

Difficulties and Solutions in the Teaching of "Situation and Policy" in Chinese Universities

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Abstract: In China, "Situation and Policy" is a public basic course, which is a compulsory ideological and political theory course for college students stipulated by the Ministry of Education, focusing on improving contemporary college students' political literacy and theoretical level. Based on the training objectives of colleges and universities, closely combined with the situation at home and abroad and the ideological reality of college students, the ideological and political education courses of the Party's line, principles and policies are relatively systematic for college students. By using empirical research methods, this study finds that the current situation and policy courses in colleges and universities are faced with difficulties in the selection of teaching content, lack of innovation in classroom teaching mode, low degree of integration between theory and practice, uncertain evaluation standards of teaching quality, the construction of teaching staff needs to be strengthened, and students' unsatisfactory performance in class. According to the current situation and policy teaching difficulties, we need to take corresponding countermeasures and suggestions, including enriching teaching content, innovating teaching mode, combining theory with practice, optimizing assessment methods, and strengthening the professional construction of teachers. So as to effectively improve the teaching effect of the course Situation and Policy.

Keywords: "Situation and Policy" Course, Difficulties, Solutions, Chinese Universities

1. Introduction

In China, "Situation and Policy" is a public basic course, which is a compulsory ideological and political theory course for college students stipulated by the Ministry of Education, focusing on improving the political literacy and theoretical level of contemporary college students. Based on the training objectives of colleges and universities, closely combined with the situation at home and abroad and the ideological reality of college students, the ideological and political education courses of the Party's line, principles and policies are relatively systematic for college students. Its basic task is to help students broaden their horizons, understand and correctly treat major current events at home and abroad in time, and make college students have a firm stand and strong analytical ability and adaptability under the environment of reform and opening up.

In recent years, colleges and universities have made many explorations on the curriculum reform and innovation of Situation and Policy and achieved certain results, but there are

still various difficulties in the actual teaching. The teaching of "Situation and Policy" is faced with difficulties such as relatively weak teaching staff, nonstandard curriculum management and broad teaching content [1]. At present, the teaching methods of Situation and Policy are not innovative enough, teachers have poor classroom management and control ability, and the assessment methods are single [2]. Teachers' dominance is not enough, students' subjectivity is not strong, content richness is not deep, and form diversity is insufficient [3]. There are many difficulties in the transformation, interaction and guidance of discourse form transformation in the course of Situation and Policy [4]. Evaluation of course teaching effect; The unity of "teaching" and "learning" needs to be further improved [5].

In view of the difficulties faced by the current teaching of Situation and Policy, scholars offer suggestions. Some studies believe that the classroom teaching of Situation and Policy should be organically combined with the Internet and the psychological characteristics of college students. Teachers should pay attention to the improvement of their own media literacy,

cultivate students' interest in learning, help college students correctly understand the domestic and international situation and major national principles and policies, actively guide them to analyze the current situation in depth, and effectively improve the teaching effect of Situation and Policy [6]. There are also studies to open up reform paths from the aspects of scientific and rational allocation of class capacity, optimization and construction of special teaching content, giving full play to students' autonomous learning ability, ladder-based assessment methods, etc., so as to improve the teaching quality and educational effectiveness of the course Situation and Policy [7, 8]. Some studies have proposed to construct a scientific, reasonable and efficient teaching mode of collaborative education from the aspects of teaching subject, teaching content, teaching method and teaching management [9]. From the aspects of enriching the content of teaching mode, adopting reasonable assessment methods, strengthening theoretical and practical teaching, etc., this paper puts forward some ideas and measures to promote curriculum reform, in order to make the course "Situation and Policy" in colleges and universities a "golden course" that students really like and really benefit from [10]. Adopt multiple teaching subjects, such as leading cadres preaching policies, famous teachers and experts interpreting current affairs, and model workers leading values, to carry out thematic innovative teaching mode of situation and policy [11]. The teaching of Situation and Policy should adhere to the combination of problem consciousness, Marxist theory, cultivation of college students' rational thinking and realization of value guidance, strive to enhance the ability of "four combinations", earnestly improve and enhance the effectiveness of the teaching of Situation and Policy, and better cope with the challenges brought by the unprecedented changes in a hundred years [12]. There are also studies that suggest that it is necessary to improve the dimension and scale of the effectiveness of the situation and policy course [13, 14], and we must start from enhancing the authority, strategy, innovation, leading and standardization of the education of situation and policy [15].

The above research results provide material and foreshadowing for this study. As a teacher of Situation and Policy, the author summarizes the difficulties faced in the teaching process and puts forward corresponding countermeasures and suggestions according to his own teaching practice experience. The university where the author works is an ordinary undergraduate college. In 2022, there are 17,000 students in the school. During the four-year university study time, students need to study Situation and Policy in the first three years, that is, six semesters, with four weeks of classes in each semester and two hours a week.

