

Research on the Teaching Mode of Ideological and Political Theory under the Guidance of Values

Lili Yan*

School of Politics and Law, Northeast Normal University, Changchun, 130117,
Jilin, China.
yanll564@nenu.edu.cn

Xiangyu Yang

Ideological and Political Theory Teaching and Research Department, Changchun
Institute of Architecture, Changchun, 130000, Jilin, China.

Shanshan Li

Research Center for Ideological and Political Education, Northeast Normal
University, Changchun, 130024, Jilin, China.

Abstract: This study discusses the teaching mode of ideological and political theory under the guidance of values, aiming at cultivating students' values, thinking ability and political accomplishment. With the acceleration of social change and globalization, university education needs to better produce graduates with clear values and the ability to think deeply to cope with increasingly complex social challenges. In the introduction, we emphasize the key role of ideological and political theory courses in shaping students' values, ways of thinking, and social engagement. On the basis of the existing literature, this study puts forward the teaching mode guided by values as an effective method to cultivate students' comprehensive literacy. We explore different teaching approaches, such as case-driven teaching, debate and interdisciplinary integration, and how core values can be integrated into course content. Through in-depth research and real case analysis, we found that it is easier for students to understand and apply different values by introducing real cases in case-driven teaching. Debate and discussion activities encourage students to think from multiple perspectives and develop their critical thinking and expression skills. Interdisciplinary integration broadens students' horizons and gives them a more comprehensive understanding of social issues. In the area of assessment and feedback, we explore how to design appropriate assessment methods to ensure students' understanding of core values and teaching effectiveness. We believe that timely feedback and guidance helps students to grow and improve gradually in the course. Through this study, we provide a values-led ideological and political theory teaching model for college education, which provides useful guidance and enlightenment for educators and students. Although the practical application still needs to be further improved and adjusted, we firmly believe that this teaching model can help cultivate more socially responsible and thinking students. Finally, this study provides a basis for further discussion on the teaching of ideological and political theory courses, and provides useful suggestions for better guiding students to develop in the changing social environment.

Keywords: Value Guidance, Ideological and Political Theory, Teaching Mode, Core Values

1. INTRODUCTION

In today's society, training college students with firm values, solid thinking ability and high political literacy has become one of the important tasks of education. Ideological and political theory plays an important role as a course designed to guide students to think about political, moral and social issues. However, how to effectively guide students in this course so that they can not only understand various values, but also apply these values in real life is a question worthy of in-depth exploration (Li, 2018).

The purpose of this study is to explore the teaching mode of ideological and political theory under the guidance of values, so as to cultivate students' values, thinking ability and political accomplishment (Zhang, 2020). By analyzing the advantages of different teaching models, the ways in which core values are integrated, and the teaching effects, we hope to provide experiences and suggestions for university education on how to better guide students (Chen & Wang, 2021).

2. LITERATURE REVIEW

In the past few decades, there has been extensive research in the field of higher education on the teaching methods and value-guiding strategies of ideological and political theory courses. These studies not only help to reveal how to better cultivate students' comprehensive literacy, but also provide us with educational strategies for guiding students to actively participate in political and social issues. Case-driven teaching is a teaching method widely discussed in the field of education. (Smith & Johnson, 2019) mentioned in his research that by introducing practical cases, students can have a deeper understanding of different values and get inspiration from them.

Contextualized guidance of cases can stimulate students' thinking and enable them to apply theoretical knowledge to practical problems while developing their analytical and problem-solving skills (Liu, 2017). On the other hand, debate and discussion activities are widely used in ideological and political theory courses to develop students' critical thinking and expressive skills (Wang & Yang, 2019). This teaching method has been highly concerned in both the educational and research circles. (Brown & Jones, 2022) emphasized in his research that debate and discussion can

prompt students to think about problems from multiple perspectives, help them understand different viewpoints, and exercise their logical thinking and debate skills. This interactive approach stimulates students' interest and prompts them to think more deeply about political and social issues (Wang, 2020). Another important direction is the introduction of interdisciplinary integration into the ideological and political theory curriculum.

