

Exploration of Practical Teaching of Ideological and Political Courses in Universities from the Perspective of "Great Ideological and Political Courses"

-- Taking the Course of "Ideology, Morality and Rule of Law" as an Example

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Abstract: "Great Ideological and Political Course" refers to a major educational concept innovation that advocates for the full play of collaborative education teams on the basis of existing ideological and political courses, emphasizes the interconnection of educational methods and content, and emphasizes the coordination and optimization of various teaching carriers. Under the guidance of the "Great Ideological and Political Course" concept, practical teaching has shown significant results, not only changing students' inherent understanding of ideological and political theory courses, but also making ideological and political courses a popular and in-depth theoretical course for students. Therefore, it is necessary to coordinate and fully utilize practical teaching resources both inside and outside the school, arrange practical teaching time reasonably, continuously optimize the practical education system, and deepen and implement the concept of "big ideological and political courses", so as to deepen and implement the improvement of practical teaching.

Keywords: Great Ideological and Political Course; Practical teaching; Teaching; Implementation path; Evaluation system.

1. Introduction

Xi Jinping has put forward new expectations and requirements for the reform of ideological and political courses based on the new situation and conditions. He pointed out that "we must make good use of the 'Great Ideological and Political Course' and combine it with reality," which pointed out the direction for the reform, innovation, and high-quality development of ideological and political course teaching. The construction of the "Great Ideological and Political Course" inevitably requires us to implement the Party's educational policy and achieve the goal of moral education. We need to build a strong synergy for comprehensive education, scientifically integrate various practical teaching resources, optimize and innovate teaching models, adhere to the combination of theory and practice, cultivate people with scientific theories, focus on practical teaching of ideological and political courses, and deepen the reform of ideological and political education. In the specific teaching process, it is necessary to innovate the content and form of classroom practical teaching, while also expanding the space and teaching connotation of extracurricular practical teaching. For example, we can use new media platforms to innovate practical teaching models. Innovate the evaluation system and mechanism for the practical teaching mode of ideological and political courses in schools, enrich the evaluation content and form.

2. Practical Teaching of Ideological and Political Courses is a Natural Platform for Carrying out "Great Ideological and Political Courses"

2.1. The core essence of the "Great Ideological and Political Course"

The "Great Ideological and Political Course" is not only a new educational concept for ideological and political courses, but also a requirement and norm for ideological and political courses. The "Great Ideological and Political Course" should adhere to the education of all staff, supplemented by practical education, closely follow the theme of education in the new era, optimize, enrich, and utilize various practical education teaching carriers, and create a warm and dynamic ideological and political classroom. To truly realize the value of the "Great Ideological and Political Course", it is necessary to understand the core essence of the "Great Ideological and Political Course".

(1) The "Great Ideological and Political Course" advocates for the joint efforts of practical education teams. Under the guidance of the "Great Ideological and Political Course" concept, educators should fully utilize it in the process of practical teaching. Education workers, families, government officials, and social entrepreneurs should all bear the responsibility of collaborative education, and participate in the entire process of the learners' growth and development, forming a strong collaborative practical team for education. Teachers are the bearers of practical teaching. Only by forming a team of teachers who are suitable for practical teaching can we ensure that the practical teaching of ideological and political courses goes deep and practical. Teachers should have a profound understanding of the

importance and scientific connotation of practical teaching, and clarify the profound significance of practical teaching in shaping the personality of students; We need to strengthen the training of teachers' practical teaching skills, help them accurately grasp the laws of practical teaching, and enhance their awareness and ability in practical teaching. To fully leverage the role of students as the main participants in practical teaching, the comprehensive control of teachers should be transformed into self-education of students, gradually establishing a teaching model that guides students to learn independently.