2. Difficulties in the Teaching of "Situation and Policy" in Universities

2.1. It Is Difficult to Choose the Teaching Content

Compared with other ideological and political courses, "Situation and Policy" has stronger requirements for timeliness and comprehensiveness of course content. Although there will be reference materials every semester, more teachers do not

focus on teaching materials completely. The reason is that there is a delay in the distribution of teaching materials in each semester. Generally, new teaching materials will not be distributed to colleges and universities until about four weeks after the start of each semester. Another reason is that the course "Situation and Policy" is not confined to the relatively fixed teaching materials, but promotes the theoretical innovation achievements of the Party into the teaching materials and classrooms at the first time with flexible and diverse teaching contents. With the rapid development of online media, it is more diversified and convenient for students to understand current affairs, policies and hot events. There is a certain repetition between the content taught by teachers in class and the information points actively obtained by students themselves. Therefore, adhering to the correct direction of public opinion, education guides students to see the essence of things through complicated phenomena, and excavates the hidden political positions and multiple value conflicts, which is a severe test for teachers' teaching ability.

2.2. Lack of Innovation in Classroom Teaching Mode

At present, the teaching methods of Situation and Policy in colleges and universities are mainly taught by teachers, interspersed with some videos and questioning exchanges. Students' subjective role is less, which makes it difficult to stimulate students' interest in learning. At the same time, because the class capacity of students is relatively large, students from two classes often attend classes together. Therefore, there are relatively few teaching links in which students actively participate, and it is difficult to fully cover interspersed questions. Due to the limited classroom time, too many questions and exchanges, it is difficult to complete the teaching content, so some students can't participate. Under normal circumstances, teachers teach on the podium and students listen passively. Therefore, students are not interested in the teaching mode of Situation and Policy, and teachers feel tired to complete the workload.

2.3. Low Integration of Theory and Practice

The orientation of "Situation and Policy" course is strong with the times, but its theory is slightly insufficient. Although the teaching content is mostly based on current events, it does not mean that teaching is only a mechanically copying of current events and a simple news broadcast, but a close combination of current events and theory to profoundly explain the theoretical implication behind it. The current "Situation and Policy" classroom is influenced by teaching mode, teachers' literacy and other aspects, and tends to describe current affairs, politics and social hotspots, lacking effective theoretical guidance.

2.4. The Evaluation Standard of Teaching Quality Is Uncertain

As for the teaching quality evaluation of Situation and Policy, colleges and universities constantly try to reform and explore diversified teaching modes, but there is no definite

teaching quality evaluation standard at present. Different teachers have different professional backgrounds, and their teaching methods and contents are quite different, so it is difficult to form a unified evaluation standard of teaching quality. As a result, the teaching of Situation and Policy has such a situation: on the one hand, schools are constantly carrying out various teaching reforms and explorations. Almost every semester, the teaching and research section of Situation and Policy will discuss how to improve the evaluation of curriculum quality; On the other hand, the standard of teaching quality evaluation is difficult to determine, and there is a lack of relatively authoritative and scientific teaching quality evaluation system.

2.5. The Construction of Teaching Staff Needs to Be Strengthened

The teaching staff of "Situation and Policy" course in colleges and universities is relatively weak, which shows that there are few full-time teachers and great mobility. Because the professional requirements of full-time teachers in Situation and Policy course are not high, the teaching level of teachers is uneven under different disciplines and professional backgrounds. Some teachers only want to complete their own teaching tasks, and the teaching quality needs to be improved. In addition, the content of the course "Situation and Policy" needs to be rich, involving domestic and foreign economic, political, cultural, social and other aspects of knowledge, with a large knowledge span. For the majority of teachers, the rapid change of teaching content and the high theoretical requirements of knowledge structure challenge their ability to control in the curriculum.

2.6. Students' Performance in Class Is Not Satisfactory

The teaching staff of "Situation and Policy" course in colleges and universities is relatively weak, which shows that there are few full-time teachers and great mobility. Because the professional requirements of full-time teachers in Situation and Policy course are not high, the teaching level of teachers is uneven under different disciplines and professional backgrounds. Some teachers only want to complete their own teaching tasks, and the teaching quality needs to be improved. In addition, the content of the course "Situation and Policy" needs to be rich, involving domestic and foreign economic, political, cultural, social and other aspects of knowledge, with a large knowledge span. For the majority of teachers, the rapid change of teaching content and the high theoretical requirements of knowledge structure challenge their ability to control in the curriculum.