This approach emphasizes the integration of knowledge and perspectives from different subject areas into teaching in order to broaden students' horizons and understanding. (Smith & Johnson, 2019) pointed out that integrating the knowledge of philosophy, sociology, economics and other disciplines into the course of ideological and political theory can enable students to have a more comprehensive understanding of social issues and thus better apply values and ways of thinking. Despite the wealth of research, in practical application, educators still face the challenge of how to effectively apply these methods in concrete teaching. In addition, as society continues to change and new political and social issues continue to emerge, educators need to constantly adjust and innovate teaching strategies to better cultivate students' values and thinking abilities in a complex society (Johnson & Smith, 2018).

In summary, the past research provides us with rich experience on the use of different teaching methods in the teaching of ideological and political theory courses guided by values. However, further research still needs to focus on how these methods can be applied to students from diverse backgrounds and how teaching strategies can be continuously improved in a changing social context (Brown & Jones, 2022; Zhao, 2019).

3. THEORETICAL FRAMEWORK

3.1. The relationship between values and ideological and political theories:

In the context of ideological and political theory, the values of individuals largely influence their attitudes and views on political issues. Values, as fundamental beliefs and orientations to social, moral and political issues, are closely linked to ideological and political theories.

This section will explore the interaction between values and ideological and political theory, emphasizing the role of values in shaping individual political consciousness and social participation.

We will explore how education can help students identify and understand different values, thereby enhancing their ability to think through complex political issues.

3.2. Teaching design guided by teaching model theory and values:

Teaching model is the core component of education, and different models have potential application value in ideological and political theory courses. This section will introduce teaching methods such as case-driven teaching, debate and interdisciplinary integration, and explore in depth how these methods can be applied to the teaching of ideological and political theory guided by values. We will analyze the advantages of these approaches in developing students' values, thinking skills and political literacy, and explore how they can be adapted to different student backgrounds and disciplinary needs.

3.3. Integration and application of core values:

Core values have an important place in ideological and political theory courses, they carry social consensus and moral codes, and have a profound impact on individual behavior and social interaction. This section will explore how core values can be integrated into teaching content so that students can more deeply understand and internalize these values in the learning process.

We will examine how teaching tools such as case studies, situational simulations and practical applications can guide students to apply core values to solve contemporary social problems.

3.4. Evaluation and feedback mechanism:

The evaluation of teaching effect is the key link of education quality assurance. In the ideological and political theory teaching guided by values, evaluation should not only focus on knowledge mastery, but also on students' understanding and application of core values.

This section will explore different ways of assessment, such as project reports, group debates, reflective journals, etc., and how to provide personalized feedback and guidance to students. We will emphasize the two-way nature of assessment and feedback, and constantly improve instructional design through student participation. T

hrough the above theoretical framework, we will systematically study the ideological and political theory teaching model guided by values, from the theoretical discussion of the relationship between values and ideological and political theory, to the specific design of the teaching model, the integration and application of core values, and the optimization of the evaluation and feedback mechanism.

This rich theoretical framework will help us to deeply explore how to

cultivate students' values, thinking ability and political literacy in college education to cope with the challenges of the real society.

4. RESEARCH METHOD

In order to comprehensively and deeply study the ideological and political theory teaching mode guided by values, this research will adopt the following research methods to obtain abundant data support and profound insight.

4.1. Literature review:

First of all, we will conduct an extensive literature review to sort out the relevant research on the teaching mode and value guidance of ideological and political theory courses in universities in the past decades. We will search domestic and foreign academic journals, conference papers and professional books to understand the development trend, theoretical basis and practical effects of different teaching methods. The literature review will provide us with the theoretical framework and research background to support our research questions and objectives.

4.2. Multi-case analysis:

We will choose the ideological and political theory courses of several universities as typical cases, and deeply analyze the practical application of different teaching modes. We will collect teaching materials, course Outlines, instructional designs and student assignments, as well as educator reflections on teaching. This will help us understand how various teaching methods are landing in actual teaching, and how educators integrate core values into teaching content.

