

Application Analysis of Inquiry Teaching in Improving the Teaching Effectiveness of "Basic Principles of Marxism"

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Abstract: *"The essence of ideological and political course is to reason, we should pay attention to ways and methods, speak the truth deep, thoroughly and alive" highlights the importance of "speaking" in ideological and political course teaching. As the art of "speaking", "questioning" can turn complex problems into several simple knowledge points, and gradually show the process of knowledge generation and the logical relationship between the knowledge points, so as to improve the effectiveness of teaching. In the specific application of "Marxist Basic Principles", combine the new media platform to improve students' learning autonomy; conduct the inquiry teaching in life teaching situations to improve the ability; follow the inquiry teaching to improve students' knowledge mastery; conduct the targeted inquiry teaching to enhance students' thinking ability.*

Keywords: Follow-examine teaching; Teaching situation; Classroom interaction.

1. FOREWORD

On April 25, 2022, General Secretary Xi Jinping visited Renmin University of China and delivered an important speech, putting forward that "the essence of ideological and political courses is to speak truth, we should pay attention to ways and methods, explain the truth thoroughly, teachers should teach attentively, students should understand attentively, so as to communicate the mind, inspire wisdom and moisten the heart, and inspire morale". Xi's speech highlights the importance of "speaking" in ideological and political teaching. The course of Basic Principles of Marxism (hereinafter referred to as "Ma Yuan" course) has strong ideological and academic rationality. In the course of "Ma Yuan", to explain the basic principles of Marxism is of great significance to the realization of the educational goal of cultivating people by virtue and cultivating new people of The Times.

2. THE NECESSITY OF FOLLOW - EXAMINE TEACHING

At present, "Ma Yuan" courses in colleges and universities have many contents, large system and difficult to understand. To some extent, the teaching effectiveness is low, especially in ordinary application-oriented universities. Specific embodiment can be summarized as the following aspects. First, the richness of the teaching content is contradictory to the lack of students' learning autonomy. "Ma Yuan" strong ideological and rational course determines that teachers must spend more time to "explain" the knowledge thoroughly based on the teaching content according to the teaching knowledge system. However, in the prescribed class hours, "speak fully" and "speak thoroughly" have produced a contradiction. In the traditional classroom teaching, students can get very limited support to consolidate and deepen the knowledge content independently outside the classroom and after the classroom. Second, the abstraction of the theory is contradictory to the students' inquiry ability. The concept category of "Ma Yuan" is too abstract, and it is difficult for most students to form emotional identity in the process of learning, and lack of interest in learning. Finally, they have difficulties in understanding knowledge and lose their confidence in exploring problems. In real teaching, it is often trapped in a vicious circle of "students do not understand, teachers do not want to speak, and students do not want to listen". Third, the generality of the conclusion is contradictory to the limited level of students' knowledge mastery. The knowledge system of teaching materials is mostly presented in conclusive statements and lacks the process of logical derivation. The process of students' learning theory is gradual, and the understanding of the theory may encounter difficulties in the process leading to the conclusion, so they are unable to complete the overall understanding of the conclusive knowledge system. Fourth, the integrity of the theory is contradictory to the jump of students' thinking. The integrity and logic of "Ma Yuan" theory emphasize the systematization, coherence and integrity of the knowledge system, and requires students to understand and master according to certain logic and order. In the process of learning, students will often have many new ideas from different angles unexpectedly. If they are not well guided, it is easy to bias the understanding of knowledge.

How to enhance the effectiveness of teaching has always been the key problem to be solved in "Ma Yuan" course teaching. The core reason lies in the dislocation between the teaching system and the specific reality of the students, which is reflected in the teaching around the teaching material knowledge system, and the students are passive in this process. The teaching focuses on the knowledge system of the subject itself presented in the teaching material, and the task of the students is to passively accept the knowledge system. In this regard, a student-centered teaching system must be constructed. Follow-examination teaching is the reconstruction of teaching system guided by students' reality.

Tao Xingzhi thought: "doing is the way to know, learn not to ask unknown". The importance of asking questions " in the pursuit of truth is obvious. As a commonly used language skill, questioning is in essence the art of "speaking", which is widely used in classroom teaching. It can turn complex problems into several simple knowledge points, and gradually show the process of knowledge generation and the logical relationship between the knowledge points, so as to improve the effectiveness of teaching. First of all, from the perspective of students' thinking development, questioning can guide students to think deeply, explore the essence of the problem, and cultivate their critical thinking and innovation ability. When students face teachers' questions, they have to re-examine their own views and answers, so as to promote more rigorous and in-depth thinking. Secondly, in terms of knowledge mastery, questioning helps students to deepen their understanding and memory of knowledge. Through continuous questioning, students can find the internal connection between knowledge, and build a more systematic and complete knowledge system, rather than memorizing knowledge points in isolation. Moreover, in terms of the perspective of the improvement of teaching effect, cross-examination teaching can timely find students' knowledge loopholes and understanding deviations, and teachers can give targeted explanation and guidance to improve the efficiency and quality of teaching. In addition, in terms of cultivating students' interest in learning, questioning can increase the interactivity and interest of the classroom. Students are no longer passively accepting knowledge, but actively participate in the discussion of problems, feel the fun of learning and the sense of achievement, so as to stimulate a stronger motivation for learning. Finally, from the perspective of adapting to the needs of social development, the future society needs talents with the ability to think deeply and solve complex problems. Follow-examine teaching can cultivate students' these key abilities in advance, so that they can better adapt to social challenges and changes.

