

Analysis of the Effectiveness of "Historical Sitcom" Teaching Method in the Teaching of Ideological and Political Courses in Colleges and Universities : Taking the Course of "the Outline of Chinese Modern History" as an Example

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ABSTRACT

In the teaching process of the course "the outline of Chinese modern history", there are contradictions between the reality of binary opposition of educational subjects and the theoretical requirements of intersubjective ideological and political education, between the reality of obsolete educational carriers and the requirements of the development and innovation of educational carriers, between the positive role of peer group environment and the lack of good peer group environment in the teaching process, and between the changes in the psychological characteristics of the educated and the educators' insufficient cognition of them. Based on the teaching practice, it is found that the "historical sitcom" teaching method can solve the above contradictions to a considerable extent, has good effectiveness, and is worth adopting and promoting. In the process of carrying out the teaching of "historical sitcom", we should pay attention to guiding students to choose the shooting theme with correct values, encouraging students to actively participate in shooting activities and helping students improve their rational understanding of the shooting theme.

KEYWORDS

"Historical sitcom" teaching method; The outline of Chinese modern history; Effectiveness

1 Four pairs of contradictions in the teaching process of "the outline of chinese modern history"

There are some contradictions in the teaching process of the course of "the outline of Chinese modern history". These contradictions have their own particularity and affect the teaching effect of "the outline of Chinese modern history" for a long time. Based on theoretical research and teaching practice, the author believes that the following four pairs of contradictions exist widely in the teaching process of "the outline of Chinese modern history".

1.1 The contradiction between the reality of binary opposition of educational subjects and the theoretical requirements of intersubjective ideological and political education

Since the reform and opening up, the inter subjectivity philosophy theory has gradually entered the field of vision of ideological and political education theory, and finally formed the inter subjectivity ideological and political education theory. The theory requires that the activities between the educator and the educatee are the communication activities between the subjects, rather than the one-way activities of the educator.^[1] In other words, it requires that in the teaching process, teachers should avoid one-way "indoctrination", pay attention to the dominant position of students, and encourage them to interact with teachers and participate in teaching independently. However, in the actual teaching of the course "outline of modern and contemporary Chinese history", due to the particularity of the teaching content and the inertia of examination oriented education, the phenomenon that teachers "instill" historical knowledge and historical laws into students still exists in a considerable range, and students' subjectivity has not received due attention. The research shows that the teaching effect under the binary opposition between teachers and students is not satisfactory. Therefore, how to effectively solve the contradiction of "the outline of Chinese modern history" needs teachers' further exploration.

1.2 The contradiction between the obsolete reality of educational carriers and the requirements for the development and innovation of educational carriers

A good carrier of ideological and political education can help educators better transmit the information of ideological and political education, promote educators to be willing to accept the information, and continue to be strengthened in

the role space that the carrier can achieve, internalized into their own thoughts and behaviors, and achieve the established teaching goals.^[2] At present, the educational carrier of the theoretical teaching of the course of "the outline of Chinese modern history" usually adopts traditional classroom teaching, and the educational carrier of practical teaching also focuses on visiting the historical revolution memorial hall. Even some colleges and universities do not arrange the practical teaching of the course of "the outline of Chinese modern history". However, the effect of pure theoretical education is limited, and visiting the historical revolution memorial hall is not well done in every university due to regional differences. In addition, for students, these educational carriers are still a kind of passive learning. Therefore, on the basis of the original education carrier, it is the common requirement of theoretical research and teaching practice to develop and innovate an activity carrier that is more effective, easier and more stimulating for students to actively seek knowledge.

