

Reflective Exploration on the Construction of Civics in the Curriculum of Applied Colleges and Universities under the Perspective of Network Teaching and Learning



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Abstract: Nowadays, in the process of national development, quality education has begun to be the main focus, taking the cultivation of students' comprehensive quality and ability as the main teaching goal. To achieve the teaching goal can be realized, we should pay attention to the existence of course ideology and politics, so that it can guide the students' ideology, guarantee the ideological and political level of the students, and promote the students to the direction of the talents needed by the social development and continue to move forward. This paper takes the reflective exploration of the construction of course ideology and politics in applied colleges and universities under the perspective of network teaching as an example, studies the reflective content of course ideology and politics construction, and takes corresponding construction measures, to guarantee the role of course ideology and politics in colleges and universities and guide the students to develop in the expected direction, to cultivate more talents for the development of the country. We hope that the research in this paper can provide reference opinions for our peers.

Keywords: curriculum civic politics; network teaching; construction reflection; applied colleges and universities.

With the development of information technology and network technology, colleges and universities have begun to use network teaching in a wide range of ways when carrying out teaching activities, to promote significant improvement in the teaching level of colleges and universities, and to enhance the quality and ability of students. Therefore, under the influence of the network teaching perspective, it is necessary to reflect on the construction of applied college curriculum ideology, pay attention to the application of network teaching, focus on the analysis of the construction problems that exist in it, and take corresponding construction measures. In this way, to improve the effect of the construction of

applied colleges and universities

course ideology and politics, to create a good learning atmosphere for students, to guide the students' ideological and political awareness to grow in the expected direction, and to promote the cultivation effect of the students significantly improved, to cultivate more composite talents for the country, and to promote the development of the country.

1. The reflective content of the construction of curriculum ideology and politics in applied colleges and universities

1.1 The current situation of teaching curriculum Civics

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Because the course Civics is theoretical, in the process of traditional teaching, the teacher is often dominated by the indoctrination teaching method, resulting in the loss of the main position of the students in the classroom students in course Civics, and the interaction between the teachers and students is less, and there is also a lack of corresponding practical links. Under the influence of these problems, students gradually lose their interest in learning Civics, which is not conducive to the enhancement of the learning effect, and it is even more difficult to promote their quality and ability to improve. In the process of the development of applied colleges and universities, the course Civics plays the role of moral education, but also for students to spread the carrier of Marxist ideological and political theories, which seriously affects the growth and development of students. Therefore, it is necessary to pay attention to the development of curriculum ideology and politics. In this process, it is necessary to integrate network teaching into it, to improve the level of teaching of course ideology and politics. However, in the process of network teaching, the role of network teaching has not been implemented, and it is difficult to help the development of the practical activities of the course of political thinking. Therefore, it is necessary to reflect on the construction of course politics in applied colleges and universities from the perspective of network teaching (Chen et al, 2021).

1.2 Problems encountered in the process of introducing network teaching resources

In the early stage of introducing network teaching in course civics, because the network course resources are still in the stage of development, it is difficult to play a major role in the teaching activities of course civics. Usually, it is network teaching as a supplementary teaching method. In the process of national development, the level of information technology has been improved, which in turn has led to the emergence of microclasses, which play a certain role in the course of political thinking. But there are still problems such as exploring a single form and the quality of content is difficult to guarantee. At the same time in this process, the

teacher in the use of resources, did not carry out a strict audit, resulting in the expansion of the content of the problem, and even the phenomenon of detachment from the theoretical knowledge and the network teaching material is more one-sided as well as mislead the students and other issues, a serious impact on the role of the network teaching, but also to reduce the effect of the construction of the course of the Civic and political construction is not conducive to the growth and development of the students. Therefore, it is necessary to reflect on the effect of the construction of applied colleges and universities, to improve the application of network teaching, to play the role of the course of political thinking, and to protect the cultivation effect of students.

