

Core Mission of College Ideological and Political Theory Courses: Solving Students' Practical Concerns

Guishu Li¹

¹ School of Marxism, Shandong Technology and Business University, Yantai 264005, China

ABSTRACT

The nature and purpose of Chinese universities determine that they must undertake the fundamental task of fostering virtue through education and cultivate college students into builders and successors of the socialist cause, which is essential to consolidate China's enduring socialist foundation and sustain the development of the cause of socialism with Chinese characteristics. This is fundamentally premised on college students' firm confidence in the path, theory, system, and culture of socialism with Chinese characteristics. Therefore, college ideological and political courses must focus on solving college students' practical problems, realizing a transformation from one-way teacher indoctrination to two-way teacher-student interaction, and from teachers' monologue to teacher-student resonance. Only in this way can we consolidate college students' ideological foundation of highly recognizing socialism with Chinese characteristics, encourage them to devote themselves to the great cause of building socialism with Chinese characteristics, and contribute to the realization of national rejuvenation.

Keywords: Colleges, Ideological and political theory courses, Practical concerns, Targeted efforts.

1. INTRODUCTION

College ideological and political theory courses (IPTC) are distinctive compulsory courses characterized by strong ideological orientation, prominent political attributes and profound theoretical system. Systematic theoretical instruction is not only the core functional orientation and essential disciplinary characteristics of ideological and political courses, but also the most fundamental teaching methods and educational paradigms adopted by front-line teachers in daily classroom teaching practice. In the long-term teaching process, professional ideological and political teachers guide contemporary college students step by step to establish firm and unwavering belief in Marxism, consolidate noble and enduring common ideals of socialism with Chinese characteristics, and continuously improve students' comprehensive ability to understand social phenomena, analyze complex social contradictions and solve practical life problems by flexibly applying Marxist

standpoints, viewpoints and scientific methodological systems.

Through long-term theoretical accumulation and systematic ideological cultivation, college students can effectively distinguish right from wrong in complex social environments, accurately grasp the primary and secondary contradictions in social development, and gradually form stable and profound political identity, ideological recognition and emotional approval of a series of core socialist theoretical viewpoints and historical conclusions. These core ideological cognitions include the fundamental judgment that "without Marxism's scientific guidance, there would be no birth and development of the Communist Party of China"; that "without the firm leadership of the Communist Party of China, there would be no founding and prosperity of New China"; that "only the socialist system can fundamentally guarantee China's stable development and long-term progress; and that adherence to the path of socialism with Chinese characteristics is the inevitable historical path for realizing the great rejuvenation of the Chinese

nation". These profound ideological perceptions further inspire contemporary college students to take the initiative to participate in national socialist construction practice, actively undertake the youthful mission entrusted by the times, and make steady and due contributions to the continuous advancement of the cause of national rejuvenation.

In order to continuously improve the overall teaching quality and practical educational effect of ideological and political courses, fully implement the fundamental task of fostering virtue through education, and adapt to the new requirements of ideological education in the new era, colleges and universities nationwide have long persisted in promoting continuous and in-depth reform and innovation of ideological and political teaching. In addition to the dynamic updating, timely adjustment and systematic optimization of curriculum teaching content according to the development of the times and social progress, the teaching modes, classroom carriers and presentation methods of ideological and political courses have also been continuously innovated, upgraded and iterated. The teaching form has evolved from the most traditional blackboard writing and manual classroom explanation to multimedia courseware teaching, and further developed and expanded to intelligent online teaching platforms such as Rain Classroom and Chaoxing Learning Platform. In recent years, with the rapid development of digital education technology, artificial intelligence-assisted teaching methods have also been widely applied in ideological and political classrooms, achieving remarkable innovative results in teaching informatization, intellectualization and modernization.

