

# Research on In-depth Learning of Ideological and Political Course in Higher Vocational Colleges

Qin Li <sup>1</sup>

<sup>1</sup> School of Marxism, Wuhan Vocational and Technical College of Communications, Hubei Province, Wuhan 430050, China

\* Corresponding Author: Qin Li

**Abstract:** The “problem chain +” mode refers to the teaching mode that combines the design of “problem chain” with common teaching methods such as quoting classics, case analysis, task-driven, and digital means. Based on the analysis of the learning situation of ideological and political courses in higher vocational colleges, the “problem chain +” mode is applied to the teaching practice of ideological and political courses in higher vocational colleges, which is conducive to guiding students to study in depth. In the design of “problem chain +”, we should pay attention to several key points, such as basing on theory, attacking problems directly, and progressing layer by layer.

**Keywords:** "Problem Chain +" Mode; Ideological and Political Courses in Higher Vocational Colleges; Deep Learning

---

Published: July 22, 2024

## Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that we should "promote cultural self-confidence and self-improvement," and put forward the requirement [1] of "promoting great morality, observing public morality, strict private morality, and improving people's moral standards and civilized accomplishment." Ideological and political course is the key course to undertake the

fundamental task of "moral education," and the university stage is the key period for the formation of a person's three outlooks. General Secretary Xi Jinping pointed out: "Ideological and political work in colleges and universities, on the surface, is regarded as the ideological and political work of students, but in fact, it will affect the ideological concept, value orientation and spiritual outlook of a generation of young people." In [2] view of the characteristics of students in higher vocational colleges, the efficient use of the "problem chain +" in-depth learning mode in classroom teaching is conducive to promoting students' in-depth understanding, in-depth exploration, in-depth practice, and in-depth participation, and is conducive to further promoting the spirit of the 20th National Congress of the Communist Party of China into the classroom and students' minds.

### **1. Basic Meaning of "Problem Chain +" Mode**

"Question chain" teaching refers to the teaching mode of guiding students to think and participate through a series of well-designed interlocking questions in classroom teaching, whose main logic is "raising questions-analyzing problems-solving problems." Compared with the traditional classroom teaching mode, this mode is easier to stimulate students' interest in learning and thirst for knowledge, and is more conducive to cultivating students' awareness of problems and gaining deeper cognition and understanding in speculation, which has been widely used in teaching.

The "problem chain +" mode combines the "problem chain" with common teaching methods such as quoting classics, case analysis, task-driven, and digital means. It puts the means of "analyzing and solving problems" before "raising problems" when designing the "problem chain," which has clear directivity and pertinence, and can further improve the actual teaching effect. Especially when multiple question chains are used simultaneously in the same classroom, it can play an obvious role in optimizing, avoiding the phenomenon of "one question and one answer" repeatedly, thus reducing the interest of the classroom and the sense of participation of students.

### **2. Value Connotation of "Problem Chain Plus" Mode**

#### **2.1 Analysis of the Learning Situation of Ideological and Political Courses in Higher Vocational Colleges**

In terms of knowledge base, students have obtained moral and emotional recognition

through the study of relevant contents in primary and secondary schools, and strengthened their ideological and political literacy. At the university stage, emphasis should be placed on strengthening theoretical education and learning, transforming "emotional" recognition into "emotional" and "rational" dual recognition, so as to know what it is and why it is. "Enhance the mission of students" [3]. For higher vocational college students, their knowledge base is relatively weak, and the traditional "indoctrination" teaching is easy to reduce their learning enthusiasm, which is not conducive to the understanding of theoretical knowledge.

In terms of learning cognitive ability, students in higher vocational colleges pay more attention to current affairs and are good at capturing fragmented information by means of digital media, which is conducive to ensuring students' participation when teachers use the teaching method of "problem chain + case analysis." However, in the era of "information explosion," multiple values are mixed, and students often obtain current affairs information through "short video" and "fragmented text," which makes them lack a profound analysis of the integrity and authenticity of information, and their independent thinking ability and critical thinking ability need to be improved.

In terms of psychological characteristics, students have a high degree of affirmation of the mainstream values, but feel confused in the face of some occasional negative events in society, so they need to start from the root of the theory, further deepen their theoretical understanding, strengthen their awareness, and avoid wavering ideological trends. However, in the face of more abstract theoretical knowledge, students are prone to psychological fear of difficulties and lack of interest in learning, which requires teachers to constantly optimize teaching methods to further help and guide students to learn in depth.

