liberalization trend, and to cultivate knowledgeable youth who adhere to Marxism, support socialism, and the leadership of the Party, possessing both moral integrity and professional competence. During the Jiang Zemin era, the Central Committee of the Communist Party of China stood at the height of the strategic deployment of socialist modernization construction to cultivate the ideological and political qualities of young people, and carried out quality education with patriotism, collectivism, and socialist ideology as the soul. During the Hu Jintao era, the Central Committee of the Communist Party of China proposed the cultivation of builders and successors of the cause of socialism with Chinese characteristics around "what kind of people to cultivate" and "how to cultivate people". Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has put forward the goal of "two consolidations" and raised the question of "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people". He has clarified the fundamental task of ideological and political education, which is to reason and cultivate qualified builders and reliable successors of socialism with Chinese characteristics who possess both morality and talent and are well-rounded.

The clear interaction between the Party Central Committee's high emphasis on ideological and political courses and the ideological penetration and value guidance formed by the reasoning of ideological and political courses. During the period of the New Democratic Revolution, ideological and political work played a vital role, and the vast number of young people understood the principles of "who carries the gun" and "why people live", as well as the revolutionary principle that "only the Communist Party can save China". Today, in order to achieve the goal of building a socialist modernized strong country, ideological and political courses still stand at the forefront of cultivating builders of the new era.

4. PRACTICAL LOGIC FOR CONSTRUCTING THE IDEOLOGICAL AND POLITICAL GOLDEN COURSES

In traditional ideological and political classrooms, a considerable number of students are not interested in theoretical learning, presenting a detached state of not being attentive, not speaking, and not causing trouble in the classroom. The main reason is that students are accustomed to being "guests" and not good at "being masters". The main task of the reform of blended teaching of ideological and political courses is to enable students to "give priority to the opposite". The curriculum team promotes the reform of ideological and political teaching from three aspects: ideological and political MOOCs, classroom lectures, and post class feedback, so that ideological and political teaching can move from flat to three-dimensional, forming a teaching system that integrates online and offline teaching and theoretical practice.

4.1 Attracting Attention on Online Courses: Adding Vitality to Current Events in MOOCs

On March 9, 2020, college students across the country attended the same ideological and political course on epidemic prevention and control. Behind the hot classroom is the resounding voice of MOOC construction promoting the transformation and overtaking of ideological and political education. In order to do a good job in the construction of related MOOCs, the course team has carefully prepared from three aspects: resource selection, learning objectives, and operation and maintenance.

In terms of resource selection, the course team carefully selects high-quality online MOOCs based on five criteria: MOOC videos, teaching texts, in class quizzes, assignments, and online discussions, responding to contemporary issues and building MOOCs on the basis of addressing student confusion and the latest achievements in the subject.

In terms of learning objectives, MOOC learning is for students to master basic knowledge and concepts, and understand world history and current events before classroom lectures. In addition to drawing on existing courses, MOOC learning resources also need to construct a teaching lineage that is close to students' discourse system through a

large number of resource forms such as images, audio and video, and text, striving to help students establish a knowledge and value system based on the refinement of knowledge points.

In terms of operation and maintenance, the course team forms a Q&A team through course discussion forums, WeChat groups, QQ groups, and MOOC mini programs. The MOOC discussion is divided into three sections: teacher Q&A area, classroom communication area, and comprehensive discussion area, which answer course related questions that college students are concerned about and feel confused about. This requires teachers to constantly pay attention to learners' questions and provide timely answers, as well as to respond promptly to situations outside of learners' learning.

4.2 Touching the Soul in the Classroom: Showcasing a New Look by Focusing on the Students

On the basis of students completing MOOC learning, offline teaching can deepen problem explanation and arrange deeper learning discussions. Offline teaching "touches the soul" and requires more efforts in problem selection, teaching participation, and tool assistance.

Awareness of presenting new knowledge and problems should be strong, and teachers should choose to reflect the characteristics of the times and the focus of students' attention. Because students have already completed MOOC videos before class and have a certain understanding of basic knowledge, classroom knowledge presentation can deepen discussions on some challenging and controversial topics. When teaching value evaluation, using the controversy over marriage dowry standards as a reference, discuss and compare value standards such as materialism, hedonism, moralism, and utilitarianism, analyze whether one has the above values from a reverse perspective, and summarize the long-term significance of personal beliefs and core values for the country and society.

