

Effect of Group Games Integrated Into Classroom Teaching on Improving Sense of Acquisition Of College Students' Ideological And Political Courses—Taking The Course "Ideology, Morality and the Rule of Law" as an Example

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Abstract:Effect of group games integrated into classroom teaching on improving sense of acquisition of college students' ideological and political course is studied and we take the course "Ideology, Morality and the Rule of Law" as an example for the comprehensive study. The "morality and law" course integrates ideological and also political education and moral cultivation education, with Marxism and socialism with Chinese characteristics as the spiritual core. This paper integrates the novel group games integrated into classroom teaching on improving sense of acquisition of college students' ideological and political courses, the discussions are further considered to provide the suggestions.

Keywords: Group games; classroom teaching; sense of acquisition; college student; ideological and political courses; rule of law

1. INTRODUCTION

In December 2016, General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities, "To make good use of the main channel of the classroom teaching, ideological and political theory courses must be strengthened through improvement, and the affinity and pertinence of the ideological and political education should be enhanced to meet the needs of students growth and development needs and expectations". Marxism is the theory of science, the theory of the people, the theory of practice, the theory of continuous development and openness, and the core unswerving "truth" and "ideal" for which the Communist Party of China is striving, and hence, the core education of the ideological and political courses will be then essential for the related applications.

Currently, we are still facing with some challenges in the ideological and political education. There are still some universal problems in the practice teaching of ideological and political theory courses in colleges and universities, that is, the practice teaching is in a fragmented state, each practice goes its own way, and each practice link lacks a systematic construction.

This greatly weakens the effect of the practical teaching, and cannot highlight the characteristics of ideological and political theory courses. To further enhance and improve the practical teaching of the course, the systematic construction of the core practical teaching of the course is an effective way. Then, the function can be summarized into 3 core items.

(1) Through the study and practice of the "thinking and repairing" course, it can help the college students form a relatively systematic concept of the rule of law in real life, continuously strengthen their subjective will to act according

to the law, and thus lead their own progress with correct values in practice.

(2) Academic education is an education that pays equal attention to the knowledge and quality. The ideological and political theory courses of universities undertake the task of guiding students' thoughts and correcting their values.

(3) In the process of continuous upgrading of the "Thinking" course, the gradual cultivation of the rule of law thinking has enabled the majority of college students to gradually establish the basic concept of governing the country by law, and at the same time realize the importance of doing things according to the law, thus making the rule of law the basic direction of social development.

In the figure 1, the Ideological and Political Course image from the Internet is shown.



Figure. 1 The Ideological and Political Course (Image from Internet)

2. THE PROPOSED THEORY

2.1 The Course "Ideology, Morality and the Rule of Law" and Ideological and Political Education

Since the 18th National Congress of the Communist Party of China, the Party Central Committee with Comrade Xi Jinping as the core has adhered to its original aspiration and mission, making socialism with Chinese characteristics full of vitality in the new era, and the Chinese nation is on the bright road of the "becoming strong" to realize the greatness of the Chinese nation revival has entered an irreversible historical process, hence, our focus should be based on this background.

The "morality and law" course integrates ideological and also political education and moral cultivation education, with Marxism and socialism with Chinese characteristics as the spiritual core. The teaching goal of the "Germany and Law" course is to scientifically educate students on issues such as life development, ideals and beliefs, value choices, spiritual cultivation, moral practice, and rule of law thinking that college students face by using Marxist positions, viewpoints, and methods. Ideological and practical guidance, improve the level of ideological theory and moral cultivation, so that they can become qualified newcomers of the era to take on the great task of national rejuvenation. We should consider the following suggestions.

(1) Practical teaching subject content system is the most important part in the systematic construction of the practical teaching in the whole course. In the process of designing course practice teaching, it is necessary to follow the thematic, systematic and optional principles, and pay attention to the combination of classroom practice and extracurricular practice.

(2) In terms of the theoretical teaching, one is to distinguish ideology and morality from the rule of law for special topic design, and set up special topics according to the advantages of teachers' professional background. A course is undertaken by the different teachers, and professional teaching is more obvious; Invite relevant experts or other teachers to participate in their own special teaching during the operation of special teaching.

Accordingly, the evaluation of practical teaching needs to pay attention to three points: first, it is specific and comprehensive, and the evaluation criteria are set from the aspects of practical attitude, practical process and practical results; the proportion of the large practice teaching assessment in the total score of the entire course assessment. The course of the "Ideology, Morality and the Rule of Law" adheres to the guidance of Marxism, and requires the basic principles of Marxism to be implemented in teaching activities. Therefore, the important proposition of "ideal belief" naturally undertakes the task of distinguishing between scientific ideals and non-scientific ideals, and dealing with the relationship between individual ideals and beliefs and social ideals and beliefs.

2.2 The Effect of Group Games Integrated into Classroom Teaching

Group psychological assistance must rely on a variety of the activities. Although colleges and universities have offered group psychological assistance courses one after another, because the assistance process is too boring, some college students often cannot give full play to their active and active role in the process of participating in activities.

There is no team collaborative spirit, resulting in a mere formality of the ancillary process. Psychological group counseling class is different from other classes. It is more inclined to heuristic and experiential teaching. Classes are mostly based on activity experience and sharing.

Students' classroom learning status is easy to change with activities and games. Therefore, we have the following suggestions.

(1) Psychological support—the basic composition of the pattern of the psychological education: focus on curriculum teaching, build a teaching system, and use measures such as optimizing the course content, innovating teaching methods, exploring teaching models, integrating resources, and further strengthening multiple evaluations to play the main channel of classroom teaching effect.

(2) Positive evaluative instructions are the teacher's feedback on the students' learning status, effectiveness of the classroom, making it more contagious and provocative, and stimulating. It encourages students to participate more actively in activities.

(3) Psychological capital, as an internal psychological ability of the head teacher, can promote the self-improvement and self-realization of the head teacher. Through the development of psychological capital, the occupational well-being of head teachers can be improved, and positive group psychological counseling can become an effective path for the development of psychological capital.

3. CONCLUSION

Effect of group games integrated into classroom teaching on improving sense of acquisition of college students' ideological and political course is well studied and we take the course "Ideology, Morality and the Rule of Law" as an example for the comprehensive study. In the supplementary course of the psychology group, the psychology teacher is the companion and learner of the students, learning and growing together. Psychology teachers' clear instructions on the supplementary courses of the psychology group come from the familiarity with the teaching structure, the understanding of the students' cognitive level, and the thinking about the presupposition of teaching. Hence, this paper gives the novel suggestions and also the further solutions for the analysis.

4. ACKNOWLEDGEMENT

Jiangsu University Philosophy and Social Science Ideological and political work thematic project,

Exploration and research on the application of classroom teaching methods of Ideological and political theory course in Higher vocational Colleges from the perspective of group psychological guidance (2020SJB0585)

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