Problems Existing in the Network Practice Teaching of University Ideological and Political Theory Course in the Context of Internet

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Abstract. In the context of the deep integration of Internet technology and teaching, the Internet has been increasingly applied in practice teaching. At present, although the national policy supports the network practice teaching of ideological and political theory courses in colleges and universities, it is still in the exploratory stage in terms of practical operation, and some problems in its operation process deserve to be paid attention to, followed up and deeply analyzed.

Keywords: University Ideological and Political Theory Course, Network Practice Teaching, Problem

As a famous American scholar called Alvin Toffler said, "whoever controls information and Internet controls the whole world"[1]. With the progress of network and digital technology, university ideological and political theory course has become a new field of technology application, in which the network virtual practice teaching is its important development direction. For example, virtual practice teaching activities such as situation simulation, online visit, hot spot discussion and network investigation reproduce the practical scenarios in the real world in the form of network virtual space, which produce good experiential teaching effect. However, from the perspective of current teaching situation, there are still many problems, which are mainly in four dimensions of coverage, attraction, standardization and innovation.

1. The Problem of Finite Coverage

Now the state has made the deployment of reforming the practical teaching of ideological and political course and raised the reform direction of virtual teaching. From the perspective of implementation, few colleges and universities have implemented the network virtual practice teaching of ideological and political courses, and the distribution is also very scattered. Some provinces and regions have not even begun to carry out network virtual practice teaching. From the perspective of colleges and universities that have implemented virtual network teaching, they also have a problem of finite student coverage, many of which are just beginning to experiment. Marxist College or individual majors are
tested first, so the coverage is very small, which is inconsistent with the development of the current network era, the spirit of the document of the CPC Central Committee and the development needs of college students.

The reason lies in that on the one hand, the support of network virtual technology is not enough; on the other hand, the school does not adapt to network practice teaching, without a series of supporting teaching reform measures. For college students, however, the network virtual world has become their "second living space", and as the mode of "Internet + education" enters into colleges and universities, it has become an important part of college teaching. To meet the needs of the development of the network age and the growth of college students, it is necessary for colleges and universities to face up to and take advantage of the new changes of the age to extend the practical teaching of ideological and political courses to the virtual practice space of network. Furthermore, it has been clearly stated in Some Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Course in Schools in the New Era by the Central Committee that "vigorously carry out the reform of ideological and political course teaching method, improve the information literacy competency of ideological and political course teachers, propel the application of artificial intelligence and other modern information technologies in the teaching of ideological and political courses, to build a number of national-level virtual simulation ideological and political course experience teaching centers."[1] Therefore, colleges and universities have sufficient policy and technical support to promote the network virtual practice teaching into the campus, so as to continuously expand its coverage of college students.

2. The Problem of Insufficient Attraction

Although the teaching model of virtual practice in ideological and political courses is novel, which is more suitable for teaching affinity, it still has the problem of insufficient attraction. The virtual practice teaching of ideological and political courses is still in the initial stage of development. Greatly influenced by traditional classroom teaching thinking, many colleges and universities have not updated enough their concept and system of network practice teaching, fail to constantly enrich and improve the virtual practice teaching activities in the network virtual practice teaching, nor do they keep pace with the times to develop and enrich the network virtual practice teaching resources, which greatly weakens the attraction of the system platform and reduces the enthusiasm and initiative of students to participate in it.

The reasons are as follows: first, the main role of students in network teaching has not been fully stimulated, their enthusiasm has not been fully tapped out; second, colleges and universities neither pay enough attention and invest to it neither develop enough resources; third, the network teaching ability of teachers needs to be improved, and their overall design of network practice teaching is insufficient. As for students, only those network virtual practice activities that can make people have a strong sense of role experience or "immersion" will be more attractive to them, so that students can easily accept and love. But the development process of these virtual practice teaching resources is very complicated, with relatively great technical difficulty. Most of the online resources are "experiential practical resources" for students to visit, such as online museums and online long marches, while there are few practical teaching resources on the Internet that allow students to experience the "simulation", "design" and "exploration" of virtual social life, so that they can acquire knowledge and improve their practical ability. In general, the attraction of network virtual practice teaching in colleges and universities is still insufficient, so they need to continuously develop and enrich their practical teaching resources in the reform and innovation.