4.3. Questionnaire and quantitative data collection:

We will design and distribute questionnaires covering students from different universities and grades to obtain a wider range of views and data. The questionnaire will focus on students' views on different teaching methods, changes in values cognition, and improvement of political literacy. We will also use quantitative data analysis methods to conduct statistical analysis of the questionnaire data to obtain objective results.

4.4. In-depth Interviews and qualitative data collection:

In order to gain an in-depth understanding of students' experiences and

perspectives, we will conduct in-depth interviews. We will select students who have studied in different teaching modes and conduct semi-structured interviews to explore their gains, changes and challenges in the course. In addition, we will organize focus groups with educators, students and experts to discuss the interaction between teaching methods and core values.

Through the comprehensive use of literature review, multi-case analysis, questionnaire survey, in-depth interview, focus group discussion and other methods, this study will obtain multi-level and multi-angle data, provide comprehensive research support for the ideological and political theory teaching model guided by values, and further reveal the advantages, challenges and practical effects of different teaching methods.

5. DESIGN AND APPLICATION OF TEACHING MODEL

In this section, we will explore in detail how different teaching modes are designed and applied in the ideological and political theory courses guided by values to promote the improvement of students' comprehensive literacy, political literacy and thinking ability. We will focus on case-driven teaching, debate and discussion teaching, interdisciplinary integration teaching, and the integration and application of core values.

5.1. Case-driven teaching mode:

By introducing real social cases, case-driven teaching mode connects abstract political theories to real life, arouses students' interest and prompts them to think deeply. In the design, we will select cases of social issues related to core values, such as fairness and justice, human rights and equality, etc. Each case will be discussed by a group of students to explore the impact of different values on problem solving. By analyzing cases, students will develop the ability to analyze values and understand the diversity of political decision-making.

5.2. Debate and discussion teaching mode:

The debate and discussion teaching mode cultivates students' critical thinking and expression ability by guiding them to elaborate and debate different viewpoints. We will choose controversial political issues, such as public policy and social rights. Students will be divided into pros and cons, debating specific issues and expressing their views in the discussion. Educators will act as mediators, leading students to debate based on logic

and facts. Through this model, students will develop the ability to express themselves confidently while learning to respect the views of others.

5.3. Interdisciplinary integrated teaching mode:

Interdisciplinary integrated teaching mode integrates perspectives of different disciplines into ideological and political theory courses to expand the depth of students' thinking. We will integrate philosophy, sociology, and economics into our instructional design to explore the multi-dimensional nature of political issues. For example, when discussing social justice, we will analyze the rights and interests of different social groups from the perspective of sociology. In the discussion of public policy, economic principles will be applied to analyze the costs and benefits of policy. Through interdisciplinary integration, students will develop comprehensive literacy and global thinking.

5.4. Integration and application of core values:

Core values are the cornerstone of ideological and political theory courses, and we will discuss in detail how to integrate them into different teaching models. In the case driven teaching, we will guide students to find out the value embodiment from the case; In debates and discussions, students will be encouraged to use core values to defend ideas; In interdisciplinary integration, we will emphasize the interaction of values between different disciplines.

Through practical application, students will gain a better understanding of the practical impact of values and how they are applied.

Through the above detailed discussion of the design and application of teaching models, we aim to provide practical guidance for educators to effectively use these teaching methods in ideological and political theory courses.

Through these methods, students will be able to develop political literacy, value awareness and critical thinking in a comprehensive manner, so as to better deal with complex political and social issues.

6. EVALUATION AND FEEDBACK

In this section, we will discuss in detail how to design effective evaluation methods and feedback mechanisms in the ideological and political theory teaching mode guided by values, so as to ensure the improvement of teaching quality and the cultivation of students' comprehensive literacy.

We will focus on multi-dimensional assessment, real-time feedback, self-assessment and peer assessment, and the practice of continuous optimization of teaching models.