## 2.2 The Significance of "Problem Chain Plus" Mode in the Teaching of Ideological and Political Courses in Higher Vocational Colleges

During his visit to Renmin University of China, General Secretary Xi Jinping pointed out that "the essence of Ideological and political course is to reason, pay attention to ways and methods, and explain the truth deeply, thoroughly and vividly" [4], and how to "explain deeply, thoroughly and vividly" is a problem that every teacher of Ideological and political course needs to study hard. Teachers need to master the teaching content skillfully and use theoretical knowledge flexibly. In addition, it is

also very important to choose different teaching methods according to different learning situations.

Based on the analysis of the learning situation of the ideological and political course in higher vocational colleges, the mode of "problem chain +" is applied to teaching, which will fully combine the characteristics of students, foster strengths and circumvent weaknesses, and optimize the classroom teaching effect. Firstly, in view of the weak knowledge base of students in higher vocational colleges, the form of "problem chain + quotation of classics" can make full use of classics, effectively integrate theoretical knowledge into well-known classical discourse, internalize knowledge understanding and consolidate knowledge base through catchy recitation and other forms. In view of their willingness to pay attention to current affairs through digital media, more "problem chains + case analysis" can be set up to inspire students to explore theoretical knowledge in depth through classical cases of Party history and modern and contemporary current affairs news cases. As for the problems of students' fear of difficulties and low interest in learning, "problem chain + task-driven" and "problem chain + digital means" can be well guided by practical tasks, through the coherent task achievement model before, during, and after class, and through digital visual classroom participation. Give full play to the leading role of teachers and the main role of students.

### **3. "Problem Chain +" Mode to Guide the Teaching Practice of Deep Learning — Taking "Absorbing and Drawing Lessons from Excellent Moral Achievements" as an Example**

"Absorbing and Drawing on Excellent Moral Achievements" is selected from the second section of the fifth chapter of "Ideology, Morality and Rule of Law," which is the follow-up content of "The Core and Principles of Socialist Morality." Through this section, students need to make it clear that socialist morality is not a passive water or a rootless tree. The following will take this lesson as an example to expand the teaching practice process of "problem chain +" mode to guide in-depth learning in detail.

#### **3.1 Question Chain + Quoting Classics to Promote Deep Understanding**

In the section of "Inheriting Chinese Virtues," the teacher starts from the question of

"what kind of traditional virtues are contained in the character 'Lao' in Chinese characters," analyses it from the perspective of etymology, and then guides students to explain the profound connotation of the two characters "Yi" and "Li" according to the textbook content by asking questions. Next, it further shows the classical words in ancient books such as the Book of Songs, the Book of History, the Book of Rites, Confucius and Mencius culture, the Five Religions Thought and the Five Ethics Theory, such as "cultivating oneself, regulating the family, governing the country and making the world peaceful," "establishing others if you want to establish yourself, and achieving others if you want to achieve yourself." Through the group discussion of students, the basic spirit of traditional Chinese virtues is sorted out on the basis of deep understanding, and then it is made clear that we should take a clear-cut stand against the two erroneous ideological trends of "revivalism" and "nihilism."

### 3.2 Problem Chain + Case Analysis to Inspire In-depth Exploration

Case analysis is one of the common teaching methods in the teaching of ideological and political course. However, the passive learning form of "teachers analyze and students listen" is not conducive to its good teaching effect, while the appropriate combination of problem chain and case analysis can effectively avoid this problem. In the section of "Promoting Chinese Revolutionary Morality," a series of questions can be raised from the classic cases of Party history such as "Shangganling Campaign," "Huang Kegong Case," and "Three Main Disciplines and Eight Points for Attention": "What is Chinese Revolutionary Morality?" "How did it form and develop?" "How does it relate to traditional virtues?" "What kind of revolutionary morality do these cases embody?" Through such a deep exploration process, we can sort out the main content of Chinese revolutionary morality and understand that it is the basic relationship between the inheritance and development of Chinese traditional virtues.

