

# Research on the Long term Mechanism of Practical Teaching Base for Ideological and Political Theory Courses in Universities

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**Abstract:** The practical teaching base is an important platform for the upgrading and transformation of the ideological and political course, which helps to enhance the effectiveness of the ideological and political course, promote the unity of knowledge and practice of college students, enhance the awareness of "Confidence doctrine", and help cultivate the innovative consciousness and ability of college students. It is an important direction of the ideological and political course reform. In recent years, universities in Anhui Province have made some beneficial explorations and attempts in the construction of a long-term mechanism for practical teaching of ideological and political theory courses, which is worth learning from. For example, establishing a campus practice base based on ideological and political courses, comprehensively utilizing existing practice teaching bases, exploring new resources for practice teaching bases, and creating a virtual practice teaching base based on the "network platform"; Establish a long-term guarantee mechanism for the practical teaching base of ideological and political theory courses in terms of organization, funding, management mechanisms, etc; Establish a long-term cooperation mechanism for the practical teaching base of ideological and political theory courses in building a profit driven structure for win-win cooperation and a resource integration structure for learning from each other's strengths and weaknesses.

**Keywords:** Ideological and Political Theory Course, Practice base, Long-term mechanism.

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## 1. The Significance of Constructing Practical Teaching Bases for Ideological and Political Theory Courses in Universities

The practical teaching base for ideological and political theory courses is an important link in the standardization, orderliness, and scientificization of practical teaching in ideological and political theory courses in universities. The teaching activities of the practical teaching base corresponding to the theoretical course teaching, as an important component of the ideological and political theory course for college students, are the continuation and expansion of the theoretical course teaching. They are teaching activities carried out in the real social environment and personal experience process, and are not only teaching activities in the classroom theory teaching. College students use the teaching activities of the practice teaching base to go out of the classroom, go to the society, pay attention to and understand the hot spots, difficulties, focus problems in social real life and fresh examples of brilliant achievements in the modernization of Socialism with Chinese characteristics, so as to achieve the teaching goal of combining theory with reality, so that college students can accept education, increase knowledge and solve puzzles in economic and social reality, Inspire college students to have a firm belief and mission to strive for the great rejuvenation of the Chinese nation. Therefore, the construction of practical teaching bases for ideological and political theory courses is of great significance for both ideological and political courses and college students.

### 1.1. The significance of the construction of practical teaching bases for ideological and political theory courses for ideological and political courses

#### 1.1.1. An important platform for the upgrading and transformation of ideological and political courses

(1) The practical teaching base for ideological and political theory courses provides a platform for practical teaching of ideological and political courses. By utilizing the platform of the base, college students can engage in society and get close to life, apply their theoretical knowledge to guide practice, receive education in perceiving and participating in the great practice of national rejuvenation, deepen their understanding of the basic principles of Marxism, enhance their awareness of cultivating noble moral sentiments, and exercise and enhance their ability to analyze and solve practical problems.

(2) The interaction between theory and practice in practical teaching of ideological and political theory courses not only broadens students' horizons, but also delights their physical and mental well-being, stimulates their initiative and enthusiasm in learning ideological and political courses, and provides conditions for college students to learn ideological and political courses happily.

(3) The types and coverage of practical teaching bases for ideological and political theory courses are diverse, including cognitive practice bases such as school history exhibition halls, enterprises and institutions, as well as moral education practice bases such as patriotism, cultural traditions, clean governance and legal system, as well as service practice bases such as cultural, technological and health services to the countryside, volunteer services, and temporary training and exchange. In terms of manpower, material resources,

financial resources. The various aspects of information resources provide broad space for the upgrading and upgrading of the ideological and political education platform.

### **1.1.2. Enrich the teaching content of ideological and political courses, and enhance the teaching effectiveness of ideological and political courses**