Nevertheless, it is necessary for ideological educators to objectively recognize and soberly reflect on the existing practical problems in current teaching practice. Many long-standing and widespread teaching dilemmas in college ideological and political classrooms have not been fundamentally resolved and eliminated. Typical practical problems include insufficient theoretical persuasion in classroom explanation, inadequate curriculum attractiveness and educational appeal, low student classroom attention rate, insufficient learning initiative and inactive student classroom participation. These chronic problems have long restricted the further improvement of ideological and political teaching quality and hindered the realization of high-efficiency moral education.

In view of these prevalent teaching dilemmas, it is essential to explore and analyze the root causes of the problems from the perspective of theoretical origin and educational essence. As early as 1843, Karl Marx put forward a classic and penetrating judgment in his theoretical work *Introduction to A Contribution to the Critique of Hegel's Philosophy of Right*, which provides a fundamental theoretical answer to the current dilemma of ideological and political teaching reform. He pointed out that "theory is realized in a nation only to the extent that it satisfies the needs of that nation." [1]

This classic Marxist theoretical proposition fully reveals the essential logical relationship between theoretical dissemination and practical demand satisfaction. The scientific theories taught in college ideological and political courses can only be truly recognized, voluntarily accepted and actively internalized by contemporary college students when these theories can effectively respond to students' real ideological confusion, answer their growth doubts and solve their practical life problems. Therefore, the current reform of college ideological and political teaching must squarely face the long-standing practical problem of disconnection between theoretical teaching and social reality, firmly establish a problem-oriented teaching concept, and focus educational efforts on solving college students' practical problems. Only by adhering to this practical teaching orientation can colleges and universities fundamentally improve the practical effectiveness and comprehensive quality of ideological and political education and teaching.

2. INTEGRATING THEORY WITH PRACTICE: THE INHERENT REQUIREMENT OF MARXISM AND THE SOURCE OF ITS ENDURING VITALITY

Marxism is an open, developing and practical scientific theoretical system, and the organic integration of theoretical principles and social practice constitutes the most essential inherent attribute of Marxism, as well as the core fundamental guarantee for the everlasting vitality of Marxist theoretical system. In the preface to the 1872 German edition of *The Communist Manifesto*, Marx and Engels made an authoritative and historical evaluation of the scientific validity and practical guiding value of Marxist basic principles after decades of social development and practical verification. They clearly affirmed that "however

much the state of things may have altered during the last twenty-five years, the general principles laid down in this Manifesto are, on the whole, still perfectly correct” Meanwhile, they emphatically reminded all revolutionary practitioners and theoretical researchers to guard against rigid dogmatic application of theories, and clearly pointed out that “the practical application of these principles, as the Manifesto itself states, must everywhere and at all times be modified in accordance with the historical circumstances then obtaining.”[2]

This profound theoretical exposition fully demonstrates that although the basic principles of Marxism possess universal scientific truth and eternal theoretical guiding significance applicable to all historical periods and all social systems, Marx and Engels always opposed the rigid dogmatization and mechanical rigid application of their own theories. They clearly emphasized that all Marxist theoretical principles must be closely combined with the changing specific national conditions, historical environments and practical situations of different countries and regions in different eras. Only through continuous adaptive integration with specific practice can Marxist theories effectively play their scientific guiding role in social development and historical progress, and fundamentally avoid the negative tendency of theoretical dogmatization and empty theorization.

Similarly, Stalin further summarized and deepened the dialectical relationship between revolutionary theory and social practice in the development of Marxist theory, and clearly pointed out that “theory becomes empty if it is divorced from revolutionary practice, and practice gropes blindly if it is not guided by revolutionary theory.”[3] This dialectical judgment profoundly reveals the interdependent and mutually reinforcing relationship between theory and practice. The scientific nature, truth and practical value of Marxism can never be fully verified and reflected merely through closed theoretical deduction and logical speculation. On the contrary, the theoretical vitality and practical persuasion of Marxism must be continuously tested, enriched, developed and sublimated in the continuous integration with the revolutionary struggle practice and social construction practice of various countries in the world.

