Thinking on the Online and Offline Teaching Transformation of Ideological and Political Courses in Universities

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The development of modern information technology has promoted the changes in the teaching methods of ideological and political courses in colleges and universities, and brought online teaching methods that span time and space. The online teaching method enriches the traditional offline teaching methods, making the teaching methods diversified and flexible. However, online teaching and offline teaching have their own advantages and disadvantages. They not only require ideological and political teachers to constantly adjust teaching plans and teaching ideas, but also have a different impact and effect on students' teaching feelings and learning effects. Therefore, how to actively explore the teaching methods of ideological and political education in online colleges and universities while retaining the advantages of the original offline teaching mode, grasp the opportunities of the times, make full use of information technology to meet the general trend of the current education mode changes, and actively create the education and teaching methods suitable for the ideological and political education in colleges and universities is the issue that should be deeply considered and often considered as a teacher of ideological and political education in colleges and universities.

Keywords: online teaching, offline teaching, conversion of ideological and political courses

The ideological and political theory course in colleges and universities plays an important role in various basic courses. In the teaching process, we should constantly adapt to the new situation, enrich the teaching methods, and achieve the fundamental purpose of establishing morality and cultivating people. In the teaching process under the background of normalization of epidemic prevention and control, with the continuous change of epidemic situation, our teaching methods have also changed, and finally formed several rounds of transformation from online teaching to offline teaching, and then to online teaching. Online teaching and offline teaching, two quite different teaching forms, not only require teachers to constantly adjust teaching plans and teaching ideas, but also have a different impact and effect on students' teaching feelings and learning effects. In this regard, we held a special interactive discussion with students, asking them to talk about the impact and understanding of the online and offline teaching transformation of ideological and political courses this semester on them, hoping to summarize and sort out the problems in the online and offline teaching process of ideological and political courses in a timely manner, and at the same time deeply understand the students' learning situation, ideological and psychological changes, and students' online learning needs under the two online and offline

modes The evaluation of the course and the class platform put forward practical methods to improve the educational function and teaching effect of ideological and political courses in colleges and universities.

Basic Information of Investigation

There are three ideological and political classes participating in the interactive discussion and research, and 190 people from the three classes participated in the interactive discussion and research. From the perspective of the number of participants, the participants accounted for the vast majority of the total number of the three classes. Through combing and summarizing the contents of the interactive discussion, I found that although students' participation and satisfaction in the online and offline teaching of German and French courses this semester were generally high, and they also expressed their understanding and approval of the transformation of online and offline teaching forms, many problems were still exposed, such as the immature technical conditions of online teaching network and the imperfect construction of online teaching platform. Compared with offline teaching, online teaching is not rich in teaching forms, and students' subjective status is limited; compared with offline teaching, online teaching's sense of presence needs to be improved, which leads to the weakening of students' self-management ability in online learning.

Analysis of Survey Issues

First of all, some students mentioned the technical conditions of online teaching network and the related contents that need to be strengthened in the construction of teaching platform. On the one hand, during online teaching this semester, some students conducted online teaching at home, while others conducted online teaching in school dormitories. Whether the network environment is smooth and convenient has become one of the important factors affecting online teaching. During the online teaching period, many students are affected by the network fluctuations. Some students even have to use mobile traffic to complete the course learning, which is more inconvenient. On the other hand, my online education in this semester mainly relies on the school's BB platform and Tencent conference. Once the limited online education platform resources are faced with sudden mass user impact, its website carrying capacity is likely to be overwhelmed. This semester, before one of the ideological and political courses I teach in a university, Tencent conference was unable to log in before class, which was less than 10 minutes from class. However, none of the students in my class and I could successfully enter the Tencent conference class that had been scheduled before. The situation was urgent. I immediately applied for the synchronization class on the smart tree platform and told the students to enter, which solved an urgent problem. In addition, under the special teaching needs, the new teaching environment and teaching conditions make the perfect online education platform and teaching resources fully demonstrate its importance and necessity. For the course "Ethics and the Rule of Law", the online teaching resources corresponding to the revised textbooks still need to be accumulated, and the massive video resources on the network also need to be screened, if there is no uniform selection standard. It is easy to cause confusion, but also weakens the appropriateness and pertinence of video cases.