1.3 The contradiction between the positive role of peer group environment and the lack of good peer group environment in the teaching process

The environment theory of ideological and political education holds that the environment of ideological and political education can infect and cultivate people by directly acting on people's senses. One of the main manifestations of this infection is group infection, that is, individual interaction and interaction in a group.^[3] For students, the peer group environment can have an impact on them that other environments do not have, because the impact of students in the peer group environment can often be inadvertently carried out through the interaction between them, which has a strong penetration. If the peer group environment is positive and healthy, then this environment is bound to be beneficial to the teaching effect of the course of "the outline of Chinese modern history". However, because the teaching content of the course "the outline of Chinese modern history" is mainly focused on Chinese modern history, there is a gap between time and space and the present to some extent. Under this restriction, creating and optimizing the peer group environment closely linked with the teaching content is a difficult problem.

1.4 The contradiction between the change of the educatee's psychological characteristics and the educator's insufficient cognition of them

At present, the teaching objects of the course of "outline of modern and contemporary Chinese history" are mostly college students with avant-garde ideas, advanced ideas, strong emotions but lack of depth and personalized behavior. In the face of these psychological characteristics of college students, it is generally difficult for teachers to fully grasp them due to the lack of relevant knowledge reserves and the different growth environment. Even though some teachers have a grasp of these psychological characteristics of students, it is difficult to organically integrate them into the reform of teaching methods of the course of "outline of modern and contemporary Chinese history". As a result, it is difficult to improve the teaching effect of "the outline of Chinese modern history" by teaching students in accordance with their aptitude.

In order to solve the above four pairs of contradictions, the teaching method of "the outline of Chinese modern history" needs to be reformed. Based on teaching practice and theoretical research, the author believes that the "historical sitcom" teaching method can effectively solve the above four pairs of contradictions to a considerable extent.

2 Effectiveness evaluation of "historical sitcom" teaching method

The teaching method of "historical sitcom" refers to a teaching method in which students work together in groups under the guidance of teachers to shoot a historical event into a video short play, and share and discuss it with teachers and students in class in order to deepen the understanding of modern and contemporary Chinese history. This teaching method organically integrates situational teaching method and participatory teaching method into the teaching of "the outline of Chinese modern history", which promotes the realization of teaching objectives and improves the effectiveness of teaching.

2.1 "Historical sitcom" teaching method reflects students' subjectivity and stimulates their enthusiasm for active learning

In the process of carrying out the teaching of "historical sitcom", students' performance is to actively participate in a

series of activities such as self editing, self directing, self acting and self photographing, and devote themselves to the shooting of "historical sitcom"; The teacher plays the role of guide, assistant and supervisor, checking the value orientation of the theme of "historical sitcom" for students and supervising the shooting progress of students. This process truly realizes the subjectivity of students, effectively overcomes the binary opposition between teachers and students, and forms the relationship between "I and you": teachers carefully guide students, and students actively and autonomously shoot "historical sitcoms" under the guidance of teachers and feed back the shooting progress to teachers. This interactive teaching process fully embodies the principle of equal status, the principle of communication and understanding, and the principle of two-way interaction, which meets the requirements of modern ideological and political education and is very conducive to the improvement of the teaching effect of the course of "the outline of Chinese modern history".

In the teaching practice, it is found that the subjects that students prefer to shoot include the revolution of 1911, the May 4th movement, the Long March, the founding ceremony, the southern conversation, etc. However, the historical facts related to these topics are not mentioned in detail in the textbook of "outline of modern and contemporary Chinese history", so students need to actively consult relevant historical materials after class to shoot it as a "historical sitcom". This shows that the shooting of "historical sitcom" virtually stimulates students' learning enthusiasm, mobilizes students' enthusiasm, and cultivates students' self-learning ability.

2.2 "Historical sitcom" teaching method realizes the transformation of teaching content from theory to practice, and innovated the educational carrier of the course of "the outline of Chinese modern history"

The course of "the outline of Chinese modern history" requires students to understand and understand the basic laws reflected behind Chinese modern history. From this perspective, the learning of "the outline of Chinese modern history" is a kind of learning of theoretical knowledge. However, Marxism always requires the organic combination of knowledge and practice. "Practice, cognition, re practice, re cognition, in this form, go back and forth to infinity... This is the dialectical materialism view of the unity of knowledge and action." [4] under the requirements of this view of the unity of knowledge and action, it is an inevitable logic to choose the appropriate educational carrier to effectively carry out the practical teaching of the course of "the outline of Chinese modern history". Based on the teaching practice, it is not difficult to find that shooting the "historical sitcom", as an educational carrier, has "activated" the teaching content of the course "outline of modern and contemporary Chinese history", realized the transformation of the teaching content from theory to practice, and reflected the two-way interaction between "theoretical teaching and practical teaching".

