

The Application of Topic-based Teaching in Ideological and Political Courses in senior high school

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Abstract: The topic teaching holds the new teaching concept, takes the topic as the clue, and conducts the group exploration in the situation created to promote the change of teaching and learning between teachers and students. Taking a middle school in Chongqing as an example, this paper analyzes the implementation of issue-based teaching of ideological and political courses in high school to understand the teaching situation and the attitude of teachers and students towards topic-based teaching and puts forward solutions to solve problems from three aspects: teachers, students and evaluation system.

Keywords: topic-teaching; high school Ideological and Political lessons; status; Application

The introduction of Ideological and Political Curriculum Standards for Ordinary High School (2017 edition revised in 2020) aims to cultivate students' core qualities of "political identity", "consciousness of rule of law", "public participation" and "scientific spirit". At the same time, it is clearly pointed out that the Ideological and Political courses should take "topic" as the starting point and pay attention to the cultivation of students' moral cultivation and learning ability. The topic-based teaching overcomes the disadvantages of the traditional "teaching-receiving" model, which separates knowledge learning from education. The topic-based teaching is aimed at changing a boring and dull class into a lively and vivid class, maximizing students' interest in learning. In the open, democratic, and harmonious teaching atmosphere, the students should stimulate doubts and congeal thoughts, and cultivate the necessary character and key abilities to promote their own development.

Through a questionnaire survey, interview method, and observation and other forms, this paper deeply analyzes the dilemma of topic-based teaching. It also tries to explore some improvement measures, to provide new ideas and new methods for political teachers.

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1. Overview of topic-based teaching

1.1 The meaning of topic-based teaching

The topic highlights the word "topic" and emphasizes its discussibility. In classroom teaching, teachers and students can not discuss for the sake of discussion, but to actively explore the values behind the issues. The topics have a wide range of sources and rich types, which can come from textbooks to social issues. "Topics" construct the bridge between students' real life and course content and they are the key to cultivating disciplinary literacy. The topic-based teaching is a teaching mode that introduces open and leading issues on the top of the framework of the discipline, inspires thinking and inquiry in concrete and real-life situations, cognitive conflicts, and activities carefully designed by teachers, so as to finally acquire knowledge, enhance practical abilities and improve the core discipline literacy.

1.2 Characteristics of topic-based teaching

1.2.1 Openness and diversity of the issues

The most distinctive feature of the Ideological and Political discipline is its times, which requires teachers to keep pace with the times when choosing topics and to connect the teaching contents with the development of the times. With the development of the information age, with a wide range of resources, teachers can select topics according to different teaching contents and important points, such as current political news materials, social focus issues and events of students' concerned, and so on. Students can think rationally and make decisions in the process of experiencing conflict situations and develop their ability to solve practical problems. At the same time, only one topic may not be able to cover the whole course. Therefore, the Ideological and Political course with clear context and moderate rhythm needs to construct a general topic around the teaching objectives and analysis for students, which will be supported by multiple sub-issues.

1.2.2 Practicality and effectiveness of the activities

Topic-based teaching breaks the traditional teaching concept of separating activity courses from subject courses and emphasizes the importance of acquiring knowledge, cultivating ability, and cultivating sentiment through various interactive activities. Activities are related to students' understanding and application of knowledge, at meanwhile, they are a crucial part of the whole lesson. The activities include two types: inquiry activities and practical activities. The former is more common in class, such as debate, round-table conference, speech contest, and so on. Practical activities such as visiting museums, factories, etc. So that introduce social practical activities into the classroom and understand the practical significance of the subject in students' personal experience and perception. The effectiveness of activities means that the set of activities should fit the subject content and teaching knowledge points, and set them targeted, rather than blindly pursuing the lively classroom.

1.2.3 Diversity and development of evaluation

The evaluation system of topic-based teaching has many levels and wide coverage. In addition to the regulatory and incentive effect, the more important role of evaluation is "promote students 'development based on the process'". On the one hand, teachers can effectively evaluate the process of students' inquiry activities, practical homework, and project completion to give students clear feedback, understand their strengths and weakness, and then, promote students to study harder. On the other hand, teachers will also reflect on their own teaching situation when making timely evaluations and diagnostic evaluations of students. Teaching reflection enables teachers to have a more comprehensive and objective understanding of the effectiveness of their own teaching and class management, and to understand the advantages and disadvantages of the design of a series of links such as topic selection, context creation, problem setting, and activity exploration, which motivates teachers to continuously improve their teaching level and contributes to the development of professional skills.

