Research on Interactive Classroom Construction of Ideological and Political Theory Courses in Colleges and Universities in the Era of Big Data

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Abstract

In the current era of big data, interactive classroom was a new thing in the teaching reform of ideological and political theory course. This paper discussed and analyzed the definition, construction significance, present situation and future development of dynamic classroom, and seeks for the best mode of scientific integration of ideological and political theory teaching content and modern technology form, which is beneficial to comprehensively improve the teaching quality of ideological and political theory.

It emphasized the reform of teaching methods, innovative teaching art, advocating collective lesson preparation teaching masters, strengthen problem consciousness and the team's research, teaching and learning enthusiasm, form the first class and second class, theory teaching and practice teaching, classroom teaching and network teaching supplement each other, Advanced idea means, various methods, organization and management efficiency of ideological and political theory teaching system in Ideological and political theory course construction system innovation plan in the ordinary colleges and universities which jointly issued by Publicity Department of the Communist Party of China, the Ministry of Education . With the advent of the era of big data and the rapid development of modern computer network technology, a variety of new teaching modes such as "MOOC", "Minicourse" and "The flipped classroom" have appeared continuously, constantly refreshing people's traditional understanding of the classroom, prompting people to explore classroom teaching reform with modern science and technology. It is under such a foundation and background that the concept of "interactive classroom" comes into view.

Key words: big data, ideological and political theory course, teaching reform, interactive classroom

1. the concept of interactive classroom

At present, there is no consensus on what interactive classroom is in academia. In a few academic papers about interactive classroom in colleges and universities, there is no systematic definition of it, and basically think that "classroom interaction" is the same as "interactive classroom". From the difference between "interactive classroom" and "the classroom interaction", classroom interaction is a kind of classroom teaching mode that teachers and students, through bilateral or multilateral interaction between students and students learn knowledge, understand the truth, value clarification, instead of the traditional one-way teaching way, here, the teachers become the organizer and leader of the study, with the help of the organization classroom application software system, The way to make "interactive" learning is also in the form of a classroom, rather than simply visiting and answering questions. "Classroom interaction" refers to the interaction between teachers and students in traditional classrooms, in which teachers still play a dominant role in learning.

The two are completely different, but they are also related. Specifically, some scholars believe that ideological and political education of interactive teaching means that teachers and students discuss and study the content together and need to be guided and guided by the teacher of the course in class, mainly through dialogue, exchange and discussion, forming equal communication and interaction between teachers and students. In this way, students' enthusiasm for learning can be well aroused, and passive teaching can be transformed into initiative, avoiding cramming in class. On this basis, the uniqueness of "ideological and political theory course" is discussed to provide theoretical support for the construction of "ideological and political theory course interactive classroom".

According to the concept of interactive classroom, the teaching content of ideological and political theory course is reintegrated, so that the content and form are fully integrated, and the expected teaching effect is achieved. This is the difficulty of current construction. The premise of breaking through this dilemma is to establish a complete, systematic and scientific teaching evaluation system.

2. the significance of researching interactive classroom construction

On April 12, 2018, the Ministry of Education issued the new era of ideological and political theory course teaching basic requirements ", Article 9 talks about the scientific use of teaching methods, further emphasize ideological and political theory course teaching of "ideological and political theory courses encourage teachers combining with teaching practice, according to the characteristics of the students' thought and cognition, and actively explore effective teaching methods, Strengthen the theoretical innovation of the party's theoretical interpretation consciously, and strive to realize the advanced "formula", exquisite "process", fashion "packaging" of ideological and political theory teaching. To strengthen the promotion of excellent teaching methods, pay attention to improve the teaching surface with experience. The innovation of classroom teaching methods should adhere to student-centered, teacher-led, strengthen the interaction between students and teachers, and pay attention to mobilize students' enthusiasm and initiative. These plans and requirements are based on the phenomenon of long periods of inefficiency and low participation rate in traditional college classrooms. This phenomenon is widespread, and ideological and political theory classes are inevitable, which are the results of society, schools, teachers and students as well. When we educators call on society and relevant educational organizations to face up to this problem, we should also look for reasons from ourselves and classroom teaching, and pull students out of mobile phones, sleep and distraction, and actively participate in classroom teaching. In this process, educators should strive to strengthen classroom management, under the impetus of modern network and information technology, through improving teachers' teaching level, improving classroom efficiency and other means, constantly explore and research new interactive classroom teaching mode. All these have been supported and encouraged by education administration departments and schools at all levels. All kinds of educational reform projects and academic research achievements have mushroomed, but they are still in the stage of innovation and exploration, and have not yet entered the stage of comprehensive construction and evaluation.

In addition, when people are eager to change teaching mode, usually in the form of greater than the content, and then to achieve a goal, slowly to consider the content of the comprehensive construction, and form a perfect combination of problems, we should pay more attention to the "formalism" level, the content of the construction of each course is suitable for different interactive teaching form and content, also can't copy, It is necessary and difficult to construct interactive classroom of "education curriculum", which is the requirement of The Times to comprehensively improve the teaching quality and effect of education curriculum.

3. Current situation of interactive classroom construction

3.1 All kinds of universities are actively trying to construct interactive classroom

At present, under the impetus of internal and external pressure, educational reform trend, interactive classroom teaching mode and related software has entered many colleges and universities ideological and political theory curriculum system, teaching has entered a new era, has been completely necessary and feasibility demonstration stage. In the spirit of reform, many universities are introducing expensive platforms, systems and software.

