

Practical Teaching Effectiveness of Ideological and Political Theory Course in Colleges and Universities Based on Big Data

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Abstract: In recent years, colleges and universities(CU) are carrying out the practice of Ideological and political theory teaching reform, constantly reforming the teaching methods and strengthening the teaching content to improve the effectiveness of Ideological and political theory teaching, but there are still some shortcomings in the teaching practice. The practical teaching(PT) of Ideological and political theory course(IPTC) in CU is conducive to improving the comprehensive quality of college students, influencing their behavior and behavior, and infecting their ideological and political education(IPE). Therefore, CU actively promote the innovation of PT of IPTC, and explore the realization of the research on the effectiveness of PT of IPTC. This paper is mainly based on the background of big data to study the PT effectiveness of IPTC in CU. In this paper, by understanding the types of PT of IPTC in CU, the problems in the PT of IPTC are analyzed, and the corresponding solutions are put forward to strengthen the PT. This paper also carried out a questionnaire survey to study the practicality of PT, to understand the college students' understanding of practical activities, and to investigate the guidance of instructors on practical activities, so as to understand the practical analysis of practical activities. The practical results show that the PT has the corresponding effectiveness, 191 of 200 people in the questionnaire survey confirmed the effect of PT. In addition, in the guidance of instructors, only 14.61% of the teachers participated in the whole process of guidance, which needs to be rectified in this aspect.

1. Introduction

The practice teaching of IPTC is a required course to improve the IPE level of college students, which can effectively improve the IPE level of college students, and help college students better understand the ideological and Political Theory Education [1-2]. To study the current situation of the effectiveness of Ideological and political theory teaching in CU is the premise to understand the factors affecting the effectiveness of Ideological and political theory teaching in CU, and also the

basis to effectively solve the problem of teaching effectiveness [3-4]. IPTC in CU plays a guiding and promoting role in how to guide college students to establish a correct outlook on life, values and world outlook, practice ideological and political teaching theory, integrate knowledge with practice, and take the road of socialism with Chinese characteristics [5-6]. Therefore, whether the actual teaching effect of IPTC meets the expected education expectation, and whether it really has an impact on it, are all aspects of higher education to consider [7-8]. The starting point and ultimate goal of Ideological and political theory teaching in CU is its effectiveness, which can ensure the smooth development of teaching and reflect the theoretical value and practical effect of educators [9-10].

In the study of the PT of Ideological and political theory, many scholars at home and abroad have made research and achieved some results. Xu Z and others refer to the ideological and political teaching in CU mainly by teachers' teaching, and students are relatively passive, which greatly affects students' learning enthusiasm, hinders students' creativity and is not conducive to the effectiveness of teaching [11]. Dang Y thinks that the connotation of the effectiveness of Ideological and political theory teaching needs to be understood from the perspective of educators and educated. From the perspective of educators, the effectiveness is reflected in whether the teaching purpose of the educator can be completed; from the perspective of the educated, the effectiveness is reflected in whether the ability of the educated has been greatly improved in the process of receiving education, namely, the teaching purpose of teachers and students' learning whether the learning results are unified, and whether college students learn to solve practical problems with Marxist theory[12].

This paper mainly studies the PT of IPTC, through the study of the PT types of IPTC, the scope of PT of college students, and the practice teaching form inside and outside the classroom. This paper also analyzes the problems in the PT of IPTC, and expounds the basic cognitive deficiency, the nonstandard management system and the lack of innovation in the methods of the PT of Ideological and political theory. Through studying and understanding these problems, the corresponding solutions are put forward to strengthen the cognition of PT, standardize the management system and innovate the practical activities. This paper also launched a questionnaire survey to study the practicality of PT, through questionnaire survey to understand the understanding of practical activities of college students to determine the effectiveness of practical activities, and to investigate and understand the guidance of teachers to practice activities, to understand the practical analysis of practical activities.

2. Practical Teaching of IPTC

2.1 Types of Practical Teaching of IPTC in CU

2.1.1 Practice teaching in classroom

There are also various forms of practice teaching in the classroom. Through the methods of interactive discussion and analysis between teachers and students, when carrying out theoretical teaching in the classroom, the relevant hot spots, difficulties, focus and other issues and social facts in social life are taken as typical cases. Teachers and students combine their own classroom knowledge, use ideological and political theory and social facts to analyze their problems This paper discusses the causes, behavior methods, to solve problems, to activate students' thinking ability, and to strengthen the understanding of college students to the PT of IPTC. In addition, the classroom practice teaching can also choose to combine some modern scientific and technological elements, including computer recording, large screen multimedia, computer network, etc., which are widely used nowadays. Through the means of science and technology, the form and condition of

things can be vividly displayed to the students, so that the educatee can feel deeply, as if on the spot. This way can make up for the lack of students' personal practice and become the supplement of students' personal participation in social practice. This kind of classroom practice teaching can combine the knowledge of Ideological and political theory with practice, strengthen the classroom interaction ability of teachers and students, and maximize the effect of practice teaching in limited space and time.