(2) The "Great Ideological and Political Course" emphasizes the mutual linkage between educational methods and educational content. Ideological and political courses should not only be taught in the classroom, but also integrated into society, which is a full coordination and cooperation between theory and practice. Under the guidance of the "Great Ideological and Political Course" concept, the teaching of ideological and political courses is no longer limited to the planning and arrangement of established course content, but forms a great linkage with social education and teaching bases, fully utilizing educational resources both inside and outside the school, and achieving full regional and temporal coverage of educational content. Through practical teaching, fully utilize the educational role of practical teaching bases.

(3) The "Great Ideological and Political Course" emphasizes the coordination and cooperation of multiple teaching carriers. In the era of full media, the carriers of ideological and political courses are more intelligent and diversified, and the implementation of the "Great Ideological and Political Course" needs to move with the times and follow the trend. We can not only use traditional teaching mediums, but also integrate various mediums such as images, audio, and video to enhance students' autonomy and initiative. In addition, the construction, participation, and application of self media platforms in online education and teaching are also important components of educational carriers. In the practical teaching process, media technologies such as AR, VR, MR, XR, etc. can also be applied to teaching carriers to enhance the attractiveness of practical teaching.

2.2. The Inner Consistency between Practical Teaching and "Great Ideological and Political Courses"

The "Great Ideological and Political Course" practical teaching model, with schools as the hub of resource integration and practical teaching as the platform, emphasizes and highlights the importance of practical teaching. It is an organic extension of classroom teaching, crossing the boundaries of history and reality, international and domestic, campus and society, guiding students to participate in material production practice, social and political practice, and scientific and cultural activities, achieving the integration of learning, thinking, and application, and the consistency of knowledge, action, and trust. During this process, students' "four confidences" are enhanced, and their ability to analyze and solve problems using Marxist positions, viewpoints, and methods is also enhanced.

As an important educational platform, practical teaching of ideological and political courses carries the mission of realizing the concept of "big ideological and political courses". Firstly, it is because the "Great Ideological and Political Course" emphasizes practicality, and all theories originate from practice and serve practice. Only through practical

activities can theoretical viewpoints be truly tested and confirmed. Secondly, practical teaching is the link between the ideological and political small classroom and the social large classroom, which not only reflects the essential characteristics of "big ideological and political courses", but also provides a breakthrough for the reform and innovation of ideological and political courses. Although the "Great Ideological and Political Course" needs to fully utilize the "Social Classroom", social life cannot spontaneously become the classroom of the "Great Ideological and Political Course". We need to continuously inject new vitality into the "Great Ideological and Political Course" through the platform of social practice. Thirdly, practical teaching determines the success or failure of the "Great Ideological and Political Course", because ideological and political course textbooks are difficult to cover all social practices and cannot be updated in a timely manner. Therefore, ideological and political course teachers need to be good at timely absorbing rich cases and materials from social practice in the teaching process to fill the gap between textbooks and teaching.

3. The Design Concept of Practical Teaching Mode for Ideological and Political Courses in Universities from the Perspective of "Great Ideological and Political Courses"

3.1. Establish awareness of "major ideological and political courses" and respond to the situation of multiple cultural trends blending and conflicting with each other

The "Great Ideological and Political Course" aims to integrate teaching, practice, and management resources of universities to the greatest extent possible, integrating theoretical teaching, practical teaching, and daily teaching of ideological and political courses. Firstly, it is necessary to have a broad perspective and goals, and accurately grasp the overall situation of the current world changes and the integration and confrontation of various cultural trends from a macro perspective. It is necessary to strengthen the ideological and political work of college students and carry out practical teaching of ideological and political courses. Secondly, we should make full use of the big textbooks. This requires ideological and political course teachers in universities to be familiar with the ideological and political textbooks used at all levels of education, clarify the teaching objectives of ideological and political courses for students at each stage, and effectively coordinate the use of ideological and political course textbooks at all levels. We should attach importance to collecting real-life cases, social practice cases, major events, etc., as reserve materials for ideological and political education in universities, making ideological and political education more vivid, targeted, and effective. Integrating the key teaching issues of ideological and political courses into the internship and practical training activities of relevant professional courses is necessary to achieve the same direction and cooperation between ideological and political courses and professional course practice. In this way, not only can students improve their practical abilities, but also achieve comprehensive optimization of education and teaching. Once again, it is necessary to run the large classroom well, so that classroom teaching can continuously extend to the campus, society, and nature, expand the coverage space of practical

