

The Implementation of "Problem Chain Teaching" in Ideological Morality and Rule of Law Course

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Abstract: *It is the responsibility and mission of the teachers of ideological and political course in the new era to improve the teaching effect and change the teaching measures of ideological and political course. At present, "problem chain teaching" is applied to the ideological and political course teaching in colleges and universities. The teaching method originates from the "problem teaching" theory of Mahmutov, academician of the Academy of Education of the former Soviet Union, but the two are different. In the process of applying the "problem chain teaching", the course of "Ideology, Morality and Rule of Law" adopts scientific and reasonable question design principles, pays attention to the "problem" of the content of the question and attaches importance to the interaction between teachers and students around the problem, which has achieved the purpose of improving the teaching effect of ideological and political courses in colleges and universities and reforming the teaching method, but at the same time there are some shortcomings.*

Keywords: Ideological and political course; Problem chain teaching; Strategy; Effect.

1. QUOTATION

"To promote the reform and innovation of ideological and political theory courses, we must constantly enhance the ideological, theoretical, affinity and pertinence of ideological and political courses[1]. " Therefore, in addition to using modern information technology to improve the teaching effect of "Ideology, Morality and Rule of Law" (hereinafter referred to as "German and Law"), it is more necessary to do a good job in content and depth, highlight curriculum problems, solve classroom problems, and improve the teaching quality of the course. Based on the offline classroom teaching practice, this paper will discuss the implementation strategy and effect of the "problem chain" teaching of German and French courses, so as to further improve the effectiveness of classroom teaching and help the ideological and political courses to better achieve the goal of cultivating morality and talents.

2. THE IMPLEMENTATION STRATEGY OF "PROBLEM CHAIN TEACHING" IN GERMAN AND FRENCH COURSES

The implementation strategy of "problem chain teaching" in German and French courses should take into account both theory and practice.

2.1 Theoretical Exploration of "Problem Chain Teaching" in German and French Courses

The "problem chain teaching" of German and French courses should first carry out solid theoretical exploration. First, German and French courses should construct a suitable theory in the process of "problem chain teaching" theory. The key point is to clarify the similarities and differences between problem teaching, question teaching and question chain teaching, and understand the connections and differences between all parties[2].

Second, it discusses the inevitability of implementing "problem chain teaching" mode in German and French courses. The German and French course is the first ideological and political course that college students learn after entering the school. The cognitive structure of college students in the new era has its particularity, so it is necessary to adopt the model of "problem chain teaching" to attract students. In addition, the German and French courses integrate ideas, morality and rule of law into one, which is rich and special, and it is necessary to use the question chain to organically unify each part of the content.

Thirdly, clarify the function of "problem chain teaching" mode in German and French courses. Such as giving play to the main role of students, improving students' cultural thinking ability and problem awareness, improving the effectiveness of curriculum teaching, promoting the reform of German and French teaching.

2.2 Practical Exploration of "Problem Chain Teaching" in German and French Courses

The practical exploration of "problem chain teaching" in German and French courses should be carried out from multiple dimensions. First, implement the principles of scientific and rational problem design. In the practice teaching design of German and French course problem chain, it is necessary to strictly follow the logical starting point of curriculum knowledge, problems and their correlation; Take scientific thinking as the basic basis; In order to exert the humanistic function of German and French courses three principles. In this way, not only can the questions raised and set in classroom teaching become the starting point for students to think, but also provide a carrier for students to realize the role and significance of German and French courses, but also build a "pearl string" of questions through the internal correlation between problems, and provide students with the basic context and method of German and French course learning and thinking[3].

Second, design the content of the question reasonably. First, focus on setting questions that students enjoy in their study and life. Teachers should study and judge the learning habits and characteristics of students of different ages and subject backgrounds, and integrate appropriate scenarios into the design of the content of the questions, or even create scenarios, so that the German and French courses can attract students' attention, move students' emotions, and directly strike students' hearts. The second is to construct a complete logical chain between problems. By designing questions that students like to see, students can arouse their thirst for knowledge, and by setting open questions, students can cultivate their creative thinking, so that the problems are interlinked and progressive, so that students can feel the charm of humanistic logic and the power of social science truth. Third, focus on the interaction between teachers and students around problems. Under the influence of problems, teachers play the role of "guide", and students are active participants, which is conducive to creating a strong and relaxed classroom teaching atmosphere for students to explore true knowledge and increase their ability.

Thirdly, to reasonably plan the implementation framework of "problem chain teaching" of German and French, we should follow the firm political belief and improve the political position; Insist on seeking truth from facts and strengthen problem awareness; Follow the teaching law, enhance the internal logic; We will continue to emancipate our minds and innovate our ways. The details are as follows:

Strengthen political belief and raise political standing. On the one hand, teachers should uphold the principle of academic research freedom, on the other hand, they should enhance the "four consciousness", adhere to the "four self-confidence" and achieve "two maintenance" in classroom teaching. Therefore, teachers should always adhere to the correct political orientation in setting teaching objectives, arranging course contents and selecting teaching materials.

We should seek truth from facts and strengthen our awareness of problems. The "problem chain teaching" of German and French courses should emphasize the awareness of problems, adhere to the problem orientation, and start from seeking truth from facts. It should not only break the traditional teaching method of reading from the book and taking the teaching point of view as the starting point, but also take the problems that really bother students, the problems raised by the textbook and the problems hidden in the knowledge itself as the teaching starting point, so that the classroom teaching can be carried out along the path of answering questions and solving doubts.