Teaching participation should be high, promoting close connections between teachers, students, and classroom themes. Teaching is not a passive accumulation of rational knowledge, nor is it a one-way purely logical argument, but rather a demonstration of social reality using principles from textbooks. Teaching demonstration should pay attention to selecting demonstration methods based on knowledge types. For procedural

problems, emphasis should be placed on demonstrating the steps and procedures for implementing the problem; For outcome related problems, it is necessary to describe the ideal goal, describe the resources one possesses, identify pain points that affect the value goal, and develop a plan to alleviate these pain points. Based on this, teachers can predict possible outcomes and promptly improve conditions that may lead to negative results.

Information assistance tools are needed to achieve efficient classroom interaction and learning data management. By using information tools such as mobile devices to serve teaching, firstly, it adapts to the characteristics of students' network natives, and fully mobilizes their classroom enthusiasm through online means such as bullet comments and screen mirroring, achieving collision and confrontation of different ideas. Secondly, the teaching process has been documented, and the backstage learning data can serve as the basis for classroom performance and grade assessment. Thirdly, it is to achieve evidence-based teaching reform, with accurate course feedback data to help teachers and students effectively improve their teaching and learning behaviors.

4.3 *Getting a Reflection after Class: Cognition and Practice Moving in the Same Direction*

The ideological and political teaching model not only helps students master theoretical content, but also aims to guide them to understand its guiding role in understanding and transforming the world, making it a true guide for creating a better life.

Firstly, combining early warning with knowledge review can help students enhance their cognitive abilities through self-examination. Teachers set warning standards for students' learning behavior online. Once a student's learning behavior triggers the warning standards, the system will automatically issue a prompt to alert the student. MOOCs present current events, basic knowledge, and extend theoretical depth in classroom teaching. Knowledge review should integrate the breadth of current events, the foundation of foundation, and the depth of theory. It is not enough to rely solely on homework and testing. Keywords and sentences can also be used for classroom review, supplemented by peer feedback and teacher feedback, and finally form a written summary. Learning warning and knowledge review can help students identify weak areas in

their knowledge, deepen their understanding of Marxist worldview methodology, and learn to understand the world with a broader perspective and broad mindedness.

Secondly, the combination of theoretical teaching and campus practice enables students to understand the responsibilities of life through practical teaching. Ideological and political courses not only teach students to understand the real world, but also guide them to think about what the world should be like and what they can do for the ideal world. To this end, the course team closely designs a series of practical teaching activities around the classroom theme, such as a collection of a hundred confusing questions, a survey of college students' religious beliefs, a survey of social conflicts, a classic reading competition, an activity of "singing for the motherland", a hero portrait in students' heart, a red travel sharing, a patriotic microfilm production, etc., allowing students to reflect on their efforts to achieve a better life in warm practical activities and become new era youth who dare to take on responsibilities and shoulder heavy responsibilities.

Thirdly, combining teaching exploration with self-improvement enables teachers to realize their self-worth in teaching reform. The course team has carried out a series of work such as paper writing, project proposal, and teaching competition in the exploration of blended learning reform. The course team has published multiple educational reform papers, and many people have won the Ministry of Education and school level educational reform projects. They have won awards multiple times in the provincial college ideological and political theory course competition, provincial college young teacher teaching competition, and school level teaching competition, forming a good atmosphere of learning by comparison and catching up. The teaching and research abilities and professional sense of achievement of teachers have generally improved.

5. CONCLUSION

Each generation of college students has unique characteristics. The teaching of ideological and political courses should adapt to the changes of students, adapt to the times, and adapt to the situation. By using information technology, networks, and classroom platforms, it is necessary to provide timely and healthy nutrition for college students, so that they can firmly believe in their ideals and responsibilities based on their

understanding of classic texts. Ideological and political courses should be tailored to the situation, responding to the problems of the times according to the "events" of the times. Teaching should closely focus on the national and party conditions, allowing students to understand what is happening in China and the efforts made by the Chinese government and people for this purpose. Ideological and political courses should adapt to the times, rely on the "time" of information to improve teaching efficiency, and use information tools and teaching platforms to enhance students' classroom participation and learning sense. The ideological and political courses are updated according to the trend, relying on the practical "trend" to innovate the path of education. Theoretical and practical innovation is an inevitable requirement for the development of Marxism. The teaching of ideological and political courses should go hand in hand with the "trend" and play a role in fostering virtue through the curriculum.

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