To sum up, cross-examination teaching is based on the comprehensive development of students and pays attention to the actual needs of students. In the application of "Ma Yuan" teaching, it can reconstruct the student-oriented teaching system and improve the effectiveness of teaching.

3. THE SPECIFIC APPLICATION OF CROSS-EXAMINATION TEACHING

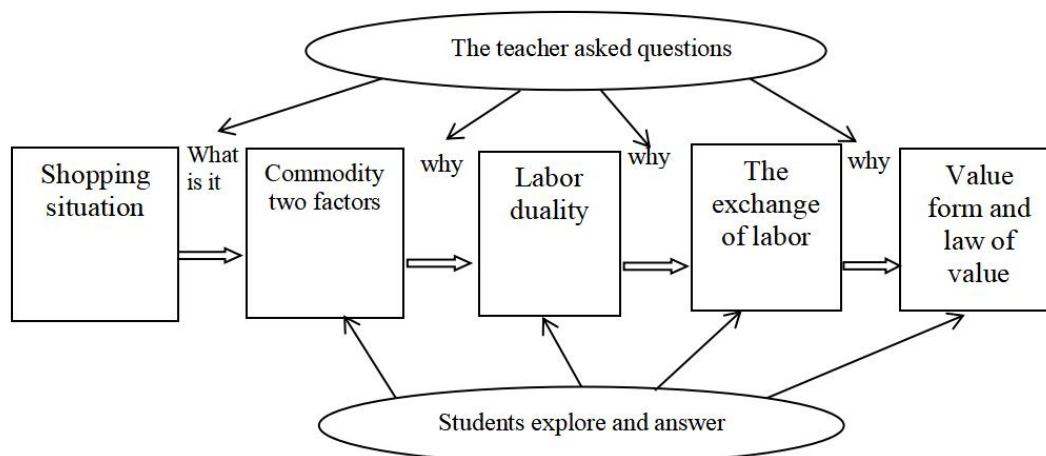
3.1 Carry out questioning teaching combined with the new media platform, break through the time and space limitation of teaching, and improve students' autonomy in learning

In the traditional ideological and political course teaching, the teaching platform has a drawback, that is, the classroom teaching is deeply limited by time and space. This limitation builds a high wall separating theory from practice, ideal from reality, which largely hinders the development of cross-examination teaching. Subject to the "questioning" of time and space, it is difficult to form the development and sublimation of thinking, and it is easy to cultivate a bookworm who "do not hear things outside the window and can only read the books of sages", which cannot meet the needs of social development. The real education is to realize the organic integration of knowledge, ability and quality, and is to cultivate students' comprehensive ability and advanced thinking to solve complex problems. In the teaching of "Ma Yuan", we should not only impart the basic theoretical knowledge to the students, but more importantly, let the students really understand its meaning, and apply these values to social practice, "true understand", "true letter" and "true use", and make them become innovative practical talents worthy of the national rejuvenation. WeChat, Weibo, TikTok, Kuaishou, Xiaohongshu and other new media are digital, real-time, interactive and convenient, and have become an important platform for college students to receive information, express their feelings and show themselves. In cross-examination teaching, we should grasp the change of students, and actively use the advantages of real-time, mass and speed of new media transmission information resources, so as to improve the frontier of teaching content, the interactivity of teaching forms and the inquiry of learning results. Using the learning platform to collect students' discussion opinions, release discussions, vote and answer questions provides a more convenient tool for teacher-student interaction for questioning teaching, and extends the scope of space and time of teacher-student interaction. For example, in the teaching of the section of "Commodity Economy and the Law of Value", the first question given to the students is, "What platforms do people usually shop on? Open your shopping APP and see what features of the items you buy." At the same time, the learning platform is

set up to answer links to give students sufficient time and space to think independently. Through the observation of life, students condensed theoretical knowledge, and break the high wall between theory and practice, between ideal and reality. In this section of teaching timely question, "When the anchor asked you to buy during the live broadcast, did you buy? why?", "What would you do if you were asked to go live?", Let students open the live AAP at any time and any place to rationally consider the shopping phenomenon based on the knowledge learned. At the same time, they can recognize the essence of shopping is the exchange of labor, clarify the nature of fetishism in the world of goods, and realize the space and time extension of teaching and the practical application of knowledge. Combined with the new media platform, the questioning teaching breaks the traditional time and space restrictions, opens a broader time and space for students' independent learning, so that students can apply the theoretical knowledge to real life, really play the role of ideological and political education, and enhance the effectiveness of ideological and political teaching.