Follow the teaching rules and enhance the internal logic. The design of "problem chain teaching" in German and French courses must follow the teaching law from the simple to the deep and the deep to the simple. Based on the actual classroom teaching content and students' concerns, each isolated problem is combined into a set of strict logical chains to form a closely connected "problem cluster". To promote clear internal logic between the problem and the problem, between the problem and the answer, between the internal elements of the problem.

We should emancipate our minds and promote new ways of doing things. The new era is an information society. In order to maintain teaching concentration and improve teaching ability in the rapidly changing landscape, teachers should constantly emancipate their minds. In order to achieve refreshing effects in German and French teaching, it is necessary to combine optimized teaching content with diversified teaching methods. It is necessary to build a three-dimensional teaching pattern of "main classroom +" with the model of "problem chain teaching" as the core, and quickly realize the connection between the main classroom and the extended classroom.

3. THE IMPLEMENTATION EFFECT AND IMPROVEMENT MEASURES OF "PROBLEM CHAIN TEACHING" IN GERMAN AND FRENCH COURSES

In daily teaching, German and French courses use the "problem chain teaching" mode to achieve remarkable results, but also need to take measures to further improve.

3.1 Implementation Effect of "problem Chain Teaching" in German and French Courses

In the actual teaching process, we find that the "problem chain teaching" in German and French courses is more suitable than other courses. The German and French courses are different from the curriculum, and their content is arranged into three parts: ideology, morality and rule of law. The content is very rich, and students often have confusion in learning. Therefore, the use of "problem chain teaching" in the teaching of German and French courses has produced positive results.

First, it changes the inherent prejudice of students to ideological and political courses.

The learning background and habits of freshmen in middle school have their own characteristics. Some students think that the study of liberal arts only needs to be memorized, which deviates from the teaching goals of ideological and political courses in college. "Problem chain teaching" can make students from different subject backgrounds integrate into the classroom by proposing, analyzing and solving problems, improve students' attitude, and make students have a good impression on German and French courses and even all ideological and political courses.

Second, stimulate students' experience of learning value and improve classroom teaching effect.

Through the "problem chain", students can analyze and think about problems like social scientists, train students to master the basic thinking methods of humanities and social sciences, demonstrate the rigorous and rational scientific spirit and the pursuit of humanistic beauty in the teaching of German and French courses, and let students appreciate the value charm of German and French courses.

Third, construct the "pearl chain" of teaching problems, so that students can get the "golden key" to solve the problems.

"Question chain" is not a simple superposition of questions, but under the guidance of content relevance, logical rigor, and scientific questions and answers, the questions are strung into a "pearl" to cultivate students' problem awareness and problem-solving ability, so that students can form the ability to answer questions and solve doubts.

3.2 Improvement Measures of "Problem Chain Teaching" in German and French Courses

Of course, any teaching mode can not be perfect in teaching practice, and German and French courses also have shortcomings in the process of using "problem chain teaching". How to improve "problem chain teaching" has become an inevitable issue. How much of the effectiveness of the "problem chain teaching" mode in the practice teaching of German and French courses is due to the introduction of problem chain teaching? In other words, in what aspects does the "problem chain teaching" mode of German and French courses have a significant effect on the growth of students? There are differences in the "problem chain teaching" mode of German and French courses in the classroom practice of different types and objectives. What are these differences? What factors contribute to these differences? The above problems and dilemmas are worthy of further consideration and improvement.

In this regard, we will review the gains and losses from design to implementation for a specific lesson, but not limited to a certain lesson, and improve the teaching mode of "problem chain teaching" in German and French courses. Specifically, these include the following initiatives:

First, the combination of classroom observation and text analysis.

Teachers and teachers should analyze teaching design and classroom teaching together, and discuss whether the pre-set questions and their logical relations are reasonable from the perspective of humanistic and social science thinking methods and students' thinking, and then select and simplify the questions, so as to make the logical relations between the questions better reflect the humanistic and social science thinking and fit the natural thinking tendency of students to the greatest extent.

Second, the questionnaire.

Taking undergraduates of relevant colleges of the university as the analysis unit, the study situation of the "problem chain teaching" mode of German and French courses was studied and analyzed through questionnaires, interviews and surveys. Teachers should investigate the situation of "problem chain teaching" of German and French courses in relevant universities in China in order to obtain accurate materials and data.

Third, identification and comparison.

According to certain standards, teachers should compare and analyze the similarities and differences of different departments in carrying out "problem chain teaching" in German and law courses, and explore the general law of "problem chain teaching" in German and law courses.

4. CONCLUSION

The "problem chain teaching" mode is an exploration and attempt to turn the teaching material system into the teaching system, a teaching mode that revolves around the problem, which is closer to the needs of the teaching of German and French courses in the new era, and more in line with the new direction of the reform and development of ideological and political courses. "Problem chain teaching" model not only puts forward new requirements for students, but also new challenges for teachers. The "problem chain teaching" mode is adopted in the course of German and French teaching, which makes the course bring forth new teaching methods, and also reshapes the roles and positioning of teachers and students in teaching. This will provide reference for the update and change of other teaching methods of ideological and political courses, and will effectively promote the realization of the goal of "cultivating morality" in college education.

FUND PROJECT

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