1.3 The significance of topic-based teaching

The significance of implementing topic-based teaching is to internalize the subject knowledge into the core quality of the subject and give full play to the value of the subject education. The new curriculum standard clearly put forward that the Ideological and Political course is not a mechanical preaching, but a class with temperature and emotion, which is a new definition of the socialist builders. The topic-based teaching can not only enrich the teaching content and promote the transformation of students 'skills but also enhance students' dialectical thinking ability and strengthen their comprehensive ability.

Under the influence of exam-oriented education and traditional educational concepts, the argument of "only marks", and "only knowledge" has emerged among teachers. This wrong conception not only makes teachers lose their enthusiasm for education and teaching research, but also carries the heavier "pressure of entering a higher school", and even suppresses the creative and diversified development of students. The implementation of topic-based teaching is beneficial for the teachers to change their role from that of a leader to that of a learning guide and helping partners. Teachers need to act as listeners in the classroom, break through the difficult points of teaching and learning in the process of students' inquiry, discover problems and then solve them, and keep exploring the new topic-based teaching mode to improve professional knowledge ability, teaching wit and gain profound, thorough comprehensions.

2. Analysis of the current situation of topic-based teaching

In order to have a more accurate understanding of the current situation of topic teaching in Ideological and Political courses in high school, the author carried out a survey on a middle school in Chongqing, distributed a total of 213 questionnaires, recovered 156 questionnaires from students and 13 questionnaires from teachers. In the effective answer paper, the analysis of the current high school Ideological and Political topic teaching has the following problems.

2.1 Teachers are not systematically trained, and the class practice is difficult to do anything

In the process of investigation, I found that about 70% of political teachers learned about topic-based teaching by studying curriculum standards and listening to related teaching lectures, while the rest teachers know little about topic-based teaching. This reflects that the publicity and popularization of topic-based teaching is not yet in place, and there is a long way to go for teacher training. Many teachers said that they have not received systematic training, so it is difficult to implement topic-based teaching. Due to the lack of theoretical knowledge and practical experience, nearly one half of the teachers dilute the "topic" in the process of carrying out topic-based teaching, and usually use the case-based teaching method. This reflects two problems: firstly, some teachers do not understand what topic-based teaching is, and how to operate it. There is a lack of corresponding videos, books, and teaching plans on the market. Secondly, some teachers confuse topic-based teaching with other teaching methods and teaching forms and do not have a clear definition and connotation of topic-based teaching, mistaking it for a replica of traditional teaching methods.

Based on the above, the number of teachers carrying out topic-based teaching is only a few. According to the questionnaire, 53.85% of the students answered "What is the teaching method used by teachers in political science classes? In the questionnaire, 53.85% of the students chose the lecture method, 21.79% chose the contextual method, and only 3.85% chose the issue-based teaching. On the question "How often do teachers use issue-based teaching in the political science classroom?" 17.95% of the students chose "often", 61.54% chose "occasionally", and 20.51% chose "almost never". In addition, the students surveyed also indicated that topic-based teaching is widely used more often in lectures and open classes. Topic-based teaching is put on the shelf, and it does not really enter the classroom, nor does it serve as a link between the course content and students' life.

2.2 Teachers' preparation work is complicated, and student's participation in class is low

During the interview process, many teachers mentioned that the preliminary preparation work of topic-based teaching is complicated, such as the collection, sorting, and analysis of topics, the creation of teaching situations, and the design and arrangement of teaching activities, which require a lot of time and energy. What are the criteria to judge whether a case can be used or not? How to use it? What methods and means are adopted? How to evaluate the student's learning situation? These questions plague many teachers. And the heavy teaching task makes them have little time to think about teaching plans, or even unwilling to study and carry out topic-based teaching. Older teachers say they can't keep up with the trend of the times, and do not understand what students like or want to listen to, so a well-prepared political lesson often ends badly.

In the question "What do you think are the difficulties in the implementation of topic-based teaching?" In the questionnaire, 8 teachers chose the option that the quality of students is not strong, and 8 teachers thought that the limited classroom time would affect the results of the topic discussion; meanwhile, 10 teachers thought that students' lack of interest and participation in the classroom were also the reasons for topic-based teaching.

According to the results of the questionnaire, many students are not very interested in topic-based teaching and generally do not have a great willingness to express their ideas. 48.72% of the students prefer the teaching method of "lecture-based teaching with occasional questions from the teacher". 15.38% of the students prefer the teaching method of "self-study teaching materials and teachers explain the key points", and 3.85% choose the teaching method of "the teacher outlines the key points and students recite them". When it comes to topic teaching, only 20.51 percent of the students said they know the teaching method. The majority of students still accept and are willing to accept traditional teaching methods, believing that high school politics lessons only require memorizing knowledge points by rote.