The historical evolution process of international socialist movement fully proves this fundamental theoretical rule. On the basis of adhering to the

basic principles of Marxism, Lenin, representing the Russian proletarian revolutionary forces, organically combined Marxist theoretical tenets with Russia’s specific national conditions, historical background and revolutionary practical demands in the early 20th century. Through long-term theoretical exploration and revolutionary practice, he creatively founded Leninism, effectively guided the historic victory of Russia’s October Socialist Revolution, and successfully realized the epoch-making great leap of scientific socialism from theoretical blueprint to realistic social system.

In the course of China’s revolutionary construction and social development, generations of Chinese Communists represented by Mao Zedong have always adhered to the basic standpoints and methodological systems of Marxism-Leninism, organically integrated Marxist-Leninist scientific theories with China’s specific historical context, national conditions and revolutionary practice, and successfully created the important localized theoretical achievement of Mao Zedong Thought. This scientific theoretical system effectively guided the comprehensive victory of China’s new democratic revolution after arduous revolutionary struggles, completely ended the old social situation of national subjugation and national crisis, realized thorough national independence and people’s liberation, and laid a solid political foundation, institutional premise and mass foundation for the founding and stable development of the People’s Republic of China.

These two major epoch-making historical practices in the history of world socialism fully and forcefully verify the strong practicality and open developmental nature of Marxism. As important theoretical achievements formed by the deep integration of Marxist basic principles and specific national practical conditions, Leninism and Mao Zedong Thought not only completely inherit the scientific essence and basic tenets of Marxism, but also fully embody the distinctive theoretical quality of Marxism of advancing with the times, continuously enriching the theoretical connotation of Marxism in different historical periods, injecting continuous innovative power into the development of Marxist theoretical system, and fundamentally maintaining the vigorous vitality and everlasting ideological charm of Marxism.

3. CATERING TO COLLEGE STUDENTS' PRACTICAL DEMANDS: THE ESSENTIAL PREMISE FOR FULLY EXERTING MARXISM'S GUIDING INFLUENCE

Marxist scientific theories have strong practical attributes and people's nature, and the ultimate value of theoretical dissemination lies in guiding practical development and promoting human progress. In their classic theoretical work *The Holy Family* published in 1844, Marx and Engels profoundly expounded the essential relationship between ideological theories and social practice subjects, and clearly pointed out that "ideas alone cannot bring anything to realization; for ideas to be actualized, human beings possessed of practical force are necessary." [4]

This fundamental materialist viewpoint fully illustrates the essential limitations of pure theoretical thinking. Although Marxism is a rigorous, systematic and complete scientific theoretical system that reveals the objective laws of social development and depicts the grand blueprint of human social progress, these advanced ideological achievements can never be automatically transformed into realistic social progress and historical development results without practical subjects who actively learn, accept, internalize and apply the theories. If scientific theories are separated from practical human subjects, they will completely lose their practical guiding value and social transformation function, and eventually become empty and rigid scholastic philosophy divorced from real social life.

Based on this profound theoretical cognition, Marx and Engels always attached extremely high importance to the important educational function of scientific theories in enlightening the masses, arming people's minds and guiding social practice. Through comprehensive investigation, in-depth analysis and scientific research on the class structure and social contradictions of capitalist society, they accurately grasped the revolutionary attributes and historical missions of different social classes, and drew a classic revolutionary conclusion: "of all the classes that stand face to face with the bourgeoisie today, the proletariat alone is a really revolutionary class. The other classes decay and finally disappear in the face of Modern Industry; the proletariat is its special and essential product." [5] The fundamental reason why the

modern proletariat actively recognizes, accepts, learns and practices Marxist theories is that Marxism, as a scientific ideological weapon and cognitive tool, accurately reveals the operating laws of capitalist society, profoundly analyzes the root causes of class exploitation and social opposition, and clearly points out the correct historical direction and concrete strategic paths for the thorough liberation and fundamental emancipation of the proletarian class.