1.3 Information is redundant and corrupt, and students are susceptible to influence

In the process of national development, the national standard of living has been significantly improved, which in turn has led to the gradual diversification of students' channels and ways of obtaining information, no longer relying on teachers and classroom learning, students can also go through the network to obtain information. In this case, it also leads to students' contact with a variety of information, including some redundant and corrupt information, students in contact with this information, in the absence of the teacher's correct guidance, will lead to students' ideological and political awareness affected, and even lead students astray, not conducive to students' ideological and cultural learning effects, affecting the future growth and development of students. Under the influence of This situation, also reduces the construction effect of the college curriculum ideology is greatly reduced, especially in the face of weak-willed students, It is even more difficult to play the role of the curriculum ideology, resulting in students in the learning process, not only the emergence of suspicion and rejection of the curriculum ideology but also give birth to the interest that should not be there, which seriously impedes the role of the curriculum ideology to play. Therefore, it is necessary to reflect on the

construction of the course Civics from the perspective of network teaching (Zhang & Li, 2019).

1.4 Network Civic Politics teaching effect is not ideal

Nowadays, in the period of national development, the teacher is prompted to use the way of network teaching when carrying out the course on Civic Politics, but because of the far-reaching influence of examination-based education, it makes the teacher difficult to correctly distinguish the teaching resources when using the network teaching, and at the same time, the teacher won't spend a lot of time to analyze the resources, and he or she even carries out the teaching activities through the network to carry out spoofing hotspots. Under the influence of these factors, it also leads to the unsatisfactory effect of network ideological teaching in colleges and universities, and it is difficult to help students' development and growth.

1.5 Changes in the characteristics of ideological education and increased pressure on students

With the application of network teaching methods, the traditional course of ideological teaching has changed. In the traditional course of teaching activities in the process of ideology and politics, the teacher is in the classroom to explain the knowledge, this way can better attract the attention of the students, increase the rendering power of knowledge, can better grasp the meaning of the classroom teaching activities, can be correctly conveyed to the students, which makes the learning effect of the students to be guaranteed, but in the process of the application of the network teaching method, because this is an invisible way of teaching, and does not help students to develop and grow up. In the application of the network teaching method, because it is an invisible teaching method, and will not be affected by time and space, there are still difficulties in the introduction of teaching content, and students' attention is difficult to focus and lack of interest in learning and other problems, the teacher can not be found in time to guide the students. Therefore, the application of network teaching

methods often leads to a reduction in the learning effect of the student's course of study, and then it is difficult to play a guiding and leading role in the development of students' ideological and political consciousness.

2. Measures to strengthen the construction of course ideology and politics in applied colleges and universities under the perspective of network teaching

2.1 Emphasize students' learning needs and help students establish correct ideological concepts

To guarantee the effect of the construction of applied course ideology and politics, it is necessary to pay attention to the learning needs of students and help students establish correct ideological concepts. Because, under the influence of the network era, students are exposed to more information and messy, and it is difficult for students to distinguish the role of information and the content the right and wrong, it also leads to the impact of students' learning effect. Therefore, under the influence of the network teaching perspective, we should pay attention to the learning needs of students, give full play to the main position of students, and carry out the corresponding teaching activities of course ideology and politics according to the needs of students. In this way, the role of course ideology and politics is guaranteed to guide students' ideological and political consciousness and promote students' progress in the direction of high quality and high ideological level (Zuo, 2019).

2.2 Combining the times, cultivating students' correct understanding of network course ideology and politics

Whether in the process of life or work and study, people are affected by preconceived notions. Therefore, to guarantee the effect of the construction of the applied college curriculum Civics under the influence of the network teaching perspective, it is necessary to play the leading role of the teacher so that the teacher will first use the establishment of the network teaching platform in the process of teaching activities. For example, the use of catechism.

Through this way, not only can students recognize the role of network teaching, but also improves students' understanding of the course Civics, prompting the students' network course Civics learning effect to be guaranteed, to assist in the development of students.

2.3 Enhance teachers' self-media ability and handle emergency problems well

Because students are easily influenced when they come into contact with a wide variety of information, especially in the context of teachers' poor ability to use self-media, students who lack reasonable guidance are subject to the more far-reaching influence of bad information, which seriously hinders students' development. Therefore, under the influence of the network teaching perspective, it is necessary to improve the self-media ability of teachers, especially to do a good job in dealing with emergency problems (Zhang & Guo, 2020). For example, in the process of summarizing the teaching activities of the course Civics, the teachers are trained in self-media ability. In this way, to improve the ability of teachers, and then promote the role of network teaching can be guaranteed, can better guide the student's ideological concepts, at the same time in the process of teaching, the use of network teaching, can add a sense of freshness for the students, and then promote the students' interest in learning to be stimulated, to promote the effect of the course of the Civic and Political Science to be guaranteed, to improve the student's ability to differentiate information, and to ensure the healthy growth of the students.