6.1. Multi-dimensional assessment method:

In order to fully understand students' learning outcomes in ideological and political theory courses, we will adopt a multi-dimensional assessment method. This will include qualitative and quantitative forms of assessment such as written assignments, class participation, group discussions, individual projects, final exams, etc. Through multi-dimensional assessment, we will obtain data at different levels to gain insight into students' understanding of core values, development of critical thinking, and improvement of political literacy.

6.2. Real-time feedback and guidance:

In the teaching process, real-time feedback is crucial to the learning effect of students. We will establish real-time feedback mechanisms where educators will provide immediate feedback and guidance through classroom interactions, group discussions, and online platforms. The educator will encourage students to actively participate and ask questions and opinions in order to correct misunderstandings and guide students in the right direction in time.

6.3. Self-assessment and peer assessment:

In order to stimulate students' active participation and reflective ability, we will encourage students to conduct self-assessment and peer assessment. At the beginning of each semester, students will be asked to conduct a self-assessment that examines their understanding of core values and progress in their thinking skills. In addition, students will be encouraged to conduct peer assessments, and group members will evaluate each other to promote collaborative learning and respect for different perspectives.

6.4. Continuous optimization of the teaching model:

Evaluation is not only an evaluation of students, but also an evaluation of the teaching model. We will regularly analyze the evaluation data and discuss and summarize with the teaching team. Through reflection and discussion, we will find out the advantages and improvements of the teaching model. Based on the evaluation results, we will make adjustments

to the teaching content, methods and design in order to continuously improve the quality and effectiveness of teaching. Through the above detailed discussion on the design and application of evaluation and feedback mechanism, this section will provide practical guidance for educators to ensure the effectiveness of ideological and political theory teaching and the cultivation of students' comprehensive literacy. These methods will help educators better understand how students are learning, provide them with targeted feedback and guidance, and continuously optimize teaching models to adapt to changing student needs and social environments.

7. PRACTICE AND CASE STUDY

In this section, we will discuss in detail the specific practical application of different teaching modes in ideological and political theory courses guided by values through in-depth practical case analysis, so as to further verify the effectiveness and feasibility of these teaching modes.

1. Case 1: Practical analysis of the teaching model of Social equity and Justice: We chose "social equity and justice" as the teaching topic and adopted the case-driven teaching model. In the class, we introduced a specific case of social injustice, such as the widening gap between rich and poor. Students discuss and analyze cases in small groups, exploring solutions from the perspective of different values. Through homework and group reports, we found that students not only had a deeper understanding of social injustice, but also were able to think from multiple perspectives, reflecting the teaching effect of values.

2. Case 2: Practical analysis: We chose the controversial topic "Freedom of speech and social stability" and adopted the teaching mode of debate and discussion. The students were divided into pros and cons, debating whether freedom of speech should be restricted. By observing classroom debates, student interactions, and reflective discussions after debates, we found that students improved their critical thinking and debate skills while gaining an in-depth understanding of the issues, reflecting the positive impact of the teaching model.

3. Case 3: Practice analysis of Interdisciplinary integrated teaching mode: We adopt interdisciplinary integrated teaching mode with the theme of "environmental protection and economic development". By introducing perspectives from different disciplines such as economics, ecology and ethics, we analyze the relationship between the environment and the

economy in depth. Working in small groups, students model the policymaking process in the classroom, considering the balance between the environment and the economy. Through the students' presentations and discussions, we found that they made significant progress in integrated thinking and interdisciplinary application.

4. Case 4: Integration of core values into teaching mode Practical analysis: We chose "harmony and symbiosis" as a case of core values and integrated it into different teaching modes. Through case studies, students think deeply about how to achieve harmony and symbiosis in social development. In interdisciplinary integration, students analyze the connotation of core values from philosophical, sociological and psychological perspectives. Comprehensive teaching practice shows that the integration of core values enables students to think more deeply about social issues and apply these values to real situations.

Through the above detailed practical case analysis, this section will further demonstrate the practical application of different teaching modes in ideological and political theory courses. Through in-depth analysis of student learning outcomes, changes in thinking and improvements in ability, we will provide more concrete evidence and examples of the effectiveness of teaching models.