teaching in ideological and political courses in universities, and vigorously enhance the theoretical and practical ability of college students. Fourthly, maximize the power of ideological and political course teachers, researchers, counselors, and other teams in universities, and scientifically utilize and coordinate this team, as their respective functions and advantages are crucial. Fifthly, in order to promote the standardization and effectiveness of practical teaching, it is necessary to strengthen the construction of the practical teaching system for ideological and political courses, and at the same time, establish a coordinated mechanism between various courses of ideological and political courses, as well as an effective mechanism for the organic combination of ideological and political courses and courses.

3.2. Establish awareness of multi subject participation

Practical teaching of ideological and political courses requires the joint efforts and participation of multiple parties, such as ideological and political teachers, college students, ideological and political researchers, ideological and theoretical propaganda departments, as well as external ideological and political related units, institutions, organizations and personnel. These subjects share the same teaching objectives, but each has its own emphasis and advantages in practical teaching tasks, division of labor, and functions. They have varying degrees of influence in the practical teaching of ideological and political courses in universities. In the process of practical teaching, the leading position of teachers and the initiative of students are indispensable. In order to effectively implement practical teaching, teachers need to deepen theoretical learning and learn innovative methods of ideological and political courses in other universities through "going out". This can not only enhance teachers' understanding of theory and practice, but also maximize the participation and enthusiasm of students, fully tapping into their subjectivity. Furthermore, it is crucial to arrange practical teaching in the first, second, and off campus classrooms according to the characteristics of students. In this process, we need to establish the awareness of multiple subjects participating in the practical teaching of ideological and political courses, fully leverage their functions and values, promote effective interaction between theoretical and practical teaching in all aspects, and achieve information exchange, resource sharing, and experience learning in practical teaching of ideological and political courses.

3.3. Establish a systematic and global perspective, and implement the practical education goals of ideological and political courses in place

The overall goal of implementing practical education in ideological and political courses is far from enough to rely solely on a single force and a collective effort. It is necessary to establish a collaborative mechanism at the social level. Firstly, we should give full play to the leading core role of party committees at all levels and school party organizations, carry out overall planning, formulate relevant policies for the implementation of the "Great Ideological and Political Course", improve the collaborative mechanism of ideological and political education, and achieve institutional cooperation between the party, government, and youth league. We should

establish a resource utilization mechanism for joint construction and sharing. Secondly, it is necessary to break the traditional teaching mechanism and teaching resource sharing mechanism, allowing students to fully access and utilize off campus teaching resources, activate and enrich the teaching mechanism and forms of ideological and political education for students, and enhance the teaching effectiveness and rich infectivity of ideological and political education in universities. Once again, promote the integration of ideological and political courses with society through diverse activities, imparting knowledge to students and inspiring them. Fourthly, universities should improve their mechanisms and establish effective mechanisms for practical teaching, coordinate and integrate the human, financial, and material resources of multiple departments both on and off campus, and provide strong mechanisms for practical teaching of ideological and political courses. Fifthly, we should closely focus on the practical teaching objectives of ideological and political courses, achieve comprehensive planning, actively cultivate a first-class teaching team, raise strong funds, and provide various conditions and support for the high-quality and efficient development of practical teaching. Sixth, scientifically design practical teaching plans and plans for ideological and political courses to meet the requirements, characteristics, and cognitive levels of students in practical teaching, achieving unified promotion and overall deployment. Seventh, we should innovate practical teaching methods, improve students' practical skills and interests, enrich the forms of practical teaching, enhance students' practical experience and insights, standardize the evaluation and assessment of practical teaching, ensure the quality of practical teaching, improve the transformation of practical teaching results, and better serve society and enterprises. Through the above measures, we can further implement the practical education goals of ideological and political courses.