For a long time, as the main form of ideological and political education in universities, theoretical teaching of ideological and political courses has achieved certain results and gradually formed a standardized teaching paradigm. However, under the traditional classroom teaching paradigm, theoretical education generally emphasizes the mastery of knowledge and neglects the cultivation of practical abilities, which can easily lead to problems such as weak practical skills and weak social adaptability of students. The introduction of practical teaching in ideological and political courses and the establishment of practical teaching bases have enriched the teaching content and broken through the monotonous traditional teaching paradigm of ideological and political courses. The forms of practical teaching are diverse, such as classroom debates and micro video displays, campus experiences, and social practice activities. The content of practical teaching includes patriotism cultivation, as well as guiding students to pay attention to social hotspots, difficulties, and focal issues. The diversity of this form and content, on the one hand, changes the constraints and lateness of theoretical teaching, allowing teachers to adjust the teaching form and content according to the actual situation. At the same time, it has greatly improved the actual effectiveness of ideological and political education teaching. Practical teaching embodies the principle of combining universal principles with specific practices. In practical teaching, teachers can lead students out of the classroom, into factories, communities, and rural areas, conduct social surveys, and even directly participate in social production labor to meet the emotional cognition of college students, enhance the appeal and persuasiveness of the curriculum, thereby filling the gap in classroom teaching and improving the teaching effectiveness of ideological and political courses.

### **1.1.3. Practical teaching is the direction of ideological and political education reform**

The ideological and political theory course is a course that shapes students' political qualities and beliefs, and also influences their behavior and behavior. Unlike professional courses that have precise disciplinary standards and foundations, ideological and political courses lack immediate learning outcomes evaluation criteria. Its influence on students' political qualities and beliefs is formed through subtle influence, and it needs to be expressed through other disciplines. Firstly, students need to internalize into the depths of their souls through practical processes before they can internalize in their subsequent studies, life, and work. Therefore, in order to effectively achieve the teaching objectives of ideological and political courses, it is necessary to implement practical teaching reform. Establishing various types of practical teaching bases for ideological and political theory courses has become a clear direction for the reform of ideological and political education and teaching, and also an important means of effectively extending the teaching space of ideological and political courses.

## **1.2. The significance of constructing a practical base for ideological and political courses for college students**

### **1.2.1. Help promote the unity of knowledge and action among college students**

The ultimate goal of ideological and political theory teaching is to cultivate and improve the political quality of college students and make them become builders and successors of the cause of Socialism with Chinese characteristics. Therefore, ideological and political theory courses should not only focus on theoretical teaching, but also on the cultivation and improvement of college students' ability to analyze and solve practical problems through theory. Practical teaching has built a bridge for college students to transform from "knowledge" to "action". The practical teaching base is an important carrier for college students to integrate theory with practice. As the second classroom of ideological and political theory courses, it brings students from relatively closed classrooms to vast social classrooms, and more widely contacts with social reality. It allows students to personally visit the forefront of reform and opening up, red base areas, cultural and historical museums Building an achievement exhibition hall and witnessing and listening to fresh examples can not only broaden college students' horizons and expand their knowledge, but also enlighten their thoughts, so that they can better understand the spiritual essence of Marxism Leninism, Maoism, and Socialism with Chinese characteristics in the new era, and cultivate their ability to analyze and deal with practical problems.

### **1.2.2. Help gain a deeper understanding of society**

With the help of the important window of the practical teaching base for ideological and political theory courses, college students can truly understand the situation of the school, the province, and the national conditions, the actual situation of China's reform and opening up, and the ideological status of various groups of the people. In the information age, knowledge and information are rapidly changing and overlapping. Although contemporary college students come from different regions, they live and study in the small world of campus for a long time, have little contact with society, and have a more emotional understanding of social reality. They have active thinking, strong sense of autonomy and independence, intuitive cognitive style, lack of trust or interest in theoretical preaching, complex and variable thinking, diverse values, and complex moral concepts, making them susceptible to negative ideological trends. Young students can only achieve the goal of mastering and practicing classroom theoretical cognition by immersing themselves in social practice, thinking about problems in social reality, and using Marxist positions, viewpoints, and methods to analyze and solve problems as much as possible. In addition to learning textbook theoretical knowledge, the most convenient and feasible method is to allow college students to move from the classroom to practical teaching bases. Through the teaching activities of the practical teaching base, we deepen our understanding of practical problems, overcome the problems in subjective cognition, achieve the unity of subjective and objective concrete, and history, and promote the healthy growth of young students.