During the process of communicating with teachers, I learned that most students do not learn and prepare relevant content before the topic discussion, which leads to students needing to spend time in class to understand the topic, thus causing a series of problems such as difficulty in cutting into the topic, poor group effectiveness of group discussion, and lack of time in class. In the question "During the discussion, did you understand the direction and meaning of the topic?" More than half of the students said they could understand the topic and the meaning behind the topic, 6.41% said they could not understand the topic, and 37.18% said they could understand the topic sometimes and sometimes not.

The situation created by topic-based teaching needs to be implemented and promoted in the interactive activities jointly explored by teachers and students. If students do not participate well in the classroom, they are unable to connect their life experiences to the course content and cannot keep up with the teacher's pace, which makes group inquiry activities ineffective. Students' current

professional knowledge system is not yet constructed, and their life experiences are relatively scarce, which requires teachers to guide students and organize tiered discussions to facilitate the achievement of learning objectives.

2.3 The language of classroom evaluation is missing and the evaluation criteria are old and single

About one-third of the teachers chose " No " in the question " Can you timely evaluate students' performance and elaboration in the implementation of topic-based teaching?" From the interviews and field observations, many teachers lacked evaluative language in the class and just stopped at the superficial evaluation of "good or bad answer" and "correct or wrong" shallow evaluation. Teachers did not analyze what was good, and what other angles could be added to it, and also ignored the students' behavior in class. At the same time, the language of teachers evaluating students is single and not diversified enough, and they do not teach students in accordance with their aptitude. The evaluation of students is often the same set of words. Therefore, students are unable to reflect on their own learning status according to the feedback of teachers.

The evaluation standard of classroom teaching is a navigation platform to guide the trend of teaching reform, which is consistent with the value orientation and basic form of teaching. At the present stage, the evaluation system of Ideological and Political courses in senior high school is still from the perspective of teacher's teaching, which is based on the five aspects of teaching goals, contents, methods, means and effects. This class evaluation standard is obviously excluded from the topic-based teaching concept, which takes students as the main body and promotes the cultivation of the core literacy of the subject. The class includes both the student's learning and the teacher's teaching, so the evaluation should also include two subjects. Not only should we measure whether students have completed the learning objectives, and achieved what degree and dimensional core qualities, but also make a comprehensive evaluation of teachers' topic selection, problem design, activity arrangement, and students' learning effect.

3. Solutions to the current situation of high school Ideological and Political courses

In view of the teaching problems found during the research, I start from three main subjects: teachers, students, and evaluation system, and the resistance encountered in the implementation process of topic-based teaching through multi-party cooperation, so that both teachers and students can have "class confidence" in Ideological and Political courses.

3.1 Change the teaching concept and build a new class

First of all, teachers should change their traditional teaching thoughts and set up the "student-centered" educational concept. In the teaching process, we should not only pay attention to students' knowledge mastery but also pay attention to the cultivation of their ability, emotional attitude, and values, as well as the cultivation of innovative thinking and innovative consciousness. Pay more attention to the dynamic development process of students' growth, look at each student with appreciation and encouragement, find its unique shining points, and focus on the long-term progress. At the same time, the traditional teaching-acceptance teaching method is changed, and the cooperative inquiry method is adopted to encourage students to dare to think and speak.

Secondly, teachers should also pay attention to self-improvement, and its path can be carried out from the two general directions of theory and practice. In order to carry out good issue-based teaching, the primary task is to carefully read the new curriculum standards, clarify the requirements and suggestions of curriculum standards, and improve the ability to use issue-based teaching. In the theoretical training of middle school political teachers, authoritative experts can be organized to give special lectures or front-line teachers can give open classes and share teaching experience, so that teachers can dispel doubts in face-to-face communication and have a more intuitive understanding of teaching procedures and teaching skills. At the same time, with the help of the network resource platform, the micro-class videos can be released to conduct a wider range of communication, which can not only allow everyone to appreciate, learn, imitate, and learn from the classes of excellent teachers, but also constantly correct their shortcomings through the comments of teachers in the comment area, and gradually skillfully use the topic style to teach. In addition, reading various educational journals and papers is also a method to enrich the theoretical knowledge reserve. In recent years, the master studio has become an important position for many teachers to carry out teaching and research activities. All kinds of wonderful competition classes and discussions make the thinking rub new sparks in the collision. The teacher community is crucial to improving teachers' theoretical knowledge and professional ability, and it is an indispensable booster for teachers' growth. The master studio can set up a topic-based teaching and research group, whose members can be composed of teachers from different schools, different regions, and different grades, so as to facilitate complementary advantages and common development. The research group regularly carries out seminars and outside study activities to build a bridge for teachers to learn. In addition to focusing on self-improvement, teachers should also strive to create a learning environment for their students. For example, in a political study group, group members can be divided according to their interests and abilities; teachers can also hold round table discussions and conduct friendly exchanges between students in a democratic and equal atmosphere.