8. CONCLUSION

Through in-depth discussion on the research and application of the ideological and political theory teaching model guided by values, we have obtained many insights and important conclusions. This research not only enriches the teaching methodology of ideological and political education in higher education, but also provides practical guidance for cultivating students' political accomplishment and value cognition.

In terms of the design and practice of the teaching model, we found that case-driven teaching can closely integrate abstract political theory with real life problems, and stimulate students' learning interest. Taking "Social equity and justice" as an example, through the analysis of specific cases, students not only have a deep understanding of relevant theories, but also can apply them to actual social situations, and cultivate their practical problem-solving ability.

The debate and discussion teaching model has performed well in developing students' critical thinking and expression skills. By leading students to debate controversial issues such as "freedom of speech and

social stability", we have seen that students are gradually able to think from different positions and analyze the merits and demerits of different views, thus expanding their breadth of thinking. The interdisciplinary integrated teaching mode integrates the knowledge of different disciplines into the ideological and political curriculum, which further enriches the teaching content.

Taking "Environmental Protection and Economic Development" as an example, students not only think about environmental policy from the perspective of political science, but also understand the perspectives of economics, ecology and other fields, thus promoting comprehensive thinking across disciplines. The inclusion of core values makes teaching more value-oriented and helps students realize the importance of values in social life. Through practical cases, students have a deeper understanding of the connotation of core values such as "harmony and symbiosis", so as to obtain deeper thinking in the extension of the course. The design of evaluation and feedback mechanism enables continuous improvement of teaching. Through multi-dimensional assessment, we have a more comprehensive understanding of students' learning situation and can make more targeted teaching adjustments. Real-time feedback and self-assessment develop students' self-directed learning ability and enable them to constantly adjust their learning strategies.

In conclusion, the conclusion of this study emphasizes the importance of the choice and application of teaching mode in the ideological and political education of higher education for students' political literacy and value cognition. However, the teaching model is not permanent, and it needs to be flexibly adjusted according to the characteristics of different disciplines, students' backgrounds and social environment changes. Future research could further explore the application of models in different contexts and how to more effectively integrate emerging technological approaches to improve teaching effectiveness.

Finally, we hope that the results of this study can provide useful enlightenment and practical guidance for the higher education sector, so that ideological and political education can play a greater role in cultivating citizens with responsibility, conscience and values. Through constant exploration and practice, we can make a positive contribution to cultivating a new generation of politically literate citizens.

Reference

Brown, A. C., & Jones, M. L. (2022). Teaching Political Theory in a Diverse Classroom: Challenges and Strategies. *Teaching Political Science*, 29(2), 112-125.

- Chen, L., & Wang, Q. (2021). Integrating Core Values into College Political Theory Teaching: A Case Study from China. *International Journal of Education and Research*, 9(2), 78-89.
- Johnson, R. N., & Smith, E. K. (2018). Democratic Deliberation in the Classroom: Connecting Theory and Practice. *Journal of Political Science Education*, 14(3), 345-359.
- Li, M. (2018). Research and Innovation on teaching model of Ideological and Political Theory courses in colleges and universities. *Educational Development Research*, 15, 25-30.
- Liu, M. (2017). Research on Innovation of college education Teaching model. *Journal of Educational Research and Experimentation*, 37(2), 64-70.
- Smith, J. D., & Johnson, A. B. (2019). Fostering Critical Thinking in Political Science: A Case Study in Pedagogical Innovation. *Journal of Political Science Education*, 15(1), 45-60.
- Wang, L. (2020). Research on the application of interdisciplinary integration model in college political teaching. *Journal of Higher Education Administration*, 32(4), 38-42.
- Wang, P., & Yang, L. (2019). Research and Practice of Ideological and Political Theory teaching Model guided by values. *Higher Education Forum*, 12, 40-44.
- Zhang, H. (2020). Research and Practice of Political education Model guided by values. *Research in Political Education*, 32(5), 45-51.
- Zhao, Q. (2019). Application and exploration of Core Values in the teaching of Ideological and Political courses in universities. *Modern Educational Science*, 35(3), 87-92.