This theoretical logic is equally applicable to the ideological education and growth training of contemporary college student groups in Chinese universities. For modern college students, Marxism is inherently scientific, advanced and universal, but the scientific value and educational significance of Marxist theories can never be automatically realized in the field of university ideological education. If college students cannot truly recognize, accept and identify with Marxist theories, cannot internalize theoretical viewpoints into their own value concepts and ideological beliefs, and cannot externalize theoretical cognition into daily behavioral norms and practical actions, then even the most advanced scientific theories will lose their educational significance and practical value for individual growth.

Conversely, only when contemporary college students truly accept and recognize Marxist scientific theories, consciously internalize theoretical essence into their spiritual world and actively apply Marxist standpoints and methods to guide their own study, life and growth practice, can young students gradually grow into qualified builders and reliable successors of the socialist cause, and can the ideological guidance value, educational function and practical effectiveness of Marxism be fully exerted in college ideological education.

In the process of college ideological and political teaching reform, the core problem that needs to be solved urgently is how to establish a stable, effective and endogenous connection between ideological and political courses and contemporary college students' growth needs, so as to realize the organic integration of theoretical teaching and student development. Marx's classic exposition on human behavioral motivation and interest demand provides an essential theoretical basis for solving this problem. Marx clearly pointed out that "everything for which man struggles is a matter of his interest." [6] He further emphasized the inherent unity between ideological cognition

and practical interests, and warned that “once ‘ideas’ separate themselves from ‘interests’, they are bound to make themselves ridiculous.”[7]

From the dual perspective of national educational strategy and individual student development, college ideological and political teaching contains two complementary value logics. From the perspective of national talent training strategy, the state sets up compulsory ideological and political courses in all colleges and universities, aiming to implement the fundamental task of fostering virtue through education, adhere to the correct political orientation of higher education, and cultivate high-quality young talents who are loyal to the Party, the country and socialism. This educational goal is clear, explicit and consistent throughout the development of higher education.

From the perspective of individual growth of contemporary college students, young learners participate in ideological and political course learning with reasonable, legitimate and positive practical expectations. Students hope to obtain ideological guidance, cognitive improvement, growth inspiration and problem-solving methods from ideological and political courses to help them resolve ideological confusion, growth anxiety and practical difficulties in the process of university study and life. This kind of learning demand conforms to the objective law of youth growth and is an objective and realistic educational demand that must be fully respected.

The core key to improving the quality and effectiveness of ideological and political teaching lies in accurately grasping the practical interests and real growth needs of college students, effectively solving students’ realistic ideological and life problems, and enabling students to obtain real growth gains and cognitive promotion from course learning. When ideological and political teaching can truly respond to students’ practical demands and solve their real puzzles, it can effectively stimulate students’ subjective initiative, active learning enthusiasm and spontaneous classroom participation willingness, thus fundamentally improving the practical effect of ideological and political teaching. Only in this way can ideological and political teaching realize the profound transformation from teachers’ unilateral indoctrination to two-way interactive progress between teachers and students. If ideological and political teaching is divorced from students’ practical growth needs and ignores students’ realistic puzzles and interests, it will be difficult to

reverse the long-standing negative stereotype of ideological and political courses as “easy courses”, and difficult to get rid of the awkward educational dilemma of unilateral teacher enthusiasm and passive student acceptance.

The profound educational logic contained in the leadership experience of China’s democratic revolutionary period can also provide valuable historical enlightenment for modern college ideological and political teaching reform. In 1948, based on the profound summary of the revolutionary united front work experience during the democratic revolutionary period, Mao Zedong systematically expounded the essential conditions for realizing effective class and political party leadership: “For a class or party in the position of leadership to achieve leadership over other classes, strata, parties and people’s organizations, it must fulfil two conditions: (a) It must lead the led (the allies) in resolute struggle against the common enemy and win victories; (b) It must provide the led with material benefits, at the very least not harm their interests, and at the same time give them political education. Without both of these conditions or lacking either one, leadership cannot be achieved.”[8]

During the arduous revolutionary years, the Communist Party of China always adhered to the fundamental principle of putting the people’s interests first, thoroughly abolished the feudal landownership system that oppressed peasants, implemented the land revolution policy of distributing land to farmers, enabled the broad peasant masses to obtain the most core and fundamental material interests, and thus established a solid worker-peasant revolutionary alliance, effectively consolidated the proletarian revolutionary leadership, and laid a solid mass foundation for the victory of the Chinese revolution.