3. The Problem of Less Normativity

Although colleges and universities have explored some experiences in the implementation of virtual practice teaching of ideological and political courses, the virtual practice teaching of network has not yet formed as a new teaching mode. In terms of the construction of the teaching system, there is still a general lack of standardized and standardized operation mode. Teaching design, teaching management,
teaching evaluation and assessment are still in the embryonic stage, which need to be standardized and perfected continuously. Its theoretical and technical feasibility has not been fully translated into the operability and systematicness in teaching. As a standardized teaching system, it is short of adequate institutional and procedural support.

The management difficulty of network virtual practice teaching is greater than that of traditional practice teaching, in which the beginning, progress, evaluation and assessment of virtual practice and other links have their own characteristics, so it is necessary to specially design its management system and normative system; while the current system construction has not kept pace with the development of network practice teaching, which is not enough to fully support the virtual practice teaching of ideological and political courses. The characteristics of network virtual practice teaching, such as full participation, free from time and space restrictions, make it very different from the traditional practice teaching process, and the normative system supporting its teaching system should also differ from the traditional practice teaching. Therefore, in the process of organizing and running the virtual practice teaching of ideological and political course, the above points still need to be enriched and improved continuously, which can be strengthened from the three aspects of running system, carrier system and support system, covering the management system, timetable setting, education operation, appraisal feedback, activity design, network carrier, mobile terminal, practice resource library, teaching results library, and question bank and other contents. It can also reinforce the construction of the four links of "teaching guarantee, practice bearing, performance review and teaching operation"[2].

4. The Problem of Insufficient Innovation

Network technology should not only be applied as a carrier or tool to transplant or graft the original model, but also be an all-round change from teaching idea to teaching content and then to presentation, which is a teaching method complementary to practical teaching in reality. Compared with the traditional practice teaching activities, the current virtual practice teaching activities in some colleges and universities have changed their forms, but the content of practice activities has not been reformed. For example, virtual practice activities such as visiting online museums and online science and technology museums are designed to be the same as those of visiting on-site venues, which are completed only by visiting and writing experience and comments. In this way, it is easy to make virtual practice teaching become a mere form, diluting the effect of practice teaching. Moreover, in most of the current network virtual practice activities, the real practice has been directly transferred to the network, and the network virtual technology has not been truly integrated, and the content of practical activities has not been reformed according to the characteristics of network virtualization and the development of the era. This practice may cause novelty to students in the early stage of the activity, which seems to improve the attraction of the teaching activity, but after a period of time, the "fast-food" characteristics of the Network will be exposed, leading to students' loss of interest in these purely experiential teaching activities, resulting in undesired teaching effect, which is caused by the lack of innovation in network virtual practice teaching.

Therefore, in carrying out network virtual practice activities, colleges and universities need to innovate the forms and contents of activities, to improve the attraction of teaching and achieve the teaching objectives. In the process of innovation, "the establishment of network practice teaching materials production team"[3] needs to be given special attention, Starting from the actual situation of young students' real life and virtual life, from the country's latest living practices, from the vast historical facts of the histories of the Party, the New China, the reform and opening up, and the socialism, students' subjectivity and creativity are stimulated. It is necessary to dig deep into rich teaching materials, design innovative teaching activities, and make good use of the "innovation" of network technology. In other words, teachers "must possess a high level of modern information technology, and master mobile APP, WeChat platform and network operation technology"[4], bringing into full play the role of the immediacy, interactivity and simulation of virtual technology and its other new characteristics.
5. Analysis of Main Influencing Factors