In the process of case selection, teachers should widely involve the classics in the history of the Party, so as to truly and accurately grasp the source of the case. At the same time, we should base on the current affairs news that students are interested in, give full play to the advantages of students who are good at capturing Internet information, continue to add modern and contemporary hot cases, guide group discussions by asking questions, and make history shine into reality. In this section, after grasping the basic connotation of Chinese revolutionary morality, teachers can

continue to ask: "Is revolutionary morality valuable only in the revolutionary era?" "What do you think of the occasional phenomenon of infringing on the reputation and honor of heroic martyrs in modern and contemporary times?" "How should we be the inheritors of revolutionary morality?" Teachers' questions are closely linked, through the analysis of classical cases of Party history and modern and contemporary hot cases, to help students explore in depth, so as to "face up to social evils, stir up turbidity and promote purity, criticize current malpractices, but also to accurately and objectively analyze facts" [5], and strive to improve students' critical thinking ability.

### 3.3 Problem Chain + Task-driven, Boosting In-depth Practice

The combination of theory and practice is the focus of the teaching reform of contemporary ideological and political course, and it is also one of the important teaching methods to improve the teaching effect. Students in higher vocational colleges have the problem that their learning initiative is not strong enough. Through the combination of problem chain and task-driven mode, students' initiative consciousness can be stimulated, and they can deeply participate in the dual practice of classroom and society. When setting tasks, we should pay attention to their difficulty and operability, avoid setting some tasks which are extremely difficult, out of touch with the content of textbooks and out of touch with the society. At the same time, we should disassemble the tasks reasonably according to different teaching needs, and refine them into small tasks according to different teaching stages before, during and after class, so as to achieve steady progress and lead in-depth practice.

For this lesson, before class, we can assign the small task of "looking for touching red letters" to stimulate students' emotional identity and understand the relevant content of revolutionary morality in advance. In the middle of the class, this task is combined with the problem chain. After analyzing the classic cases of Party history, the question is thrown out: "Are the spirit and ideas embodied in these cases consistent with the 'Red Letters' you are looking for?" "What is the internal relationship between these 'red family letters' and traditional Chinese virtues?" Through the sharing and analysis of the "red family letters" that students are looking for, combined with the forms of reading and circulation, students are guided to actively participate in classroom practice. After class, through the setting of the problem chain, we will continue to assign some small tasks of reading and thinking, and extend the classroom practice to

social practice, and make emotional and cognitive preparations for the next class — "Moral Practice of Advocating Virtue and Virtue." Driven by the problem chain and curriculum tasks, students turn passive learning into active learning.

### 3.4 Problem Chain + Digital Means to Promote Deep Participation

The report of the 20th National Congress of the Communist Party of China emphasizes "promoting the digitalization of education." Based on this strategic plan, teachers of ideological and political courses should constantly update their teaching methods, flexibly use a variety of digital means, and promote the spirit of the 20th National Congress into their minds. Setting up the problem chain through digital means is conducive to mobilizing the classroom atmosphere and driving students to participate in classroom activities in depth through the visual digital platform. At the same time, this visual data can effectively help teachers to record the process, reflect on teaching, and form a diversified evaluation system.

Digital means can be used in the whole process of deep learning teaching practice. In this lesson, when explaining "Chinese Revolutionary Morality," students can be led to experience the Party's century-old struggle through the use of VR virtual simulation technology, refine the classic cases of Party history in immersive learning, and then carry out problem chain case analysis. As for the aforementioned question of "how to treat the phenomenon of infringing on the reputation and honor of heroic martyrs," it can be carried out in the form of learning through questionnaires, and continue to set up a chain of questions in the classroom: "What can most students' choices explain?" "What is the reason for the indifference of some people?" Through the form of questioning, in-depth analysis is carried out. At the same time, the small tasks of "Looking for Red Letters" before class and "Visiting the Red Pavilion" after class can also be uploaded, edited, and shared freely by students through the digital platform, so as to increase the interest of learning, take students as the main body, and effectively improve the students' head-raising rate and nodding rate.

## **4. The Design Points of the "Problem Chain Plus" Mode in the Teaching of Ideological and Political Courses**

First of all, the design of "problem chain +" should be based on theory and avoid putting the cart before the horse. Engels said, "If a nation wants to stand at the peak of

science, it cannot be without theoretical thinking for a moment." Although [6] the "problem chain plus" model emphasizes the combination of problem chain and various teaching methods, it must avoid the problems of "emphasizing form over theory" and "entertaining theoretical knowledge." In order to better meet the needs of students and pursue a more "lively" teaching effect, some ideological and political teachers often neglect theoretical teaching in their teaching practice, which is a misunderstanding. The essence of ideological and political course is to persuade people with thorough theory and achieve rational identity. The application of various teaching forms in the "problem chain +" mode is to help students deeply understand the connotation of the theory, which is a means, not an end, and theoretical learning is the first and fundamental.