3.2 Follow-asking teaching in life-oriented teaching situations to stimulate students' interest in learning and improve students' ability to explore problems

Life-oriented teaching situation enables students to closely link what they have learned with their real life. When teachers bring students to a specific situation, students are easy to "enter the situation" and make positive behaviors, making it easier for them to understand and master abstract concepts. That is, students can actively participate in the set activities, actively interact with teachers and students, and obtain rich emotional experience. Enrich students' emotional experience is helpful to stimulate their interest in learning, help them to apply the knowledge they learn to answer the practical questions raised by teachers, understand and explain the phenomena in life, and consciously explore and solve problems. The improvement of students' study degree can enhance their confidence in exploring questions. For example, in the teaching of "commodity economy and law of value", through the creation of "shopping" life situation, a series of questions around shopping, "look at the common characteristics of the goods you buy", "who gave the shopping money", "why some things are cheap, some things are expensive" and so on. In the "shopping" situation, the students have emotional resonance with the "characteristics of goods", "spending money", "making money", "comparing the price", etc., and can independently think deeply about the problems and explore their internal connections. Abstract theories about "commodity economy", "law of value" and "the fetishist nature of the commodity world" have become concrete and vivid, and the theoretical teaching that is originally raw and difficult to understand is completed in students' independent exploration. In this process, students not only master rich theoretical knowledge, but also improve their thinking ability and innovative spirit, which greatly enhances the effectiveness of classroom teaching.



3.3 Pay attention to students' questioning teaching in the process of learning, enhance students' learning effect, and improve students' knowledge mastery level

The student-oriented classroom teaching must pay attention to the learning process of students, so that students can really participate in the classroom inquiry activities and the formation process of knowledge, and promote the development of thinking ability. Pay attention to the students' inquiry process, show the classroom exploration with questions, and pay attention to the methods and degree of students' knowledge. In the process of activities, emotion, attitude, interest points and other factors are the factors that teachers should consider when asking.

According to the degree of students' knowledge, questioning teaching is timely adopted, which puts forward the combination of students' actual questioning, so that students can further think, activate the motivation of students to continue to explore, and firmly grasp the knowledge system. For example, in the teaching of "commodity economy and the law of value", the case is, "Why do the rice and rice wine produced with the same amount of rice meet people's needs differently and have different prices?" After the analysis, students can generally master the two factors of labor duality determines the goods, according to the students' expression of "value" can judge the degree of students understand the concept of "value". At this time, timely ask "because rice and rice wine have different values, so their price is different, right?", further put forward "the value of goods includes quality and quantity provisions", in order to consolidate students' grasp of the concept of "value", and at the same time lay the foundation for the subsequent knowledge. When the students came to the conclusion that "the price of rice wine and rice is different because their value is different", they further asked "How does the value of goods decide?" This question has successfully stimulated students' interest in exploring social life and learning theoretical knowledge. When the students draw the conclusion that "the value of goods is determined by the amount of labor consumed in the production of goods, and the amount of labor is measured according to the labor time", they then continue to ask, "Does this mean that the longer the labor time I consume to produce goods, the higher the value of the goods I produce?" Guide students to master the concept of "social necessary labor time". According to the degree of students' knowledge, students ask several questions. In the process of constantly answering questions, students gradually master the logical process of theory formation, which can enhance the learning effect and constantly improve the level of knowledge mastery.

3.4 Targeted follow up teaching, grasp the key nodes, improve students' thinking ability

The effectiveness of teaching activities is not only reflected in the interaction between teachers and students and the effectiveness of the problem, but also reflected in whether teachers can grasp the key points of students' exploration activities to guide students to think, and use targeted inquiry teaching to carry out inquiry activities, so that students can further think deeply and improve students' thinking ability. This situation often occurs in teaching. Because different students have different thinking angles for the same exploratory problem, the results will be different when analyzing and solving problems. Therefore, the questions raised by teachers must be open, expand students' thinking, and improve the breadth and depth of students' thinking. "Why are some goods cheap and some goods are expensive?" When answering this question, some students answer "because goods are scarce", some students answer "because everyone needs goods, people cannot leave it", and some students answer "because the labor paid for producing goods is different". The jump of students' thinking determines the diversity of students' answers. At this time, we should grasp the key nodes of students' differences and adopt cross-examination teaching to guide students' thinking to expand from breadth to depth. For example, "Why do people cannot live without rice, but the price of rice is not very expensive?" Focus students' thinking on "supply and demand" and "value and price". In the repeated questioning, the students have accurately mastered the relevant knowledge of the "law of value". In the process of combining theory with practice, correctly guiding students to think repeatedly and deeply about a certain problem is far more able to broaden their thinking, expand the thinking space than explaining directly and mechanically to improve their thinking ability.

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