

Research on the application of hierarchical progressive teaching method in Ideological and Political Education

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Abstract: to teach the ideological and political course well, we should constantly enhance the ideological, theoretical, affinity, pertinence of the ideological and political course, and apply the hierarchical progressive teaching method. This paper will take the hierarchical progressive teaching method as an example to carry out the research on the application of this model in Ideological and political education, clarify the hierarchical progressive connotation and implementation principles in Ideological and political education, elaborate the specific application value objectives, and analyze the specific application content from multiple angles, in order to improve the quality of Ideological and political education.

Key words: hierarchical progressive teaching method; Ideological and political education; Application; principle

1. Preface

Ideological and political education, in order to promote the comprehensive development of students, achieve the efficient completion of comprehensive education, and promote the stable development of society, is the starting point and foothold. In fact, in the face of the current complex social situation, there are still great problems and deficiencies in the development of Ideological and political education. Therefore, for students, it is necessary to grasp the opportunity of historical development in the process of Ideological and political education, carry out practical innovation based on the teaching mode with the characteristics of the times, and comprehensively implement ideological and political education on the premise of stimulating students' learning enthusiasm and interest. The hierarchical progressive teaching method, as one of the teaching modes with the characteristics of the times, is not only an important way to implement the unity and diversity of Education under the new standard of curriculum reform, but also a key measure to promote the reform of Ideological and political education in China. Therefore, it is of far-reaching significance to carry out the research on the application of hierarchical progressive teaching method in Ideological and political education.

2. The connotation and implementation principle of hierarchical progression in Ideological and Political Education

2.1 Hierarchical and progressive connotation in Ideological and Political Education

The international research on hierarchical progressive teaching method originated in the 1990s. In terms of specific connotation, it refers to dividing students into different levels according to their comprehensive ability, setting teaching goals based on the corresponding levels, and teachers taking personalized and differentiated teaching methods based on teaching goals. It is a teaching method that allows students at different levels to learn knowledge and improve themselves as much as possible under the guidance of teaching objectives.

First of all, teachers need to clarify the teaching objectives, improve students' Ideological and political theory cultivation, cultivate students' practical ability, and realize the unified formulation of teaching programs based on this; Secondly, based on students' research, students' levels are divided, and according to students' characteristics, different teaching plans for students at different levels are formulated; Finally, based on the overall characteristics of the class, the unique practical teaching activities are formulated to guide students to learn and develop with their own characteristics as the media.

2.2 The principle of hierarchical and progressive implementation in Ideological and Political Education

1. Principle of suitability

According to the principle of suitability, teachers are required to carry out hierarchical teaching of students' Ideological and political education, fully follow the current students' understanding and cognitive level, and implement the teaching work from shallow to deep, from easy to difficult, layer by layer and step by step. We should fully display the "three dimensions" of Ideological and political content, that is, depth, breadth and gradient. Based on different levels, we should guide students to solve problems and improve their ability to solve problems. Adhering to the principle of suitability, first, it is convenient for students' sustainable development, and second, it is to guide students to understand their independent existence, respect students' differentiation and personalization, tap students' potential, and promote students' high-level growth.

2. Principle of effectiveness

The principle of effectiveness refers to the content of Ideological and political education, which should select the current political hot spots, guide students to connect reality with knowledge, and guide students to cultivate correct life value orientation in line with the characteristics of the times. Let students learn to combine theory with practice, cultivate students' observation ability, and encourage students to establish correct life values. The use of "Internet +" "new media", "integrated media", "new situation" and other social background education means to carry out teaching, to ensure the improvement of teaching effect.

3. The purpose of hierarchical and progressive application value in Ideological and Political Education

First of all, it is conducive to improving the ability of Ideological and political teachers. The introduction of hierarchical progressive teaching method requires teachers to have strong hierarchical practical ability, which is the same as the promotion of teachers' professional ability in the teaching work.

Secondly, promote the all-round development of students. Teachers carry out students' Ideological and political teaching step by step, and take the cultivation and improvement of students' personalized development needs, their own innovation consciousness, and subjective initiative as their own responsibility, which is of positive significance to strengthen students' learning self-confidence and enhance their learning initiative and consciousness.

Finally, it highlights the basic value of national education. On the one hand, the ideological and political education is completed step by step, which imperceptibly strengthens students' understanding and penetration of Ideological and political education, and improves students' Ideological and political understanding; On the other hand, the hierarchical and progressive completion of Ideological and political education is conducive to cultivating students' creative ability, enabling students to realize the transformation from "traditional passive" to "modern active" learning, helping students internalize their ideological and political knowledge, and realizing the development and satisfaction of students' learning needs at different levels.

4. The specific application of hierarchical progressive teaching method in Ideological and Political Education

4.1 Comprehensively grasp the integrity and progressive characteristics of hierarchical progressive teaching

Ideological and political education can adopt corresponding dynamic adjustment methods and strategies on the basis of "serving the whole school students" and based on students' different development characteristics. Based on the guidance of the ideological and political education program, the ideological and political course shows obvious progressive characteristics in content and form. In terms of the overall trend, it shows obvious characteristics from simplicity to complexity, from sensibility to rationality, and from closure to development.