In addition, compared with the traditional practice teaching carrier that most colleges and universities choose to visit the Revolutionary History Memorial, shooting "historical sitcom" is more innovative. On the one hand, there are few colleges and universities that take the shooting of "historical sitcom" as the carrier of practical education; On the other hand, it is not only simple and easy for students to learn imperceptibly in interesting activities, but also solves the embarrassment that some colleges and universities fail to visit the Revolutionary History Memorial due to regional differences. More importantly, it is indeed an educational carrier that can fully reflect the subjectivity of students. Its specific performance is that students' shooting of "historical sitcom" is to experience the active role of "dramatist", rather than playing the passive role of "visitor" to visit the Revolutionary History Memorial and other practice bases.

2.3 "Historical sitcom" teaching method creates a good peer group environment and give full play to the positive influence of peer environment

The shooting of "historical sitcom" creates a peer group environment for students. In this environment, they freely and fully discuss the shooting theme, script writing, personnel division, logistics measures, shooting effect and other issues. This peer group environment is usually good, and has a subtle positive impact on students.

First, the members of the same group have the same goal. They generally hope to make a good "historical sitcom". To this end, they brainstormed, worked hard and communicated with each other. Although some groups had differences on some issues, they were able to resolve them one by one in the end. Secondly, the members of the group influence each other. In the process of shooting "historical sitcoms", some "model" students often appear. Their words and deeds inadvertently affect other students, which makes them deeply admire and actively study. For example, due to the amount of historical knowledge, students have differences when discussing the shooting theme. Students who have a profound understanding of history have more opinions on the choice of shooting theme, but sometimes they can not get the understanding of other team members. After full communication, other team members can often be convinced and say

that they should learn more about history to broaden their perspective of looking at problems; Some students lacked enthusiasm in the early stage of shooting "historical sitcom", but after seeing the dedication of other students, they were moved by it, so they performed more actively in the middle and late stages of shooting; Some students are afraid of hardship and tiredness, but after seeing that the directors of the group are busy for the "historical sitcom", and the students in the post production work overtime to produce the video, they feel guilty for their laziness and are determined to try to correct their bad habits. These are effective examples of the positive impact of the good peer group environment formed in the shooting process of the "historical sitcom".

2.4 "Historical sitcom" teaching method caters to students' psychological characteristics and cultivate students' comprehensive ability

The interest, freedom, artistry and creativity of shooting "historical sitcoms" cater to the psychological characteristics of Post-00 college students to a considerable extent. Therefore, they love shooting "historical sitcoms", which can effectively stimulate their interest in learning and enthusiasm for participation, and then improve the teaching effect. In addition, students can freely give full play to their various advantages in the process of shooting "historical sitcoms". For example, students with strong organizational ability usually act as the director of the group; Students with rich historical knowledge often choose the post of screenwriter and make a detailed investigation of historical facts; Students who have the desire to perform tend to choose to be actors; Students who master video production technology regard post production as the first choice. In fact, in the process of undertaking different tasks in the group, their abilities of communication, organization and coordination, team cooperation and other abilities have been effectively trained, which can be described as killing many birds with one stone.

3 Three problems in the "historical sitcom" teaching method

Due to the existence of various subjective and objective factors, there will inevitably be some problems in the process of carrying out the teaching of "historical sitcom". In the early, middle and late stages of this teaching method, there are three issues that need to be paid attention to.