Secondly, the design of "problem chain +" should directly attack the problem and refuse to avoid the important and take the light. On March 18, 2019, General Secretary Xi Jinping pointed out at the Symposium of Teachers of Ideological and Political Theory Courses in Schools that "some teachers are afraid of the ideological attributes of Ideological and Political courses, fearing that disasters will come from their mouths, always bypassing problems and avoiding difficulties" [7], which is obviously wrong. When designing "problem chain +", we should "directly attack the problem, go deep into the essence, and explain the truth deeply" [8]. This also puts forward new requirements for ideological and political teachers. Ideological and political teachers are the key to running ideological and political courses well. They must cultivate the feelings of home and country, constantly enrich their knowledge reserves, take a high-spirited attitude and courage to face difficulties, focus on the problems that students are generally concerned about and confused about, and lead students to clear away the fog of thought in the complicated social trend of thought. From the phenomenon to the essence, we can strengthen the "two safeguards," "four consciousness," and "four self-confidence," and further clarify the mission and responsibility of young students in the unprecedented changes in a century.

Finally, the design of "problem chain +" should be progressive layer by layer to prevent thinking fault. In the previous point, we should focus on the word "problem," and the problem chain, as its name implies, also needs to consider its "linkage." That is to say, the design of "problem chain +" should not only simply pile up one problem after another, but also connect the problems with reasonable logic to prevent students



from thinking fault. Taking the big logic of this lesson as an example, we have learned the core and principles of socialist morality in the last lesson. Starting from the question of "whether socialist morality is passive water," this lesson will first explore its source of living water—traditional Chinese virtues—and then ask "Is Chinese revolutionary morality separated from traditional Chinese virtues?" It leads to the red gene of socialist morality—Chinese revolutionary morality. Next, based on the question of "whether the power of morality is only pursued by Chinese people," we continue to explain the section of "drawing lessons from the excellent moral achievements of human civilization," and ask: "Since the moral achievements of human civilization are varied, what attitudes and methods should we uphold?" Through this series of question links, the contents of the whole section are effectively linked together. This also requires teachers to make comprehensive preparations before class, clarify logic and proceed step by step. In the teaching practice of ideological and political course in higher vocational colleges, accurately grasping these design points is the key to whether the "problem chain +" mode can give full play to the role of promoting in-depth learning, improve the effect of classroom teaching, and then promote the spirit of the 20th National Congress into the mind.

## **References**

- [1] Hold High the Great Banner of Socialism with Chinese Characteristics and Work Together to Build a Modern Socialist Country in an All-round Way. Excerpt from the Report Delivered by Comrade Xi Jinping on behalf of the 19th Central Committee of the Communist Party of China [N]. *People's Daily*, 2022-10-17 (03).
- [2] *Ideology, Morality and Rule of Law* [M]. Beijing Higher Education Press, 2023:21.
- [3] Notice of the Ministry of Education of the Publicity Department of the CPC Central Committee on Issuing the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era [J]. *Bulletin of the State Council of the People's Republic of China*, 2021 (9): 75-80.

- [4] Adhere to the Party's Leadership, Inherit the Red Gene, Take Root in China, and Walk Out of a New Road to Build a World-class University with Chinese Characteristics [N]. *People's Daily*, 2022-4-26 (01).
- [5] Xi Jinping's Thirty Lectures on Socialism with Chinese Characteristics for a New Era [M]. Beijing: Learning Press, 2018:202.
- [6] Xi Jinping. Speech at the Symposium on Philosophy and Social Sciences [N]. *People's Daily*, 2016-5-19 (02).
- [7] Xi Jinping. Ideological and political course is the key course to implement the fundamental task of moral education. *Qiushi*, 2020 (17): 4-16.
- [8] Wang Jing. The thinking of using problem chain teaching method to explain deeply, thoroughly and flexibly the principle of ideological and political course [J]. *Research on Marxist Theory Education in Colleges and Universities*, 2022 (05): 101-108.