

Research on the Realization Path of the Unity of Dominance and Subjectivity in High School Ideological and Political Courses

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Abstract: High school ideological and political course is the key course to implement the fundamental task of moral education. In order to reflect the attributes of ideological and political courses, adapt to the psychological characteristics and growth rules of high school students, and continuously improve the teaching effect of ideological and political education, we must promote the reform and innovation of ideological and political courses. At present, in the teaching of high school ideological and political courses, there are still problems that the teacher 's dominant role is in the form and the student 's subjectivity is not strong. Therefore, we must give full play to the leading role of teachers, continue to consolidate the dominant position of students, and adhere to the problem-driven teaching method, so as to more fully and effectively realize the organic unity of the leading role of teachers and the main role of students, and constantly improve the teaching effect of ideological and political education.

Keywords: High school ideological and political course; Dominance; Subjectivity

The teaching of ideological and political courses should adhere to the unity of dominance and subjectivity. It is inseparable from the leadership of teachers, but also to increase the study of students 'cognitive rules and acceptance characteristics, and to play the role of students ' subjectivity. Starting from the dimension of teachers ' dominant role in form and students ' weak subjectivity, this paper analyzes the realistic dilemma of high school ideological and political courses. The dominance and subjectivity of the ideological and political course in high school are unified. It is necessary to give full play to the leading role of teachers, continue to consolidate the dominant position of students, and adhere to the problem-driven teaching method.

1. Connotation and reason of the unity of dominance and subjectivity

1.1 The connotation of the unity of dominance and subjectivity

1.1.1 Dominance

Leading means leading the overall situation and promoting the overall development. The dominant requirement is that ideological and political teachers can play the role of general command in the classroom and lead students to move towards the direction of all-round development of morality, intelligence, physique, beauty and labor. Teachers are the initiators, organizers and implementers of ideological and political teaching. They perform the functions of implementing teaching objectives, grasping teaching directions, selecting teaching contents, adjusting teaching processes, and expecting teaching effects^[1]The duty of ideological and political teachers is to instill mainstream ideology into students ' minds, so that students can accept socialist beliefs and believe in Marxism. This determines that teachers are the exporters of ideas and values in the classroom and must occupy a dominant position.

1.1.2 Subjectivity

In philosophy, the subject refers to the person who has the ability to understand and practice the object. Subjectivity refers to the ability, role, personal views and status of people in the process of practice, that is, the status and characteristics of people 's autonomy, initiative, initiative, freedom and purposeful activities.^[2]As a person with independent personality, students have subjective initiative, which determines that students do not passively receive information, but selectively receive it, showing the characteristics of taking me as the main and using me. In the teaching process of ideological and political courses, the subjectivity of students is the ability, role and personal views shown in the classroom, that is, students can actively learn, actively think, purposefully and systematically participate in classroom learning.

1.1.3 Unification of dominance and subjectivity

The unity of dominance and subjectivity is that in the teaching of ideological and political courses, teachers are required to give full play to their leading role, transmit their profound theoretical knowledge to students, guide students' values, and help students establish correct values. At the same time, we should give full play to the subjective role of students, strengthen the interaction between teachers and students, use group discussions, scene demonstrations, etc., use questions to inspire and guide students to think, give students free space to explore, encourage students to express their opinions. In addition, we must adhere to the dialectical relationship between teacher-led and student-centered, teaching and learning, and jointly serve to improve the effectiveness of ideological and political courses.^[3]

2. The realistic dilemma of the unity of dominance and subjectivity in high school ideological and political course

2.1 The dominant role of teachers becomes a mere formality.

In the new era, high school ideological and political teachers should keep up with the tide of the times, combine the characteristics of the times, guide students to solve new problems and adapt to new changes. At present, some high school ideological and political teachers stick to the theory and method of " cramming " teaching and " experiential " teaching. This kind of teaching method is mainly taught by teachers unilaterally instilling knowledge in textbooks to students. Students learn passively, and the teaching method is single. Not only is the content of the teaching easy to be boring, but also lacks innovation and interaction, which affects the pertinence and effectiveness of the teaching of ideological and political teachers. In addition to the backward teaching methods, the timely updating of the current political knowledge of high school ideological and political teachers also affects the teacher's leading role. In the choice of teaching content, high school ideological and political teachers should not be limited to book knowledge, but should be combined with social hot topics. However, some high school ideological and political teachers are unable to carry out professional analysis of political hot topics due to their weak political ability, insufficient political literacy and insufficient leading ability. In the face of wrong ideological trends, they do not dare to criticize clearly, are not good at responding to students with thorough theoretical analysis, persuade students with thorough ideological theory, and guide students with the power of truth.