3.2 Cultivate the learning ability and stimulate the interest in the subject

For students, to have a good ideological and political course, they need to pay attention to both interest and ability. To stimulate students' subjective initiative to participate in the classroom, we should first let students participate in the topic selection independently. Students should choose according to their own learning situation, interest points, and social hot topics, highlight students' subjectivity, and encourage students to actively participate in the class deployment. Secondly, the rich and colorful forms of activities can enhance the motivation of students to learn. For example, when conducting large unit teaching around "Traditional Chinese traditional culture", first divide study groups to collect materials for discussion, and hold the classroom debate competition around the topic of "who is more important in inheritance and innovation", so as to master the truth in the exchange of words and the collision of ideas. At the same time, local learning resources are used to lead students to visit and observe the handmade process of intangible cultural heritage. Through personal practice and personal experience, students can establish a more stable knowledge system and promote the cultivation of character.

In order to enable students to achieve the training goal of "thinking, daring to speak and evaluate", teachers should guide students to develop the good habit of paying attention to the current politics, take the collection and analysis of issues as regular work, and integrate with the knowledge of other disciplines to expand the scope of thinking. The key to let students fall in love with ideological and political courses lies in "initiative", so that all students can understand, feel, carry, and carry forward, can take the initiative to connect the textbook knowledge with the actual life, dare to express their own opinions, and can also discuss and evaluate in many comments. Digital information resources open up channels for knowledge acquisition to a greater extent and deepen the longitudinal nature of knowledge learning, which is conducive to expanding student's vision and improving their independent learning ability. On the one hand, schools should open the library free of charge for teachers and students to learn; on the other hand, teachers should give students appropriate time and energy to supplement extracurricular resources. Integrate social hot spots into the classroom, emphasize the cultivation of students' divergent thinking, pay attention to life scenes, and achieve the purpose of applying what they have learned. Teachers can train students' thinking and incentive potential through the way of good guidance, and evaluate and summarize a student's discussion and speech, so that students can more clearly perceive their own problems, so as to encourage students to reflect and help students establish thinking consciousness.

3.3 Improve the evaluation system and focus on long-term development

The essence of classroom evaluation is to let students know and understand their own advantages and disadvantages, so as to encourage themselves to learn and grow better. In the topic-based teaching, students' various performances should be taken as the evaluation object —— pre-class preparation, class participation, thinking and emotional state, the interaction between teachers and students, homework feedback, and so on. When evaluating students, teachers should take into account process evaluation and final evaluation, and conduct the evaluation with different dimensions and standards to ensure that every student gets correct, reasonable, objective and fair evaluation, and point out the direction for improving students' ability and quality.

The evaluation indicators include whether the students collect comprehensive materials before class, whether they actively interact and cooperate with the members of the group, whether they can report the results clearly and fluently, whether the knowledge is correct, and whether the views are reasonable and innovative, etc. Teachers should formulate an evaluation mechanism to reflect students 'comprehensive quality according to their students' behavior and performance.

When using process evaluation, we should pay attention to the integration of self-evaluation and other evaluations. Self-evaluation is the evaluation of students according to the needs of tasks in the learning process, including both horizontal and vertical ways. When students conduct self-evaluation, teachers need to give clear evaluation direction and evaluation standards, and guide students to make objective and true positioning for the course content and learning objectives. Self-evaluation is not only a self-summary of a course, but also a reflection record and program of follow-up development. His comments include teachers' comments on students, students on students and parents on students. Evaluation focuses on the performance of students in classroom activities, and group members are their important witnesses. Therefore, teachers should formulate unified standards to ensure the objective evaluation of members in the group. In the past evaluation system, parents were often ignored as the evaluation subject, and the phased evaluation of parents is incorporated into the evaluation system to promote the diversification of evaluation subjects. No matter what kind of evaluation, attention should be paid to the objectivity and authenticity of the evaluation, giving prominence to its functions of diagnosis, incentive, adjustment and guidance, so as to improve the quality of teaching and promote the development of students.

4. Conclusion

The difference of topic-based teaching lies in breaking the closure and unilateral nature of the traditional class, having the role of improving teaching efficiency and comprehensively stimulating students' potential. It is an effective way to adapt to the new educational concept, and the pace of curriculum reform and promote the long-term development of students. Therefore, it is necessary to understand the problems and resistance existing in the application of topic-based teaching and put forward solutions, guide the front-line teachers to correctly use topic-based teaching, and promote topic-based teaching to become the new normal. How to prepare lessons efficiently, how to give better play to the utility of topics, how to combine the situation with classroom tasks, and how to test students' ability in practical activities still need educators to explore together. In time, the topic-style teaching will shine in the ideological and political class and realize its due value.