4. Exploration of the Implementation Path of the Practical Teaching Model of Ideological and Political Courses in Universities from the Perspective of "Big Ideological and Political Courses"

4.1. Exploration of the Content and Form of Classroom Practice Teaching

The concept of "Great Ideological and Political Course" requires a macro perspective and comprehensive thinking. It requires ideological and political course teachers in universities to pay more attention to the guidance of values in the process of organizing practical teaching, and emphasize the role of ideological and political courses in cultivating morality and nurturing people. While fully leveraging the leading role of ideological and political classroom teaching, it is also necessary to actively expand the scope of practical teaching and form a "one body, multiple elements, and three-dimensional" practical teaching mechanism. Among them, "unity" is centered around students, "diversity" is to fully utilize social resources and carry out rich and diverse social practice activities, and "three-dimensional" is to build a comprehensive, whole process, and all staff practical education path. This teaching model can effectively combine ideological and political small classrooms with social large classrooms, improving the effectiveness of practical

education. Under the current educational framework of "ideological and political courses", a new teaching model is actively being explored and promoted. This model attempts to integrate the teaching content of ideological and political courses into the practical teaching of college students in a hierarchical manner, and organically combine it with the practical teaching content, in order to better enable college students to achieve the goal of cultivating morality and talent in practice.

However, this goal can only be achieved when the teaching content and form can meet the learning needs and teaching objectives of students. Practical teaching is not simply about visiting and learning, but about focusing on classroom theoretical teaching, achieving an organic integration of theory and practice, internalizing theory into students' emotional cognition, sublimating it into their values, and applying it in practice to improve their ability to observe and analyze social phenomena. For example, setting up an ideological and political interview room and regularly conducting face-to-face communication between teachers and students on ideological and political topics, as well as face-to-face communication between experts and teachers and students. Encourage students to personally create ideological and political micro courses based on teaching content and participate in classroom trial activities; Adhere to the teaching focus and develop themes, actively carry out activities such as speech competitions, talk shows, small debate competitions, essay competitions, role-playing, and current affairs commentary; Organize activities for famous teachers and celebrities to enter schools and classrooms, and guide students to spontaneously establish ideological and political propaganda groups, and actively organize campus or classroom propaganda activities; Fully utilize modern communication equipment and information network technology, and utilize various new media to construct interactive teaching activities that integrate online and offline; Taking into account factors such as subject, major, educational level, etc., for the practical teaching activities of ideological and political courses carried out by students majoring in finance and economics, materials related to national economic system reform can be selected as teaching cases to improve the effectiveness of practical teaching. In China, the practical teaching of ideological and political courses in universities needs to be updated in real-time based on major social events, the hot topics of concern for college students, and changes in practical teaching resources in universities.

4.2. Expanding the Space and Teaching Connotation of Extracurricular Practice Teaching

The practical teaching of ideological and political courses in universities must have a stable practical teaching base, so that college students can "go out". To fully utilize the geographical location of universities and establish close cooperative relationships with typical enterprises, institutions, and red education bases in the surrounding areas; We should combine the characteristics of each ideological and political course and the different organizational forms of practical teaching to build a practical teaching base; We can establish horizontal connections with surrounding universities and establish a cooperative mechanism for sharing and sharing practical teaching bases, in order to promote the joint construction of practical teaching bases and resource sharing