Secondly, some students mentioned that compared with offline teaching, online teaching is not rich in teaching forms and students' subject status is restricted. Turning offline teaching to online teaching does not mean abandoning the interactive mode accumulated offline in the past. In order to enhance the enthusiasm of students to participate in online teaching, I added more current political content in the course of teaching, connected with some hot news on the Internet, and helped students establish a correct view of the world, outlook

on life, and values of analyzing social news while expanding their knowledge reserves. At the same time, we also strive to improve the interest of classroom interaction through group cooperation plus points, random selection of student numbers, and other forms. However, due to the isolation of physical forms of online teaching and the lack of face-to-face communication and feedback, it is inevitable that there will be insufficient interaction of teaching content and the lack of students' sense of immersive experience, which easily leads to the phenomenon that students' learning impression is not as deep as offline teaching and teaching effect is not as good as offline teaching.

Finally, some students mentioned that compared with offline teaching, online teaching needs to be improved, which leads to the weakening of students' self-management ability in online learning. Attention is the key factor that determines learning efficiency. Among the students who posted this interactive discussion, nearly two thirds of the students mentioned that compared with offline classroom teaching, their minds are more likely to wander in the online course teaching process, and some students directly pointed out that the communication interaction in online teaching is an emotional communication interaction. Indeed, online courses lack a sense of face-to-face zero distance between teachers and students. Positive external factors such as teachers' supervision of students' class status and the driving role of students' enthusiasm for learning are not easy to play a role. Students' listening status mainly depends on students' self-discipline and self-consciousness. During online teaching, students take online classes at home or in dormitories, lack campus social life, and spend significantly more time alone. If they lack the ability of self-planning, it is easy to be bored, unable to arrange time reasonably, and distracted from class. In extreme cases, they are easy to fall into a vicious circle of wasted time, painful self-blame, escape from reality, and wasted time.

The above are the main problems exposed during the survey.

Research, Summary, and Thinking

This is an interactive discussion and survey from the perspective of students. In the process of sorting out and summarizing, some problems in the teaching process of German and French courses have been sorted out. We find that most students understand and agree with the transformation of online and offline teaching forms, and maintain a high learning enthusiasm for ideological and political courses in colleges and universities. However, some students are distracted during online classes. On the one hand, because some students have a weak sense of self-management and self-control, their emotional communication with teachers is blocked when facing computer screens, which makes it difficult for them to maintain long-term concentration; on the other hand, the instability of the network itself leads to stagnation, and the poor platform technology leads to congestion, which makes teaching supervision difficult.

In addition, we need to see that today's post-zero students prefer a lively classroom atmosphere because of the changes in their growth environment, and have higher requirements for teachers' quality in all aspects, pay more attention to the hot issues occurring in the society, and pay more attention to their own interests. When facing social problems, due to their limited experience, they have a lot of inner confusion and hope to get help from teachers. The students' attitude and feedback have important reference value for us to further develop the course teaching.

How to actively explore online course education and teaching methods while retaining the advantages of the original offline teaching mode, grasp the opportunities of the times, make full use of information technology to meet the general trend of current education mode changes, and actively create education and teaching methods

that are suitable for the course itself is the problem that should be considered deeply and often as a teacher. In the follow-up teaching process, as a teacher of ideological and political courses in colleges and universities, we should study extensively and think diligently, guide students' self-education, strengthen self-management and self-discipline awareness, and explore more purposeful and targeted teaching methods and models that meet their own characteristics and students' interests, with a view to further improving the teaching effect of the course.

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