2.2 Lack of students' subjectivity

Many high school students lack the awareness of autonomous learning and are in a state of ' no self-subject '. On the one hand, the school one-sided pursuit of student achievement and enrollment rate, in the curriculum is too utilitarian, ignoring the respect for students' subjectivity, restricting the students' initiative. On the other hand, students are affected by exam-oriented education, their personal development planning is not clear, their learning motivation is insufficient, their learning efficiency is not high, and their perception of the value of high school ideological and political courses is not much. In this case, even if the teacher wants to give the initiative to the students, let the students discuss or answer the questions in the classroom, the students will not cooperate. The classroom should be jointly participated by teachers and students. If the students' motivation and initiative in learning are not enough, then even if the teacher's leading ability is very strong, the expected teaching effect cannot be achieved.

3. Further thinking on the path to realize the unity of dominance and subjectivity in high school ideological and political courses

3.1 Consolidate the foundation of ability and give full play to the leading role of teachers.

The ideological and political course is related to the success or failure of moral education and the important task of cultivating builders and successors of the socialist cause. To this end, the ideological and political teachers clearly put forward six requirements. Among them, solid theoretical knowledge and strong classroom grasp ability are two extremely important aspects. To give full play to the leading role of teachers, it is necessary to focus on improving the professional quality of teachers in these two aspects. **On the one hand**, enrich teachers' theoretical knowledge. High school ideological and political teachers should not only have a solid Marxist theoretical knowledge and academic literacy, to give students accurate guidance, but also should have a broad theoretical vision and multidisciplinary theoretical knowledge, to extensively dabble in various disciplines in various fields of theoretical knowledge and practice system, and constantly broaden their horizons, enrich their knowledge reserves, improve the knowledge structure. **On the other hand**, improve teachers' teaching skills. Compared with other subjects in high school, the teaching skills of ideological and political teachers are more important. High school ideological and political teachers should constantly improve their teaching skills, abandon the traditional ' cramming ' teaching, according to the students' overall ideological status and knowledge base, set up wonderful teaching design, use modern teaching media to attract students' attention, create students like to listen, understand, keep up, remember the ideological and political course.

3.2 Strengthen the awareness of learning and continue to consolidate the dominant position of students.

There are many factors that affect the cultivation of students' awareness of autonomous learning. Teachers, parents and other external factors play an important role, but students play a decisive role as internal factors. Strengthening students' learning awareness requires the joint efforts of students, teachers and parents. First of all, as the main body of learning, students should cultivate their own learning motivation, find interest in learning, clarify the importance of learning, and learn to plan their own learning goals. Secondly, ideological and political teachers should help high school students understand their learning status, theoretical level, etc., and guide students to set up their own learning plans. Finally, parents should set a good example for students and create a good family learning atmosphere. Parents are the first teachers of their children. Only when parents insist on setting an example in the study of political theory can students be influenced by their ears and imperceptibly form good learning habits.

3.3 Adhere to the problem-driven, and constantly deepen the organic unity of dominance and subjectivity

In the problem-driven teaching method, teachers play a leading role in the overall design and leading classroom teaching. According to the teaching content and the actual situation of students, the interlocking problem chain is set up. Taking problems as the starting point, teaching activities are carried out around problems, students are inspired to think, and good teacher-student interaction is realized. It is the practical application and vivid display of the unified teaching principle of dominance and subjectivity. Teachers should pay attention to the following points when designing problems. One is to take students as the main body. Teachers should take into account the overall level of students, according to the actual situation of students to design the difficulty of the problem. Second, the setting of the problem should be in line with the actual life of the students, attract the attention of the students, and help the students understand the problem. Thirdly, the setting of the difficulty of the problem should have a gradual process from easy to difficult, from simple to complex, so as to form an interlocking problem chain.

References

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