between universities and relevant units. In the context of the new era, the construction of practical teaching of ideological and political courses in universities is facing new challenges and opportunities. In order to meet higher teaching requirements, we need to take a series of innovative actions. In order to deepen and expand the "big ideological and political courses", teachers need to grasp the crucial entry point of practical teaching of ideological and political courses, which is the "small classroom". We need to take the practical experience related to students' professional courses as the starting point, and make virtual spatial practice the focus of teaching. At the same time, taking social practice as the starting point and driving force, combining ideological and political course practice with professional course practice, in order to better tailor teaching to individual needs and cultivate talents who meet professional qualities. In this process, teachers need to fully exert their subjective initiative, actively explore teaching models that adapt to the new era, and thereby improve the teaching quality and effectiveness of ideological and political courses. Starting from the practice related to students' professional courses, focusing on virtual spatial practice, and using social practice as the focus and driving force, we combine the practice of ideological and political courses with the practice of professional courses, and cultivate talents who meet professional literacy according to their aptitude.

Exploring diverse practical models also requires exploring diverse forms of practice beyond traditional visits and inspections. For example, starting from the teaching requirements of ideological and political courses, actively organize college students to visit red commemorative venues or cultural sites, and participate in activities such as "going to the countryside three times" during holidays. We can also innovate extracurricular practical teaching channels and extend the space for practical teaching activities. For example, integrating public welfare activities with the practical teaching system of ideological and political courses, university teachers should combine teaching content, support and encourage college students to make full use of holidays or spare time, actively participate in diverse public welfare rural volunteer service activities, and establish a new integrated model of ideological and political course practical teaching both inside and outside of class and on campus. Attention should be paid to the connection between the practical content of ideological and political courses and student professional course internships, social internships, and volunteer activities. Schools should encourage and guide students to carry out various volunteer activities, so that they can enhance their understanding of the spirit of dedication, friendship, mutual assistance, progress, and hard work in practice. University student clubs are disseminators of positive and healthy new ideas, and leaders of new social civilization trends. Universities must play the role of student clubs, guide the combination of club activities and ideological and political practical teaching, create a platform and mechanism that match the two, and enable college students to carry out highlight activities or characteristic programs of moral education and talent cultivation in club activities.

4.3. Exploring practical teaching models using new media platforms

The implementation of virtual practical teaching in ideological and political courses in universities can effectively solve the practical constraints faced by most

traditional practical teaching methods, such as personnel, funds, and safety. This greatly improves the carrying capacity of ideological and political course practical teaching, effectively relieves pressure, and is conducive to cultivating students' ability to learn independently and innovate, prompting ideological and political course teachers to continuously explore and improve new models of practical teaching. Introducing new media and technologies into ideological and political education in universities has enhanced the attractiveness and sense of the times of practical teaching in ideological and political education. The teaching content can be the main thread, allowing students to independently choose news events and use Marxist positions, methods, and viewpoints to analyze, discuss, and interact on virtual online micro platforms, such as WeChat groups, QQ groups, Weibo, campus networks, and other forms of micro platforms. It is also possible to create teaching scenarios based on online virtual micro platforms, select topics with strong interest from college students, and organize interactive communication between teachers and students around teaching content and thoughts and doubts. Micro platforms can also be used as an important carrier for online experience exchange among ideological and political course teachers. On corresponding micro platforms, ideological and political course related teachers can independently share practical teaching methods, excellent cases, etc., thereby achieving mutual benefit and progress of high-quality teaching resources. Teachers can also organize students to visit in the cloud. Online exhibition halls are high-quality online resources developed in recent years using internet technology, and should be made an important form of daily practical teaching. Such as the online exhibition hall "Celebrating the 74th Anniversary of the Founding of New China", the online exhibition hall "Xiaogang Village Party Education Base", and the online exhibition hall "Home in Anhui". It is also necessary to promote and apply the "cloud" model in practical teaching of ideological and political courses.