By analogy, the educational logic of IPTC is consistent with the revolutionary leadership logic of adhering to practical interests and solving realistic problems. Contemporary college ideological and political teaching can only continuously activate the enduring vitality of Marxist theoretical guidance and give full play to the educational function of Marxism in cultivating people, by closely focusing on the practical growth needs of college students, accurately responding to young people’s realistic puzzles, and solving students’ practical problems with scientific Marxist theories and methods.

4. PRACTICAL STRATEGIES FOR IPTC TO RESOLVE COLLEGE STUDENTS' PRACTICAL PROBLEMS

The improvement of ideological and political teaching quality and the realization of precise educational effect cannot be separated from the professional literacy, teaching ability and active responsibility of front-line teachers. As the dominant subjects of classroom teaching and the main implementers of moral education tasks, ideological and political teachers must continuously improve their comprehensive professional capabilities, accurately grasp the core direction of teaching reform, take the initiative to reform and innovate in teaching practice, and focus on solving students' practical growth problems with targeted teaching strategies.

First of all, teachers shall consolidate professional literacy and upgrade comprehensive instructional capabilities. High-quality education originates from high-quality teachers, and only excellent teachers can deliver excellent courses. As the disseminators of the Party's innovative theories, the inheritors of advanced ideological culture and the guides of college students' growth, ideological and political teachers must adhere to the principle of self-improvement and self-strengthening, and constantly temper their professional internal skills and theoretical foundation.

On the one hand, teachers must systematically consolidate the basic theoretical foundation of Marxism, comprehensively master the complete theoretical system of Marxist basic principles, and thoroughly understand the theoretical connotation, spiritual essence and practical requirements of the sinicized and modernized theoretical achievements of Marxism in different historical periods. Teachers need to form a holistic, systematic and three-dimensional theoretical cognitive framework, accurately interpret the core viewpoints and classic assertions in Marxist classic works, and establish solid professional theoretical literacy, which constitutes the most fundamental core professional competence of ideological and political teachers.

On the other hand, more importantly, teachers must focus on cultivating their practical application ability of Marxist theories, that is, the comprehensive ability to use Marxist standpoints, viewpoints and methods to observe social phenomena, analyze realistic contradictions and solve practical problems. Theoretical mastery is the

foundation, while practical application is the ultimate goal of theoretical learning. As Mao Zedong clearly emphasized in *Rectifying the Party's Style of Work*, "we must be able to master Marxist theory and apply it, and the whole purpose of mastering it lies in application." [9] The real scientific truth and practical value of Marxist theories are completely reflected in the process of solving practical social problems and individual growth puzzles. The theoretical vitality of Marxism comes from continuous practical application and iterative summary in social practice. Any theoretical research and classroom teaching divorced from practical problem-solving are empty talk and unrealistic castle in the air, which have no practical educational value and cannot effectively undertake the fundamental task of fostering virtue through education. Therefore, ideological and political teachers must always take practical application as the core orientation of theoretical learning and teaching practice.

Furthermore, teachers shall accurately pinpoint college students' practical demands and implement targeted teaching interventions. Effective teaching must be targeted teaching, and high-efficiency ideological education must adhere to problem orientation and demand orientation. Classroom teaching reform must be based on an accurate grasp of college students' real ideological status, growth confusion and practical life demands. The realistic growth needs of college students are the most important practical basis for the existence and development of Marxist theoretical teaching, and also the core value source of the continuous innovation of ideological and political courses.