### **1.2.3. Help enhance the "confidence doctrine"**

Building a practical teaching base for ideological and political theory courses in universities and strengthening the

practical teaching of ideological and political theory courses for college students. Firstly, it can enable college students to directly experience the glorious achievements of China's economic and social development from the establishment of the People's Republic of China to the reform and opening up, and enhance their confidence in the socialist system; Second, it can enable college students to enhance their confidence in the Chinese road in perceiving the advantages of the speed, scale and vitality of the economic and social development of Socialism with Chinese characteristics and capitalist countries in the same period; Third, it can enable college students to strengthen their confidence in the theory of Socialism with Chinese characteristics in countless examples such as the perception of the continuous improvement of national governance capacity from various fields, the increasingly balanced social development, the gradually narrowing gap between the rich and the poor, the in-depth implementation of the people-centered development idea, and the increasingly embodiment of the essence of socialism; The fourth is to enable college students to recognize the protracted, arduous and complex nature of social development in their direct perception of the severe challenges facing economic and social development. They can not only have firm confidence in using the "Confidence doctrine" to solve the difficulties in development, but also forge ahead and learn knowledge and skills to achieve the great rejuvenation of the Chinese nation.

#### **1.2.4. Help cultivate college students' innovation awareness and ability**

The construction of the practical teaching base for ideological and political theory courses closely revolves around the goal of cultivating the innovative spirit and ability of college students, providing them with materials for innovative research and a stage for innovative activities from the front line of social life. On the one hand, it enables them to apply what they have learned, and on the other hand, it enables them to feel the joy of realizing their self-worth in the process of solving practical problems. On the basis of firmly establishing the mission and sense of responsibility to achieve the great rejuvenation of the Chinese nation, they strengthen their innovation determination and ability, and become innovative talents worthy of the great task of national rejuvenation.

## **2. Construction of a Long-term Mechanism for the Practical Teaching Base of Ideological and Political Theory Courses in Universities**

The practical teaching of ideological and political theory courses has a series of characteristics, such as strong sociality, wide openness, wide coverage, and multiple restrictive factors. Universities should take the opportunity of strengthening the construction of practical education bases, actively integrate practical resources from all parties, gather practical forces from all parties, focus on building a long-term mechanism, and actively promote new breakthroughs and innovative patterns in practical education work in universities.

### **2.1. Construction of practical teaching bases and long-term mechanism construction**

The practical teaching base provides an important carrier

for carrying out practical teaching activities. The central government has repeatedly issued documents requiring universities to effectively utilize practical resources on campus, while actively cooperating with patriotic education bases, national defense education bases, urban communities, rural townships, industrial and mining enterprises, stationed troops, and social service institutions to establish various forms of social practice activity bases. In recent years, many universities in Anhui Province have also increased their efforts in building practical teaching bases and formed a series of universally valuable and promotable practices.

#### **2.1.1. Establish a campus practice base based on ideological and political courses**

The construction of practical bases for ideological and political courses in universities should first take ideological and political courses as a platform, with students as the main body, and release students from the traditional monotonous classroom acceptance mode through multiple paths and forms, transforming them into a flexible teaching form that focuses on the classroom and is supplemented by multiple occasions such as laboratories and school history exhibition halls. Through various forms of activities such as reading, knowledge competitions, micro video displays, and sitcoms, students can experience the joy of attending classes. At the same time, it has cooperated with the school's educational administration, publicity, league education and other relevant departments to focus on the activities of the Student society. In the second classroom, the limited theoretical classroom was transformed into a large practical classroom covering the entire campus, and the conventional concept that practical teaching can only serve as a supporting role was changed. Not only does it enable students to experience the joy of practical teaching, but it also enables them to grow in colorful practical activities. For example, the School of Marxism of Anhui University of Finance and Economics, initially relying on four ideological and political courses, focused on creating "one course and one quality", such as the moral scenario contest of ideological and political courses, the theme practice of classic reading, introduction and outline courses of principles courses, and constantly strengthening the construction of practical teaching courses of ideological and political courses, which played an important role in guiding college students to strengthen the "Confidence doctrine" and cultivating the national conditions of families.