4.4. Scientifically integrating practical teaching resources and building a strong synergy for comprehensive education

Building a comprehensive and multi-level three-dimensional practical education system for ideological and political courses aims to maximize the synergistic effect of practical education and significantly improve the quality and effectiveness of practical teaching. Firstly, it is necessary to comprehensively integrate interdisciplinary and cross disciplinary theoretical guidance teams on campus with experienced experts, scholars, and personnel from enterprises and institutions recruited outside the campus, so that they can guide students in practical bases to achieve practical teaching goals. Secondly, it is necessary to comprehensively integrate the organization and management departments, led by the school, with the participation of multiple departments such as the School of Marxism, the Academic Affairs Office, the Student Affairs Office, the Enrollment and Employment Office, the School Youth League Committee, and the Alumni Office, each responsible for their respective responsibilities. Thirdly, bridging the connection between base style practical education venues, that is, bridging the connection between on campus and off campus practical bases, actively integrating various forces outside the school, and forming an ideological and political education framework supported by local governments, families, schools, and enterprises and

institutions. By combining on campus and off campus practice in practical teaching, students' inherent understanding of ideological and political courses is gradually changed, and their interest in learning is enhanced. Fourthly, from the perspective of "ideological and political courses", practical teaching should establish big goals, have complete practical teaching elements, and eliminate formalism. Reasonably arrange practical teaching time both on and off campus, and continuously optimize the practical education system. Practice week can be divided into two parts: on campus practice week and off campus practice week. On campus practice can be completed during normal teaching weeks, while off campus practice can be postponed until winter and summer vacation. With ideological and political teachers as the main body, students can participate in off campus practice. This can effectively coordinate ideological and political education and teaching resources both on and off campus, arrange practical teaching time reasonably, and enrich students' holiday life to achieve the teaching goal of cultivating morality and talent. Xi Jinping pointed out that "to do a good job in ideological and political work in universities, it is necessary to adapt to the situation, advance according to the times, and innovate according to the situation." This requires ideological and political course teachers to follow the trend and improve their educational methods. This concept of "adapting to the situation, time, and situation" is advocated by the "Great Ideological and Political Course". The practical teaching of ideological and political courses requires a high position and a large layout. The rich social education resources in the practical teaching of the "Great Ideological and Political Course" are reflected in the effective use of the social classroom, which can be reflected in both the content and implementation form of practical teaching. For example, practical teaching can be integrated into the holiday life of college students. By fully utilizing winter and summer vacations and conducting social practice research, students can understand society from their professional perspective, deeply understand the practical needs of grassroots people for a better life, and try to cultivate problem-solving awareness in practice. Only then can the educational goals of ideological and political practical teaching be truly realized.

5. The Evaluation System for the Practical Teaching Mode of Ideological and Political Courses in Universities from the Perspective of "Great Ideological and Political Courses"

How to evaluate whether practical teaching is practical and effective? This is an important criterion for evaluating the success of practical teaching reform. How to evaluate whether practical teaching has achieved maximum effectiveness? How to evaluate whether practical teaching is effectively combined with student ability development and whether it has improved students' comprehensive quality? The key to solving these problems lies in establishing a scientific and comprehensive evaluation system.

5.1. Establish an evaluation mechanism for practical teaching of ideological and political courses

- (1) Gradually improve the assessment, evaluation, and

incentive mechanism for practical teaching of ideological and political courses in universities, and treat ideological and political course theoretical teachers equally in terms of workload, course remuneration calculation, performance evaluation, reward and punishment measures, etc; Establish a complete and feasible reward and punishment mechanism for practical teaching, provide necessary venues, funding, and other support, implement a parallel incentive system for rewards and punishments, and mobilize the teaching enthusiasm, initiative, and creativity of practical teachers; We need to strengthen the evaluation of the implementation of practical teaching by the management department, and establish an expert group composed of the school's supervisory department and relevant professional evaluators to supervise, monitor the quality and effectiveness of practical teaching.