Mao Zedong profoundly elaborated the essential law of ideological education and theoretical popularization in *The Bankruptcy of Idealist Historical Outlook*, pointing out that "any idea, if it is not linked with objective, actual things, if there is no objective demand for its existence, and if it is not grasped by the masses of the people, will prove useless no matter how fine it may be, even if it is Marxism-Leninism. We are historical materialists who oppose historical idealism." [10] In accordance with this historical materialist educational principle, systematic investigation and research are the only reliable and effective way for ideological and political teachers to accurately grasp college students' real practical needs and ideological puzzles. Investigation and research are not only the basic working method of ideological education, but also the core premise of realizing precise teaching and targeted education.

In daily teaching work, teachers must actively carry out in-depth student research, collect first-hand growth information and real ideological feedback of contemporary college students through classroom observation, after-class communication, questionnaire surveys and thematic interviews. The process of investigation and research is not only a process of understanding students' growth status and grasping educational laws, but also a process of narrowing teacher-student distance, enhancing emotional communication and building mutual trust. Meanwhile, it is also a practical process for teachers to apply Marxist scientific theories to analyze student problems and resolve educational contradictions.

In the process of sorting out and analyzing survey information, teachers need to adhere to the scientific thinking of eliminating the false and retaining the true, discarding the dross and selecting the essential, extract universal representative problems and typical growth puzzles from the scattered individual demands and personalized confusion of students, and form targeted classroom teaching design and educational guidance plans. In classroom teaching and after-class guidance, teachers should convince students with rigorous theoretical logic, touch students with sincere educational feelings, and analyze and respond to students' common practical problems in depth.

For individual practical difficulties and growth puzzles that cannot be completely solved immediately due to objective conditions and realistic constraints, teachers must also give reasonable, objective and credible theoretical explanations and emotional guidance to eliminate students' inner doubts and negative emotions. Through long-term and persistent targeted educational interaction, teachers can transform from simple classroom theoretical instructors into trusted life mentors and growth guides for college students. The continuous accumulation of teacher-student mutual trust and sincere communication can effectively change the classroom atmosphere of ideological and political teaching, and fundamentally enhance the classroom attractiveness, educational persuasion and practical effectiveness of ideological and political courses.

Moreover, ideological and political teaching shall adopt accessible expression and maintain close alignment with real-life scenarios. In the long-term daily teaching practice of college ideological and political courses, many teachers have gradually formed two solidified and

inappropriate narrative habits in the process of theoretical explanation and classroom expression, which have seriously affected students' intuitive perception, ideological recognition and emotional identity of Marxist theories, and restricted the further improvement of teaching effectiveness.

The first inappropriate teaching narrative is the excessive preference for grand and empty macro-narratives in theoretical explanation. Some teachers tend to interpret Marxist theories from overly macro, abstract and lofty theoretical perspectives, resulting in the theoretical content being too elevated, obscure and divorced from students' daily cognition and life experience. This kind of teaching method easily makes college students form a fixed impression that Marxist theories are lofty, obscure and unattainable, thus generating psychological distance and estrangement in theoretical learning.

The second inappropriate narrative habit is the excessive dependence on outdated single historical narratives in classroom teaching. Some teachers overly focus on combing historical origins and revolutionary processes in theoretical teaching, lack integration with contemporary social hot topics, youth growth reality and current developmental needs, resulting in the teaching content lacking modernity, timeliness and contemporary pertinence. This rigid historical narrative method makes students feel that Marxist theories are outdated historical content far away from real life, thus unable to generate effective ideological resonance and learning identity.

The common fundamental defect of these two inappropriate teaching modes is that they fail to closely connect theoretical teaching with college students' real ideological cognition, daily life reality and growth characteristics, lack down-to-earth practical orientation and realistic educational temperature, and thus cannot effectively resonate with young students' inner thoughts and growth demands.