#### **2.1.2. Comprehensive utilization of existing practical teaching bases**

Effectively integrating and utilizing existing practical teaching bases is a necessary measure to improve the quality and level of practical teaching in ideological and political theory courses. This requires: firstly, to achieve the organic integration of practical teaching bases in different departments and majors, that is, after the establishment of a practical teaching base, other departments and majors can utilize practical teaching activities on the basis of consultation. Secondly, on the basis of sufficient communication between different departments and majors, we aim to achieve a reasonable and orderly implementation of practical teaching in each major. Finally, achieve comprehensive utilization of practical teaching bases. A practical teaching base can carry out various practical teaching activities. These practical teaching bases should be particularly open to practical teaching activities in ideological and political theory courses. The teaching and research institutions of ideological and political theory courses should also make full use of these

platforms, integrating practical teaching into various practical forms such as professional internships, campus cultural construction, and club activities. For example, the Bengbu Court Practice Base of Anhui University of Finance and Economics, the Bengbu Glass Design Institute Practice Base of Anhui University of Finance and Economics School of Business Administration, the Fengyang Xiaogang Village Practice Teaching Base of School of Marxism of Anhui University of Finance and Economics, and the practice base of Anhui Hongya Automobile Group Co., Ltd. are important carriers to improve students' professional quality and skills as professional practice bases; It also serves as a practical teaching base for ideological and political theory courses, an important platform for improving professional ethics, cultivating family and country feelings, and strengthening Confidence doctrine.

### **2.1.3. Open up new practical teaching base resources**

In order to put the practical teaching of ideological and political theory courses on a sustainable development path, various universities in Anhui have opened up more updated practical teaching base resources, providing students with more practical platforms to interact with social reality. In addition to traditional patriotic education bases and national defense education bases, such as revolutionary history and culture museums, memorial halls, etc., various types of museums, new rural construction demonstration bases, emerging industries, industrial and mining enterprises, etc. have become resources for practical teaching. In order to effectively develop these rich practical teaching bases, the school usually takes the lead in creating them, or the school provides financial support and each department is responsible for creating them, and their expenditure should be included in the school's unified budget. Universities should actively contact local governments at all levels, seek policy support or other preferential conditions, and expand practical teaching base resources. Universities should also establish relevant practical teaching bases based on their geographical advantages and local characteristic resources.

### **2.1.4. Establish a virtual practice teaching base based on the "network platform"**

Virtual practical teaching, as a practical teaching form of ideological and political theory courses, refers to various practical teaching activities organized by teachers based on the practical teaching plan of ideological and political theory courses, organized by students using internet technology in the virtual space of the network. Virtual practice is not independent of real practice, but is embedded in it, complementing and developing together with real practice.

(1) Real practice is not only the source of virtual practice, but also provides a framework for virtual practice. Virtual practice and real practice, although different in measures and methods, have roughly the same basic laws, and the correctness of virtual practice needs to be verified through real practice.

(2) The goal of virtual practice is the same as that of real practice, both aimed at improving the ability of college students to apply theory to practice, thereby promoting their comprehensive and healthy development. School of Marxism of Anhui University of Finance and Economics is building a virtual practice base for ideological and political courses in colleges and universities based on the online teaching platform of Superstar and Yihuixue. The construction of virtual practice base should take Core Socialist Values as the core to build the content system, focus on building the red

cultural corridor - research virtual practice mode, celebrity ideal corridor - speech virtual practice mode, excellent corporate cultural construction corridor - broadcast virtual practice mode, etc.

(3) The positioning of virtual practical teaching in ideological and political theory courses. Firstly, virtual practice teaching in ideological and political theory courses is developed to address the limitations of practical teaching and is an important supplement to practical teaching. For example, for some historical events, people cannot immerse themselves and experience them through time and space; It is also not possible to organize students to visit some distant practical bases on a large scale. The convenience advantages of virtual practice are now evident. Secondly, the theoretical teaching content of ideological and political theory courses is the foundation of virtual practice. If virtual practice is separated from theoretical teaching and practical practice, it will become a water without a source and a tree without roots. Therefore, virtual practice must be combined with the content requirements of theoretical courses, and a detailed and thorough practical plan should be developed, including corresponding practical goals, practical content, practical procedures, etc., to achieve the expected practical results and not be mere formality.

## **2.2. Establish a long-term guarantee mechanism for the practical teaching base of ideological and political theory courses**

The practice base is an effective carrier for practical teaching of ideological and political theory courses. The effective operation of practical bases and the reasonable construction of long-term mechanisms for the construction of practical teaching bases cannot be separated from the strong support of scientific and effective organizational, management, and financial support.