(2) Establish a comprehensive student assessment and incentive mechanism, scientifically design the proportion of theoretical and practical scores in the assessment, combine the overall performance of students in practical teaching with activities such as scholarship evaluation and annual excellence evaluation, and inspire students to actively participate in practical teaching of ideological and political courses. Establish an evaluation mechanism for practical teaching that involves multiple stakeholders such as the school's publicity department, academic affairs department, and student engineering department. At the same time, it is necessary to strengthen students' evaluation of the guidance and practical teaching situation of teachers. Require students to objectively evaluate the organizational arrangements and teaching content of the guiding teacher in practical teaching. Develop a comprehensive education plan to promote the achievement of the goal of cultivating moral character.

5.2. Enrich the evaluation content of practical teaching of ideological and political courses

The practical teaching of ideological and political courses in universities should always be tracked and verified, and the content and results of practical teaching should be quantified to form an effective evaluation of the activity results. For example, it is possible to include student participation in public welfare activities in the assessment of practical teaching of ideological and political courses, but the premise is that there should be clear scoring rules, and important references for evaluation include activity reports or summaries, classroom presentations, and sharing of results or insights. By participating in diverse practical activities, we can continuously enhance the moral awareness, service awareness, and social responsibility of college students.

5.3. Improve the evaluation forms for practical teaching of ideological and political courses

(1) Combine teacher evaluation with teacher-student mutual evaluation. Teachers need to assess the completion status of students' practical activity tasks, practice summary report writing, achievement display and other related tasks, and conduct differential assessment and evaluation. The mutual evaluation between teachers and students is mainly reflected in the sharing of results, which means that practice groups score each other, and student assessment groups are formed by representatives of each group to comprehensively

evaluate practical teaching

(2) Combine online and offline assessment methods. The offline assessment method mainly involves implementing paper-based evaluations of the practical teaching achievements of teachers and the participation of students; The online assessment method is for students to upload their practical activity plans, plans, achievements, etc. to the school's online platform, and for teachers and other students to evaluate them. They can even invite relevant experts and scholars to evaluate their practical learning situation.

(3) The combination of in class and out of class evaluations in practical teaching, as well as the combination of school and social evaluations. Based on the evaluation of relevant departments such as the School Propaganda Department, Teaching Department, Student Affairs Office, and Academic Affairs Office, we fully consider the overall performance and social response of students in participating in ideological and political practical teaching activities, in order to comprehensively measure and evaluate the academic performance of college students in ideological and political practical learning.

5.4. Create a feedback system for practical teaching of ideological and political courses

We attach great importance to the feedback from ideological and political teachers or other teachers, reflect on and summarize the shortcomings and deficiencies of practical teaching in a phased manner, and promptly identify and fill in any gaps; Carefully refer to student feedback, summarize practical projects that students are willing to accept, and continuously optimize, improve, and expand; Collect and absorb feedback from relevant departments of the school on practical teaching of ideological and political courses; Refer to feedback from experts and seek advice from relevant experts on issues and difficulties in practical teaching of ideological and political courses; Valuing feedback on social aspects, college students participating in social practice activities is not only an observation of various aspects of society and an experience of social life, but also a series of processes of serving society and practicing social responsibility. The social response formed by practical activities and the role they play are all of great value for analysis.

6. Conclusion

In summary, as an important means to enhance the political literacy and ideological consciousness of college students, ideological and political courses focus on innovating their practical teaching models. They are not only teaching methods that guide students to apply theory, master methods, train skills, exercise abilities, understand society, and improve their quality, but also an indispensable teaching link in teaching activities. The implementation of practical teaching in ideological and political courses helps to stimulate the initiative of college students to learn ideological and political theory knowledge and their enthusiasm to participate in ideological and political practical teaching activities; It is conducive to promoting the organic combination of practical teaching of ideological and political courses in universities in the new era and the learning methods more favored by college students, thereby effectively enhancing the fun, knowledge, and ideological nature of practical teaching of ideological and

political courses in universities, forming unique characteristics of practical teaching of ideological and political courses, and also maximizing the value of practical teaching of ideological and political courses in universities.

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