More recently, more famous interactive classroom software projects include Chaoxing's "Learning Pass", Wisdom Tree's "Teacher Circle", and "Zhongcheng smart clsssroom" by Shen Zhen's team at Beijing University of Technology. The first two applications are common in all courses.

Originally designed for ideological and political theory courses in colleges and universities, the "Zhongcheng smart classroom" was later applied to a wider range of subjects. Chaoxing has existed for many years and is familiar to most teachers. Treenity is a rising star. This is an online interactive school in the style of Moocs in China. "Teacher circle", is a teaching assistant software which specialized for teachers, quickly manage students, check the progress, supervise students to learn, correct students' papers and affairs, created to meet the interaction with students, now it enter different levels of schools, and has posed a certain threat to "Learning Pass" of Chaoxing company.

In the trial process, we can find that it is actively promoting the classroom teaching reform, and using modern computer network technology to explore new teaching mode in the major universities.

3.2 Successful models have not yet appeared and there are few relevant studies

Before "interactive classroom", people are familiar with "online classroom" or "network classroom", while the "interactive classroom" we are discussing is the latest form of real-time classroom application software system connected to mobile phones, tablets and other teaching tools through mobile Internet technology based on the first two. Although "interactive classroom" has just started and few related researches, it has good development and application prospects because of its strong integration and convenience.

Searching "interactive classroom" as the keyword in research achievements of nearly three years in CNKI, the achievements discusses interaction of classroom basically, rather than "interactive classroom" construction, there is no research on the necessity and feasibility of software systems based on "Learning-pass", "teacher circle" and "Zhongcheng smart clsssroom", which can not improve the classroom teaching effect. Many of the papers are still on the same topics as the teaching reforms of many years ago. In addition, Xie Jiashu's *Research on Problems and Countermeasures in Classroom Interaction of Ideological and Political Theory courses in Colleges and Universities* mainly discusses the problems and countermeasures existing in "interaction mode, content selection, expression form and other aspects of classroom interaction". Wang Jian's *Reconstruction of Teaching Ecology from the Conformity Promotion of Classroom Mode* and Li Rongfang's *Intersubjectivity Logic: Construction of University Ideological and Political Class in the Context of We-Media* point out that social network platforms such as Weibo and Wechat have become typical media through mobile phone, changing students' learning styles and living habits. College students as the main body of the classroom, its communication path depends on the change of the classroom, which makes the ideological and political courses in colleges and universities face the chaos of the traditional construction mode. The logical starting point of ideological and political classroom order reconstruction is to explore the breakthrough path of ideological and political classroom order disorder on the basis of summarizing and reflecting on the existing research and practice of inter-subject classroom construction. The goal of classroom construction is to explore and face the causes of over-dependence of classroom subjects on "We-media" and to get rid of or reduce the over-dependence of classroom subjects on "We-media" by constructing the logic of classroom interaction between subjects. Its essence is to let teachers and students use mobile phones, but did not achieve the purpose of using mobile phones, so that teachers, students and mobile phones to achieve unity. Zhao Fei's *Design of Interactive Class of Patriotism Education* and Wang Jingang's *Can Fundamental principles of Marxism be flipped?* Discussed the concrete teaching content and classroom interaction of the course. Although they did not have an in-depth discussion on "interactive classroom", their research involves the content construction of interactive classroom, which is worth learning from. Yang Xia's *Research on interactive Teaching Mode of Ideological and Political Theory course in Colleges and universities under network environment* and BaoYangfan's *Innovation strategy of ideological and political teaching mode in colleges and universities* discussed ideological and political theory attaches great importance to the BBS, Weibo, QQ, WeChat's communication effect in the new era , in order to improve the teaching effect, there is not yet entered the stage of "interactive classroom" system construction, also no ideological and political theory research on the complete interactive classroom.

3.3 Existing problems

First of all, the construction and research of interactive classroom in colleges and universities are still in the initial stage of extensive quantitative expansion or frame construction. The construction of supporting content is not systematic and mature, inevitably unscientific and naturally ineffective. The survey shows that the above companies or teams have provided rich teaching resources for the interactive class of ideological and political theory courses, including cases, courseware and multimedia materials, on the premise of providing interactive software level and mode.

Secondly, the construction of interactive classroom lacks operational demonstration, and the corresponding teaching evaluation system has not been established. Interactive classroom is the first time to appear in the knowledge of teaching, the main teaching ideas and theories, especially the "educational curriculum" is suitable for the cultural value of this teaching model still needs further systematic investigation, from the current experiment, this also needs in-depth study and summary in the whole construction. In addition, how to evaluate the effectiveness of the interactive classroom construction of ideological and political theory courses should be actively considered at the beginning of construction, and key issues should be established as early as possible in the construction process. It is still an unsolved problem according to current teaching practice and research.

4. Future trends

From the perspective of knowledge dissemination in the era of big data, traditional education and teaching concepts lag behind seriously, and the gap between different individuals' knowledge has become smaller and smaller, and teachers' professional advantages and status are challenged by the times. The interactive classroom which comprehensively updates the teaching concept will become the main direction of the future teaching reform. Only adjusting our thoughts and actions, we can one keep up with the development of the times.

In the future teaching research, what we should do is not to deny the interactive teaching mode, but to keep learning and summarizing in practice, break through the accumulation of quantity, and form a qualitative leap, we should focus on the perfect combination of form and content, and establish a scientific and systematic evaluation system as soon as possible.

5. Acknowledgement

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