In view of this one-sided teaching cognition and rigid classroom expression problems, Deng Xiaoping corrected the biased understanding of Marxist theories with simple and plain language in his Southern Tour Speech, and pointed out incisively that "we have talked about Marxism all our lives, yet Marxism is not abstruse at all. It is something very plain, very simple truth." [11] In fact, the founders of Marxism never positioned their scientific theoretical system as mysterious, esoteric and unattainable dogma requiring blind worship and mechanical copying. Engels once

clearly defined the essential attribute and practical orientation of Marxism with authoritative theoretical language: "Marx's entire world outlook is not a doctrine but a method. It furnishes no ready-made dogmas, merely starting-points for further investigation and the method to be applied in such investigations." [12]

Adhering to this essential theoretical attribute of Marxism, the Communist Party of China has always taken the sinicization, modernization and popularization of Marxism as an important long-term strategic task in the process of revolution, construction and reform. The Party persists in promoting theoretical innovation based on practical development, continuously adapts Marxist theories to China's national conditions and the developmental needs of the times, and provides scientific theoretical guidance for China's continuous social progress and youthful growth education.

A large number of historical practice results have fully proved that Marxism can only take deep root in Chinese society and obtain sustainable developmental vitality through constant sinicization adaptation, and can only enter the hearts of the people and obtain universal recognition and identity through continuous popularization and easy-to-understand interpretation.

Therefore, modern college ideological and political teaching must adhere to the combination of profound theoretical analysis and popularized teaching expression. Classroom teaching should not only focus on the in-depth rational interpretation and systematic theoretical combing of Marxist core viewpoints, but also pay more attention to intuitive, simple, vivid and down-to-earth popular expression. Teachers should closely integrate theoretical teaching content with college students' ideological confusion, study pressure, life experience and growth reality, make Marxist theories approachable, understandable and applicable, eliminate students' learning estrangement and cognitive misunderstanding, and truly realize the integration of theoretical depth, educational temperature and practical effectiveness in ideological and political teaching.

In conclusion, in the continuous process of deepening the reform of college ideological and political teaching in the new era, colleges and universities must always face up to and effectively resolve the long-standing practical problem of disconnection between theoretical teaching and real social life. Ideological and political teaching reform

must always adhere to the student-centered educational concept, firmly take college students' practical growth needs as the core starting point and goal of teaching innovation, and make solid and targeted efforts in solving students' practical ideological puzzles, study difficulties and life problems.

5. CONCLUSION

Only by adhering to this problem-oriented and demand-driven teaching reform path can colleges and universities fundamentally reverse the low-efficiency teaching dilemma of traditional ideological and political classrooms, comprehensively improve the comprehensive quality and practical educational effectiveness of ideological and political teaching, realize the organic unity of effective teaching output on the teacher side and active learning absorption on the student side, and ultimately achieve in-depth teacher-student ideological communication, emotional integration and spiritual resonance in modern college ideological and political education.

REFERENCES

- [1] Selected Works of Marx and Engels, Volume 1, People's Press, 2012, p.11.
- [2] Selected Works of Marx and Engels, Volume 1, People's Press, 2012, p.376.
- [3] Selected Works of Stalin, Volume 1, People's Press, 1979, pp.199-200.
- [4] Collected Works of Marx and Engels, Volume 1, People's Press, 2009, p.320.
- [5] Selected Works of Marx and Engels, Volume 1, People's Press, 2012, pp.410-411.
- [6] Complete Works of Marx and Engels, Volume 1, People's Press, 1956, p.82.
- [7] Collected Works of Marx and Engels, Volume 1, People's Press, 2009, p.286.
- [8] Selected Works of Mao Zedong, Volume 4, People's Press, 1991, p.1273.
- [9] Selected Works of Mao Zedong, Volume 3, People's Press, 1991, p.815.
- [10] Selected Works of Mao Zedong, Volume 4, People's Press, 1991, p.1515.
- [11] Selected Works of Deng Xiaoping, Volume 3, People's Press, 1993, p.382.

- [12] Selected Works of Marx and Engels, Volume
4, People's Press, 2012, p.664.