(1) Lack of the effective integration and utilization of teaching resource. "The data of virtual practice should keep up with the pace of the times and reflect the latest research results and innovative theory of disciplines [5]." Due to the openness of the Internet, the topic and content of online teaching become open. It plays a great role in the expansion of the content and space of teaching as well as the enrichment of teaching resource. However, excessive openness brings difficulties to resource selection and screening. Some negative and false content may also do harm to the teaching effect. The Internet content is colorful and disordered, much of which is divorced from social reality and even against society and human. It is easy to lead the one-sided and even wrong value guidance for students, resulting in the negative educational function. "Virtual practice originates from real practice. They are both aimed to realize the all-round development of human beings, but virtual practice makes up for the defects of real practice as a supplement and development driving force of offline teaching [6]." The uneven Internet resource needs to be integrated effectively and constantly according to objective and realistic practical standards so as to enrich the content and space of virtual practice. From the operation point of view, there is an "individual activity" about ideological and political teachers in the resource construction of the most colleges and universities at present. There is also lack of cooperation among schools. Few colleges and universities are specially equipped with teaching websites, Internet teaching columns on the special website of the ideological and political course or regional and national online teaching resource database or websites. As a result, it is difficult to complete the effective integration and utilization of teaching resource. The forms of online teaching activities are similar and single, resulting in some teaching problems, such as poor attraction and low coverage.

(2) Poor online teaching skill of teachers Ideological and political teachers play an important role in the online teaching mode. As a result, in order to give full play to the strengths of online teaching, ideological and political teachers must have excellent online teaching skills. However, some teachers do not agree on virtual practice in teaching. It is held that virtual practice does not belong to practice. Therefore, these teachers stick to the traditional teaching mode and reject the online teaching mode. In addition, there are some problems about online teaching, such as high technical requirements and large amount of information. It puts forward some higher requirements for the computer skills of teachers. Although the most ideological and political teachers have good computer and innovative skills. However, in terms of online teaching activities, there is still a gap among the most ideological and political teachers. The computer skills of some ideological and political teachers are even much lower than those of students. Teachers' computer skills can affect the attention of students and the innovation of teachers and teaching activities as well as the development and effect of online teaching activities. Therefore, on the one hand, it is necessary to strengthen the computer skills of ideological and political teachers. "The training on the application of online teaching platforms for teachers should be strengthened. In this way, teachers can master the skill to apply online teaching platforms and really play the role of teachers in guidance [7]." On the other hand, we should pay attention to the construction on online teaching platforms so as to "ensure the effective integration of human resource"[8].

(3) Lack of effective standardized organization and management in the teaching process. At present, there is no special online teaching management institution or standardized management. It is more difficult to manage online teaching than offline teaching, including the design, organization, beginning, progress and assessment of online teaching activities. As a result, it is necessary to develop an online teaching system which is more difficult than an offline teaching system. In addition, influenced by the idea of "emphasizing offline teaching and ignoring offline teaching", the work about the online teaching of the ideological and political course is not implemented. Some ideological and political teachers don't integrate online teaching into the syllabus, which leads to the randomness of the content, operation and assessment of the online teaching of the ideological and political course. It is up to teachers. In addition, teachers always pay more attention to teaching design and result orientation but ignore the standardization and monitoring of teaching process as well as process recording and stage presentation, resulting in the difficulty in controlling the online teaching of the
ideological and political course. In consideration of the professionalism of management, the management team "can be composed of ideological and political teachers, student representatives and IT workers\"[9].

(4) Lack of an effective incentive mechanism for assessment. The ideological and political course is a compulsory course covering all college students. Its online teaching is characterized by full participation as well as development without limitations of pace and time. It improves the difficulty of management and makes it difficult to achieve the comprehensive, objective and fair assessment. It is difficult to understand the efforts and gains of students. Moreover, due to the openness of the Internet, it is easy to expand the gap between active and passive students [10]. At present, the assessment system as well as the incentive mechanism for the online teaching of the ideological and political course are still at the early stage. The principles and methods of assessment as well as the incentive system are still in exploration. They are not integrated or perfect, so that there is no effective incentive mechanism for the assessment of online teaching. The lack of an effective incentive mechanism to judge the teaching effect can lead to the low initiative and enthusiasm of teachers and students, resulting in the low attraction of teaching, the insufficient innovation of teachers and the poor teaching effect.

6. Conclusion
The ideological and political theory course is an important course for the ideological navigation of all college students. The application prospect of network technology is promising. In network practice teaching, better coverage, greater attraction, more powerful systematicness and superior innovation should be focused on, and the deep integration of technology and teaching should be proceeded, thus the ideological and political course practical teaching reform which is more in line with the features of the age and the youth is promoted.

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