2.1.2 Practice teaching outside classroom

The practice teaching outside the classroom is the extension and supplement of the class teaching, and the verification and application of the theory learned in the IPTC in real life. There are many ways to apply the practice teaching outside the classroom. In short, it can be divided into school practice and social practice. The practice teaching in school can be realized by letting students abide by the school rules and participate in various activities. The basic content and requirements of IPTC run through various community activities, class and department sports activities, academic activities and other activities. The practice teaching of IPTC can be carried out for students by carrying out common activities. With the help of the network, teachers of IPTC, relevant school organizations or other independent social people should establish virtual moral education bases, virtual communities, or integrate IPE thoughts and theories into various campus networks and comprehensive websites to carry out the PT form of IPE for College Students. Social practice is to use the spare time of college students in winter and summer vacation to guide students to participate in social activities, so that students can learn and understand the ideological and political theory knowledge in social activities, and master its application. Through social practice, college students can learn to practice the IPE theory and practice their own ideological and political actions. The social practice of College Students' IPTC is an important embodiment of the PT of IPTC in CU.

2.2 Problems in Practical Teaching of IPTC

2.2.1 The basic understanding of practice teaching is insufficient

At present, many CU have not realized the important role of PT of IPTC in the growth of students, the improvement of teaching quality and the development of social progress. They mistakenly believe that PT is a part-time course which has no substantive effect and can not bring any actual benefits to the school. In order to deal with the teaching evaluation and the inspection of the superior leaders, many CU often build practical courses. The emphasis is on the rigid indicators of the evaluation, one-sided highlighting the characteristics of the school "specialty", while ignoring the improvement of the school's humanistic environment. On the other hand, with the current financial crisis, most western countries have been deeply damaged. In order to pass on the losses caused by the economic crisis and divert the attention of the domestic people, they have increasingly accelerated their penetration and attack on China. At present, China is in the crucial stage of economic system reform, and various social problems such as the excessive gap between the rich and the poor, official corruption, and employment difficulties of college students are constantly emerging. At present, this will undoubtedly cause ideological confusion for the college students who are in the growth stage and have weak ability to distinguish right from wrong, resulting in many college students' pragmatic thinking, and even some wrong ideas such as "Marxist insignificance theory" and "useless theory of IPE".

2.2.2 The management system of PT is not standardized enough

The PT of IPTC needs the full cooperation and support of the school leaders, the educational affairs department, the school league committee, the student union and the relevant management departments. However, our existing teaching management still continues the thinking and methods of classroom teaching management. Limited by the backward management concept and old management methods, many CU are still on the surface of the PT of management IPTC. In terms of management system, the school has not formulated the teaching outline of IPTC, which leads to the nonstandard teaching content, lack of complete teaching system, scientific integration of teaching resources, no clear teaching requirements and scientific assessment standards, and the lack of system and rules for teaching process. Therefore, the PT of IPTC does not carry out teaching according to quality and quantity, but rather lets go of the flow or artificially reduce the practical hours, and supplement to the professional courses and other courses, and the PT has a lot of loopholes and disadvantages.

2.2.3 Lack of innovation in PT methods

The practice teaching of IPTC also uses the traditional teaching mode, the form is single, rigid and boring, there is no combination of PT practice, lack of innovation in practice teaching methods. Taking classroom practice teaching as an example, some teachers are basically following the traditional teaching methods of "cramming" and "one speech". Each course mainly takes chapters as the object and takes indoctrination as the main form. They are often too old-fashioned in the selection of subjects, the setting of problems and the selection of educational films, there are few connections with the actual situation of contemporary college students, which greatly limits the flexibility and creativity of students' thinking and leads them to complain that the teaching content is boring.

2.3 Solutions to Practical Teaching of IPTC

Raise awareness and change ideas. Ideology and consciousness are the forerunner of action. To better implement the PT of IPTC, we should improve our understanding of it. For the importance and urgency of implementing the PT of IPTC in CU, we must attach importance to it, change our ideas and strengthen our consciousness. Especially, as the leaders of CU, only by changing our ideas, strengthening our consciousness and unifying our thoughts can we further produce correct actions, only in this way can we consciously bring the PT of IPTC into the important agenda of the school work and further guarantee the funds. Not only the school leaders should improve their understanding, but also the cadres and teachers should fully understand the necessity and importance of PT. Only in this way can we create a good atmosphere conducive to the practice teaching of IPTC, get the understanding, support and cooperation of relevant departments when carrying out practical activities, and effectively promote the effective development of the practice teaching of IPTC in CU. At present, China's higher education is still facing a lot of pressure and challenges. There are still some weak links in the PT of IPTC in CU.