2.4 Establish an interactive platform to promote students' thinking collision

Through the network teaching platform establish an interactive communication platform between teachers and students, encourage students to raise questions, participate in discussions, and share experiences. At the same time, teachers can also interact with students through online forums, Q&A, etc., to guide students to think and inspire their thinking (Wu et al, 2023). This interactive communication platform provides new opportunities

and challenges for education. Through the online teaching platform, the interaction between teachers and students is no longer limited by time and space, students can ask questions anytime and anywhere, and teachers can give timely guidance and reply. This instantaneous interaction not only improves students' understanding and mastery of knowledge but also stimulates students' initiative and thinking ability. The online teaching platform also provides a platform for students to share experiences and exchange ideas. Students can share their learning experiences and experiences with other students, which not only helps to deepen their understanding of knowledge but also promotes mutual learning and growth among students. At the same time, students can also get inspiration and inspiration from the sharing of other students and broaden their thinking horizons. Teachers also play an important role in the online teaching platform (Luo , 2023). They can interact with students through online forums, Q&A, etc., not only answering students' doubts but also guiding students to ask deeper questions to stimulate their thinking and creativity. Through this interaction, teachers can better understand students' learning situation and confusion, and provide targeted counseling and guidance. The establishment of an interactive communication platform between teachers and students through the online teaching platform not only improves students' learning effect and performance but also promotes the development of students' thinking ability and creativity. Teachers can also better understand the learning situation of students and provide personalized guidance and counseling. With the continuous development of network technology, the network teaching platform will play a more important role in the future of education.

2.5 Strengthening the assessment and feedback mechanism

Establish a scientific assessment and feedback mechanism to keep abreast of students' learning and course effects. Feedback from students and teachers will be collected through student evaluation and teacher assessment, to adjust and improve the course

design and teaching content promptly. Based on establishing a scientific assessment and feedback mechanism, we can have a more comprehensive understanding of students' learning and course effectiveness. Through student evaluation and teacher assessment, we can collect feedback from students and teachers, to adjust and improve the course design and teaching content promptly (Wang & AO, 2023).

First of all, student evaluation is a very important way of feedback. We can find out what students think and feel about the course by asking them to fill out anonymous questionnaires. In this way, students can express their opinions and suggestions about the course content, teaching methods, and selection of teaching materials. Such feedback will help us to better understand students' needs and expectations, and then make effective adjustments and improvements. Secondly, teacher assessment is also crucial. Teachers can collect feedback by observing students' learning, listening to their views and opinions, and having face-to-face communication with them. Teachers' professional knowledge and experience enable them to accurately determine students' performance and understanding in the classroom and provide guidance and support accordingly (Li et al, 2023). At the same time, teachers can also reflect on their teaching methods and strategies based on students' feedback and make appropriate adjustments to better meet students' learning needs. By collecting and analyzing feedback from students and teachers, course design and teaching content can be adjusted and improved promptly. Feedback from students can help personalize teaching to their needs and provide a better learning experience. Teachers' feedback can help us continuously improve teaching methods and strategies to enhance teaching quality and effectiveness. The establishment of this feedback mechanism will promote the interaction and cooperation between students and teachers, forming a virtuous cycle, thus continuously improving the quality and effectiveness of education.

3. Conclusion

In conclusion, through the analysis of this paper, the role of the construction of course ideology and politics can be reflected in the development process of applied colleges and universities, improve the teaching level of applied colleges and universities, stimulate students' interest in learning, and guarantee the ideological and political level of college and university students, to pave the way for students to grow up to be talents with social value. Therefore, it is necessary to reflect on the construction effect of the curriculum ideology and politics of applied colleges and universities in combination with the influence of network teaching, to find out the obstruction problems existing therein, and to take corresponding measures. In this way, the problems in the construction process of curriculum politics can be solved, the role and effect of curriculum politics can be improved, the further development of students can be driven, the ability and quality of students can be significantly improved, and students can be helped to develop in the direction of comprehensive and all-around talents, which will provide talent support for the future development of the country.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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