4.2 Comprehensively improve the layered teaching and practical ability of Ideological and Political Teachers

In ideological education, to comprehensively improve teachers' hierarchical teaching and practical ability, first of all, teachers need to strengthen the hierarchical progressive teaching cognition, clarify the importance of the application of this teaching mode, improve their teaching differentiation concept, establish the correct education concept based on the characteristics of students' differentiation, and promote the equal development of students.

4.3 Comprehensively integrate the specific links of Ideological and political teaching to carry out hierarchical teaching

In the ideological and political education, the implementation of hierarchical progressive teaching method, the final effect is significant or not, depends on whether the specific teaching links are properly handled. Specifically, teachers need to investigate and understand the details of students' knowledge mastery, self cognitive ability and self-development planning, and further clarify students' Ideological and political learning needs.

Based on the above level division, teachers should design and implement the corresponding teaching content, mode and objectives, strengthen the relationship between teachers and students, pay attention to students' personality development, stimulate students' potential, enhance students' interest, and let students really "love" Ideological and political learning. In terms of teaching objectives, teachers are required to classify students' learning objectives and teachers' teaching objectives according to the above-mentioned levels, and formulate and improve objectives according to students' recent development zone. For students at the first level, goal setting needs to be based on basic knowledge, with a certain degree of creativity and expansibility; For students at the second level, goal setting focuses on guiding students to improve their learning autonomy and cultivate their ability to explore and practice; The third level of students' learning goal is relatively simple, which aims to enable students to master the most basic knowledge, improve students' learning enthusiasm and cultivate students' interest.

4.4 Comprehensively combine the media background to innovate the hierarchical and progressive practice process

The continuous development of information technology makes the traditional teaching mode difficult to meet the individual development of students. Therefore, students' personalized learning based on the media background should adhere to the comprehensive implementation of teaching concepts such as "student-centered" and "student-centered", build a modern curriculum teaching system, strengthen the teaching practice, and establish a new teaching mode. Here, with the media as the background, the flipped classroom and hierarchical progressive teaching are combined to build a hierarchical progressive teaching mode under the concept of flipped classroom, and the specific practical methods are studied from the three stages of classroom, class and after class.

First of all, based on the pre class stratification under the flipped classroom, the first is the goal stratification, which divides the students according to their intelligence, talent, interest, ability and other comprehensive conclusions; The second is to introduce the learning plan design, which combines the learning content with the characteristics of students at different levels, and at the same time, distinguishes the expanded part and simple part of the content to meet the different needs of students; Third, the design of wechat is layered. Based on E-class, MOOC, short video and other platforms, it releases delicately recorded wechat works with different degrees of difficulty, requiring students to screen and learn, consolidate and improve; Fourth, online learning is layered. Based on the background monitoring data, hierarchical

learning content is designed to enable students to gradually learn and improve through the “game through” mode. In specific learning, students will choose the corresponding learning content according to their own level, and the learning effect is more prominent and solid.

Secondly, based on the stratification in the flipped classroom, the first is to organize the stratification of teaching. Teachers can teach the teaching content based on the smart classroom, and carry out troubleshooting based on multiple ways, so that students can communicate and study in groups, from theory to practice, from students to teachers and students, and prove the “existence is reasonable” of the learning content in the hierarchical learning; The second is to guide the teaching stratification, which is to guide students at different levels, so that students can ask questions, think and explore, and carry out teaching inspiration according to the characteristics of students at different levels; The third is to divide the students into groups of two, three or five. Each group member must come from different levels, help each other, explore and achieve common improvement; Fourth, the guidance teaching is stratified, and targeted guidance is carried out according to the problems left by students at each level. If students are guided to consolidate the foundation, they will consolidate the foundation, and if students are guided to expand their learning, they will expand their learning.

Finally, based on the after-school stratification under the flipped classroom, the first is multi-dimensional thinking stratification. Based on the effect of pre class and in class teaching stratification, we can realize the hierarchical progression between laying a good foundation, consolidating knowledge and improving the effect from multiple dimensions, so that knowledge learning can take into account the students at each level; Second, the test teaching is stratified. The college students’ test is presented in the form of small papers and small assignments, and the theme is formulated according to the level; Third, the evaluation analysis is layered, based on the comprehensive performance of students at the level, to carry out the evaluation, based on the long-term education; Fourth, reflection and feedback are layered. Teachers can obtain the learning situation of students at all levels by means of comprehensive reflection, hierarchical reflection, self reflection, anonymous feedback and so on. Based on this, they can explore and solve problems in time to lay the foundation for the next lesson.

5. Conclusion

The close combination of Ideological and political education and hierarchical progressive teaching method not only helps to improve the comprehensive strength of teachers, but also helps to promote the comprehensive development of students, and also helps to highlight the educational value of the country. In specific practice, we should adhere to the principles of suitability and timeliness, and thoroughly implement them from four aspects: comprehensively grasping the integrity and progressive characteristics of hierarchical progressive teaching, comprehensively improving the hierarchical teaching and practical ability of Ideological and political teachers, comprehensively integrating the specific links of Ideological and political teaching to carry out hierarchical teaching, and comprehensively combining the media background to innovate the hierarchical progressive practice process.

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