### **2.2.1. Organizational guarantee mechanism**

The practical teaching of ideological and political theory courses covers all students in various majors of the school, and the project is vast and complex. Only by establishing a two-level practical teaching management organization at the school and department levels (consisting of the school principal in charge, the academic affairs director, the student director, the finance director, the school youth league secretary, the research director, the person in charge of ideological and political education institutions, and the person in charge of the base) can we ensure the standardized and orderly implementation of practical teaching in the base. Based on a full understanding of practical teaching of ideological and political theory courses and a comprehensive consideration of the planning of teaching base construction, the work leadership group strengthens the leadership, management, and supervision of practical teaching both on and off campus, and is responsible for formulating and implementing practical teaching plans for ideological and political theory courses at the base. Regularly organize joint meetings with relevant departments to listen to reasonable suggestions for absorption and formulate a base construction plan that meets the development needs of the school.

### **2.2.2. Management guarantee mechanism**

In order to achieve the standardized and normalized development of practical teaching bases, relevant departments should strengthen the institutional construction of practical bases and make the relevant systems of practical

bases an important component of the entire practical teaching system. By formulating a series of rules and regulations related to teacher and student supervision, practical content, base construction, and funding guarantee, we ensure the normal and orderly operation of the practice base. In addition, during the process of base construction, specific problems often arise such as the maintenance of existing bases, the development of planned bases, and the improvement of newly added bases. To this end, it is necessary to refine the relevant rules of the base system, formulate specific system implementation plans such as protection and maintenance requirements for the existing base, new standards and specifications for the proposed base, and comprehensive planning for the new base.

### 2.2.3. Funding guarantee mechanism

In order to ensure the smooth implementation and orderly operation of practical teaching in the off campus base of ideological and political theory courses, universities should establish and improve corresponding funding guarantee mechanisms. On the one hand, due to the limitations of the ideological and political theory course major, it is not possible to jointly build social practice bases with local government organizations, enterprises and institutions through investment and non investment methods such as scientific research cooperation and technology exchange funds. Therefore, only a paid model can be adopted to utilize existing public practice resources, and other departments can also cooperate to share professional practice teaching base resources. Universities must ensure that the Ministry of Education clearly stipulates the special funding standards for practical teaching of ideological and political theory courses, and ensure that the funds are used exclusively. On the other hand, due to the fact that the practical teaching of ideological and political theory courses is aimed at all students in the school, the quantity of base construction is large, and the cost of operation and maintenance is high, the special funds of universities cannot be met at all. It is necessary to raise some funds through mutually beneficial cooperation between universities, civil organizations, and organizations.

## 2.3. Establish a long-term cooperation mechanism for the practical teaching base of ideological and political theory courses

The school government collaborative education model that uses social practice bases as carriers is based on the win-win cooperation between universities, local grassroots governments, and local non-governmental organizations. The overall path of this model is: students' social practice, with the school as the main party, and the local grassroots government where the school is located as the supporting party. Both parties can establish a long-term mechanism of cooperation, win-win situation, and resource sharing through equal consultation to ensure the smooth development of social practice teaching activities. Specifically, it mainly includes two mechanisms, namely a win-win and mutually beneficial benefit driven mechanism and a resource integration mechanism to learn from each other's strengths and weaknesses.

### 2.3.1. A win-win and mutually beneficial benefit driven mechanism

In order for social practice bases to operate in an orderly

and sustainable manner, priority must be given to the interests between the school and government, striving to achieve win-win, mutually beneficial, and common development. The full-time teachers and outstanding students in the school possess professional skills and research abilities that can help grassroots organizations solve practical problems. The government can provide practical grassroots job positions and research topics, create practical teaching experiences, and experienced grassroots workers can provide practical guidance. The complementary advantages of schools and grassroots local governments have found a convergence of interests between both parties, thereby promoting their common development.

### 2.3.2. Establish a resource integration mechanism with complementary advantages

The social practice base is an important platform for continuously integrating, optimizing, and sharing school and social resources, so it is necessary to strengthen the construction and improvement through a complementary resource integration mechanism. On the one hand, consider the large number of participants in social practice activities of ideological and political courses, the high demand for social practice, and the actual situation of the complex daily work and insufficient human resources of grassroots local governments (and subordinate social organizations, etc.). Schools can screen and provide outstanding college students based on the objective requirements of grassroots governments, in order to improve their busy work and shortage of manpower. At the same time, grassroots local governments make reasonable use of the rich social practice facilities and resources within their jurisdiction to fully meet the needs of college students to conduct research and volunteer services in various fields. Through the platform of the social practice base, the school and the government further integrate the resources of both parties, while meeting their different interests and demands.

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