3. The Teaching Reform Path of "Situation and Policy" Course in Universities

The teaching reform of "Situation and Policy" course in colleges and universities is a comprehensive systematic

project, which needs multi-pronged and multi-measures simultaneously, so as to solve difficult problems, break through difficulties, effectively promote the improvement of ideological and political teaching quality, and provide maximum support for personnel training in socialist colleges and universities with Chinese characteristics. This study intends to carry out the teaching reform path of Situation and Policy from the following five aspects:

3.1. Enrich the Teaching Content

The teaching content of "Situation and Policy" course conveys various political theoretical knowledge and speculative ability to students, which is the embodiment of teachers' teaching ability and level. The distinct ideological attribute of the course of situation and policy requires teachers to continuously expand the ideological and theoretical depth of the teaching content in the course teaching, and earnestly embody the value guidance of the course of situation and policy. Teachers should skillfully use the methodology of dialectical materialism and historical materialism in classroom teaching to seriously study and solve practical difficult problems, dig deep into the essential laws behind phenomena, and guide students with profound ideological theory. The teaching content should be closely combined with the concrete reality of college students, conform to the current knowledge structure and cognitive ability of college students, fully mobilize students' enthusiasm for learning the course Situation and Policy, and make them have a strong interest in the course study.

3.2. Innovative Teaching Mode

Teachers of Situation and Policy should actively explore new ways and methods of curriculum education according to curriculum requirements, teaching needs and students' characteristics. In terms of teaching means and methods, we should innovate the teaching mode and gradually change from traditional teaching to student participation teaching. First, we should give full play to the advantages of informationization, adopt the combination of online teaching and offline learning, expand students' knowledge horizon, and improve students' discrimination ability and thinking ability through summary and induction. Second, we should carry out activity teaching. For example, teachers and students' dialogue activities such as "Situation and Policy Forum" and classroom teaching mode of students' participation in question and answer can improve the quality and effect of teaching. At the same time, the interdisciplinary combination of teachers is constructed, and teachers with complementary professional backgrounds form a team to interpret the situation and policies in an all-round way, so as to mobilize and stimulate students' enthusiasm for learning the course Situation and Policy.

3.3. Combination of Theory and Practice

The course "Situation and Policy" is a course with strong practicality, applicability and timeliness. The course "Situation and Policy" must adhere to the combination of

theory and practice and adhere to the practice as the foundation. In teaching, we should not only make current affairs and situations clear, but also make them thorough in theory, so that students can have a deeper understanding. In class, teachers guide students to deeply analyze the complex background behind the latest current events, and always adhere to the correct political direction and value orientation, so as to help students establish correct values, ensure students to apply their theories and promote students to better integrate into social life.

3.4. Optimize the Assessment Method

The course "Situation and Policy" should explore the construction of a diversified evaluation system of inspection standards, and teachers should pay attention to the inspection of teaching process, enrich the evaluation elements and establish a diversified inspection mechanism. Break the traditional single investigation mode of "Situation and Policy" course, and adopt the way of closed-book examination and students' participation in classroom discussion and performance, which are combined for examination. So as to reflect students' learning situation more comprehensively and effectively. Strengthen the flexibility of the investigation of Situation and Policy course, explore the investigation mode of combining curriculum theory investigation with curriculum practice investigation, and combining inside and outside the classroom, so as to enhance students' learning effect on hot events and current affairs policies at home and abroad, especially emphasize the proportion of practical project investigation, and strive to cultivate students' ability of independent learning, understanding and thinking.

3.5. Strengthen the Professional Construction of Teachers

It is very important to improve the teaching quality of the course of situation and policy and strengthen the construction of teachers. The course of Situation and Policy needs a team of full-time teachers with high comprehensive quality, rich teaching experience and strong stability, who are responsible for the teaching and scientific research of the course. Therefore, it is necessary to strengthen the quality training of full-time teachers, create opportunities and strengthen the communication and cooperation among teachers. Give full play to the diversity of teachers' professional backgrounds, which is an important advantage of teaching, and enhance the richness, interest and knowledge of courses. Schools regularly hold special training and remedial classes on situation and policy to effectively improve the professional level and teaching skills of existing teachers. Strengthen the construction of teachers in theoretical study, curriculum research and teaching skills.

4. Conclusion and Discussion

4.1. Conclusion

Based on the empirical research, this study reveals that the

current situation and policy course in colleges and universities is faced with some difficulties, such as the difficulty in choosing teaching content, the lack of innovation in classroom teaching mode, the low degree of integration between theory and practice, the uncertainty in the evaluation standard of teaching quality, the need to strengthen the construction of teaching staff, and the unsatisfactory performance of students in class. According to the current situation and policy teaching difficulties, we need to take corresponding countermeasures and suggestions, including enriching teaching content, innovating teaching mode, combining theory with practice, optimizing assessment methods, and strengthening the professional construction of teachers.

4.2. Discussion

On the basis of practical research, this study puts forward corresponding countermeasures and suggestions from the aspects of teachers, students, discipline construction and system, aiming at the practical difficulties faced by the course of Situation and Policy in Chinese universities at present. Compared with other current related research, it is more effective and realistic. This study has a certain practical role in promoting the further development of the curriculum quality of Situation and Policy in colleges and universities.

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