3.1 Topic selection: the first step to check the value orientation

Topic selection is closely related to teaching objectives. The relationship between topic selection and teaching objectives is that teaching objectives determine topic selection, and topic selection serves teaching objectives and affects the realization of teaching objectives. The goal of carrying out the teaching of "historical sitcom" is to improve the teaching effect of the course of "the outline of Chinese modern history". In order to achieve this teaching goal, the first step is to choose the shooting theme with correct value. Therefore, teachers should first clearly state the basic principles of topic selection, and require that the selected topic must conform to the mainstream values; Secondly, actively negotiate the shooting theme with students, exchange the content of the script, and correct the errors of historical facts and values.

In addition, on the basis of helping students choose topics with correct values, teachers should also remind students in good faith to choose topics that are within their ability and time-consuming and labor-intensive, so as to prevent some topics from consuming a lot of time and effort due to exceeding students' ability, resulting in students' boredom and eventually deviating from the original intention of teaching, which is not worth the loss.

3.2 Participation in mobilization: an important way to improve teaching effect

There is a positive correlation between the degree of students' participation in the teaching of "historical sitcom" and the teaching effect they can obtain. It can be found that the higher the degree of participation, the better the teaching effect. There are profound reasons in this. First of all, Marxist epistemology emphasizes that practice is the source of knowledge. Therefore, in order to obtain a more profound understanding, active practice is an indispensable link. In the process of shooting "historical sitcom", the enthusiasm of practice is mainly reflected in the degree of participation in the shooting of "historical sitcom". The more fully involved, the more in-depth understanding will be obtained, and then better teaching effect will be obtained. Secondly, from the perspective of educational psychology, the construction and Transcendence of the spiritual world fundamentally stems from the internal awakening of individuals. However, people

often rely on subjective emotions to decide whether to accept or reject things. Therefore, education is not only the transmission of cognition, but also the interaction of emotion. Emotional tendency directly affects the absorption or resistance of cognition. When students get rich emotional experience, cognitive activities can be carried out more smoothly. Therefore, theoretical education needs to build a bridge between rationality and sensibility. According to this idea, it is not difficult to understand that the higher the degree of participation of students, the more emotion they put into the "historical sitcom", and the more they will like the "historical sitcom" teaching. Accordingly, if the "historical sitcom" reflects the correct values, students will be able to more identify with this correct value.

The degree of participation has such an important impact on the teaching effect that students can obtain. It can be seen that actively encouraging students to participate in the shooting of "historical sitcom" is an important way to improve the teaching effect. First, play the existing excellent demonstration films, summarize their advantages and disadvantages, and help students solve certain technical problems; Secondly, the process supervision should be strengthened. The content of the script and the values it reflects should be carefully reviewed and controlled by teachers to ensure that the theme is correct; Make a special form, and the person in charge of the group will truthfully fill in the workload undertaken by each student, the performance during each rehearsal and shooting, and give preliminary scoring opinions. Finally, evaluate each student's achievement fairly and openly. The final work of the sitcom will be played in the classroom, and the student representatives and teachers will give the score and calculate the average score, which is the final score of the sitcom. Then the teacher finally calculates the peacetime performance of each student according to the performance and workload of the crew members given by the group leader. Accordingly, the students who actively participate and have more workload will have higher peacetime performance, so as to form a good incentive mechanism.

3.3 Theoretical sublimation: a key link to enhance practical understanding

Shooting "historical sitcom" is not an end in itself, but a means. Through this means, the goal is to enable students to better understand and understand the historical laws reflected in China's modern and contemporary history, so as to improve students' recognition and confidence in development of China. Students can more or less form a perceptual understanding of history by shooting "historical sitcoms". However, "cognition needs to be deepened, and the perceptual stage of cognition needs to be developed to the rational stage."^[5] due to the limitation of ability, not all students can deepen these cognition from the perceptual stage to the rational stage. Therefore, the key to improving the teaching effect is for teachers to help students improve their rational understanding of the theme of "historical sitcom".

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