Establish and improve the leadership management system. The smooth development of the PT activities of IPTC is inseparable from the scientific and standardized leadership management system. CU should establish and improve the leadership management system according to the instructions of the central document and the actual situation of the school and students. The specific contents should include teaching objectives, organizational forms, teaching methods, assessment and evaluation. In the aspect of the above, it is clearly stipulated that teachers must complete certain PT tasks according to the teaching rules and regulations. Meanwhile, the departments of the teaching

guidance group should strengthen communication and cooperation, to ensure the work and specific tasks of each department, divide the work orderly and perform their duties, and form the mutual cooperation and joint management of the leading departments of IPTC, teaching research departments, educational affairs management departments, student management departments and logistics service departments, so as to achieve the actual effect of the whole staff education and management education. In order to supervise the specific implementation of PT activities, establish and improve the PT system of IPTC in CU, the leading group should carry out regular research activities, timely understand the new situation, constantly improve the leadership level and ability of the organization in solving the difficulties, and improve the construction of the PT system of IPTC.

Diversified ways of teaching organization and Implementation. The organization and implementation of IPTC practice teaching can achieve diversified development. According to the grade of college students, we can teach students in accordance with their aptitude and carry out IPTC practice teaching in batches. Freshmen are not familiar with the school environment, so they can take the classroom or campus as the starting point to carry out PT activities, such as classroom case teaching, theme debate competition, on campus group discussion and so on. Sophomores can arrange some colorful campus activities to fully experience the strong campus culture. The fourth grade is a critical period for college students to develop and improve themselves, and they are faced with psychological pressure such as employment and job selection. Therefore, we can organize and carry out some activities such as community service or topic research for the purpose of cultivating students' innovation and entrepreneurship. Through such social practice activities, we can help college students improve their ability of communication and cooperation, and improve their ability to adapt to social development. They are encouraged to exercise themselves in practice, understand themselves, and enhance their innovation ability and entrepreneurship.

2.4 PT Data Algorithm

This paper mainly studies the effectiveness of the PT of IPTC. In order to understand the application degree of the theoretical PT of IPE, the practical sensory evaluation of college students should be integrated to understand a relatively objective evaluation of the effectiveness of PT. The data collected by questionnaire survey should be used to analyze the practical degree of PT. This paper uses the method of weighted aggregation to understand the effectiveness of PT through the comprehensive questionnaire data, the specific formula is as follows:

$$A = \sum_{i=1}^l \lambda_i \left[\sum_{j=1}^m \lambda_{ij} \left(\sum_{k=1}^n \lambda_{ijk} a_{ijk} \right) \right] \quad (1)$$

At the same time, in addition to the information collected from the questionnaire evaluation of PT, the weighted summary statistics method is also used to process the collected feedback information of PT, the calculation formula is as follows:

$$S = \sum_1^n Q_i S_i (i = 1, 2, \dots, n) \quad (2)$$

Through collecting, understanding, statistics and calculating the questionnaire information data, this paper analyzes and evaluates the practical interaction and effectiveness between teachers and students in the PT of IPTC, so as to understand the process performance of PT.

3. Experimental Research

3.1 Experimental Object

This paper mainly studies the PT effectiveness of IPTC. In order to study the PT of Ideological and political theory, this paper analyzes the types of PT of IPTCs, the types of teaching activities inside and outside the school, then analyzes the problems in the PT and puts forward corresponding solutions to solve the PT of IPTCs What happens in learning.

3.2 Experimental Process Steps

This paper studies the PT of IPTC, mainly using the form of questionnaire survey to understand the effectiveness of the PT of IPTC. This paper studies the scope of College Students' practice teaching, the types of practice teaching forms inside and outside the classroom, and expounds the lack of basic cognition, nonstandard management system, and lack of innovation in methods of practice teaching of IPTC. Through the research and understanding of these problems, the corresponding solutions are put forward to strengthen the cognition of practice teaching, standardize the management system, and innovate the methods of practice activities. This paper also launched a questionnaire survey to study the practicality of PT, through the questionnaire survey to understand college students' understanding of practical activities, in order to determine the effectiveness of practical activities.

4. Practical Teaching Experiment of IPTC

4.1 Effectiveness Analysis of Practical Teaching of IPTC

In order to understand the effectiveness of PT of IPTC, this paper selects the questionnaire survey method to understand the teaching situation of IPTC through self-made questionnaire. This survey selects 200 people as the survey sample to explore the harvest of PT of IPTC. The specific results are shown in Table 1.

Table 1: Analysis on the effectiveness of PT

Effect	Very effective	Quite effective	Generally valid	Not very effective	No effect
Number	38	97	56	9	0

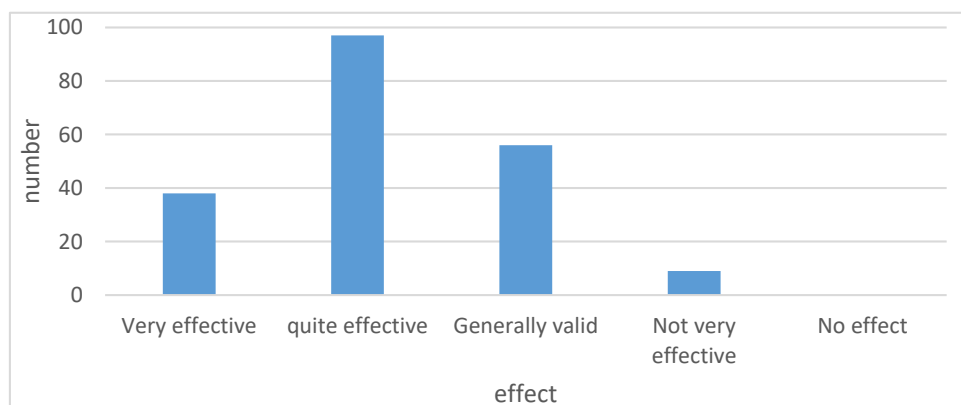


Figure 1: Analysis on the effectiveness of PT

As can be seen from Figure 1, the PT of IPTC has gained a lot. No one thinks that the PT has

gained nothing. There are 38 people who think it is very effective, 97 people think it is more effective, 56 people think it is generally effective, and 9 people think it is not very effective.

4.2 The Teacher Guidance in PT

In the PT of Ideological and political theory, the teacher also accounts for a large proportion. The teacher is responsible for guiding students to participate in the IPE better. However, in the current PT, how to guide the teacher, this paper also puts forward the questionnaire about the guidance of the teacher in the questionnaire survey, and explores the guidance of the instructor, which has the advantages of the results of the body are shown in Table 2.

Table 2: The teacher's guidance

Full participation and guidance	General guidance	Symbolic guidance	No guidance
14.61	35.73	33.34	16.32

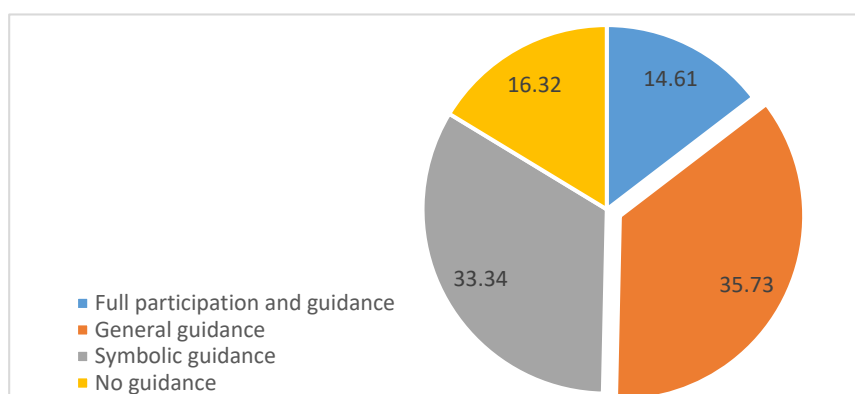


Figure 2: The teacher's guidance

It can be seen from Figure 2 that only 14.61% of the teachers participated in the whole process of PT guidance, 35.73% of the teachers gave general guidance, 33.34% gave symbolic guidance, and 16.32% of the teachers did not give guidance, which indicates that the vacancy of teachers in PT is serious, and the situation of teachers' guidance needs to be rectified.

5. Conclusion

This paper mainly studies the PT of IPTC. Through the research, we can understand the types of PT of IPTC in CU, the scope of PT of college students, and the forms of PT inside and outside the classroom. This paper also analyzes the problems in the PT of IPTC, and expounds the basic cognitive deficiencies, the non-standard management system, the lack of innovation in methods, and the imperfection of the evaluation and assessment mechanism of the PT of IPTC. Through the research and understanding of these problems, the corresponding solutions are put forward to strengthen the cognition of practice teaching, standardize the management system, innovate the methods of practice activities, and improve the evaluation mechanism. This paper also carried out a questionnaire survey to study the practicality of PT, through the questionnaire survey to understand college students' understanding of practical activities to determine the effectiveness of practical activities, and at the same time to investigate the guidance of instructors to practical activities to understand the practical analysis of practical activities.

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