



# Research on the innovative path of blended online and offline teaching in universities under the guidance of ideological and political courses

Gulizila·Jiayirebieke

Institute of Education Science, College of Education Sciences, YiLi Normal University, YiLi 835000, Xinjiang, China

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**Abstract:** Under the guidance of ideological and political education in courses, the innovation of blended online and offline teaching mode in universities has become a key means to improve teaching quality. This article aims to analyze the inherent logic between the integration of ideological and political education and blended learning models, and study their integration paths in teaching. At present, the implementation of ideological and political education in courses has encountered difficulties in integrating concepts into course content, as well as problems such as lack of interactivity in online teaching and cognitive differences between teachers and students. In view of this, a series of innovative measures have been proposed, including deepening curriculum construction, enhancing online interaction, strengthening teacher training, etc., aiming to integrate ideological and political education into online and offline teaching, and thus cultivate students' ideological and political literacy.

**Keywords:** course ideology and politics; blended learning; online and offline teaching; university teaching

## Introduction

With the development of information technology, the blended learning mode of online and offline has taken a key position in higher education. Through the combination of online platforms and offline classrooms, blended learning not only enriches the diversity of teaching methods, but also provides new possibilities for the integration of ideological and political education into the curriculum. However, under such an innovative teaching model, how to effectively utilize the ideological and political concepts of the curriculum to guide teaching has become an urgent issue that university teachers and administrators need to face. This article aims to explore effective ways to integrate ideological and political education into blended learning from both theoretical and practical perspectives, in order to maximize the educational effect.

## 1. The internal logic of ideological and political education in courses and blended learning models

### 1.1 Core Values of Course Ideology and Politics

The core value of ideological and political education in the curriculum lies in the clever integration of ideological education into subject teaching, achieving the dual effect of imparting knowledge and guiding values through "moistening things silently". Its main values are manifested in the following three aspects: firstly, through carefully arranged course content and clever teaching guidance, students' moral qualities are unconsciously enhanced; secondly, students are guided to establish correct worldviews, outlooks on life, and values, cultivating their sense of mission to undertake social responsibilities; thirdly, combining the characteristics of various disciplines, integrating professional knowledge with social values, and expanding the coverage and depth of ideological and political education. The implementation of ideological and political education in the curriculum not only enriches the connotation of subject teaching, but also enhances the function of teaching in ideological guidance, laying a solid foundation for the country to cultivate high-quality talents with strong ideological and moral qualities.

### 1.2 Integration of ideological and political elements in blended learning mode

The blended learning model has opened up more diverse avenues for integrating ideological and political education into the curriculum. During the teaching process, teachers are able to flexibly combine course content with the integration strategies of ideological and political elements based on actual situations. In online teaching, teachers can use various digital resources, such as videos, images, and online communication platforms, to closely integrate ideological and political education with professional knowledge and enhance students' sense of ideological and political participation. In offline teaching, teachers can deepen students' understanding of the connection between course content and real society through

direct communication, debate, and participatory teaching methods, and help students form correct values.

## **2. Realistic challenges faced by ideological and political education in online and offline teaching**

### **2.1 Difficulty in effectively embedding ideological and political elements into teaching content**

Due to the unique professionalism and complexity of various disciplines, teachers often find it difficult to find appropriate integration points in the curriculum design process, which leads to the mutual infiltration of ideological and political education and professional knowledge education. At the same time, some teachers' understanding of ideological and political elements only stays at the surface level of addition, without deeply exploring the value education connotation contained within the subject. In addition, some teaching content is somewhat detached from the real society and lacks a contemporary connection with students' ideological status. This has resulted in the insufficient display of the guiding function of ideological and political education elements in teaching, making it difficult to achieve the educational goals that subtly influence students.

### **2.2 Insufficient interactivity in online teaching**

Although the online teaching mode has brought rich technical support and resources for ideological and political education in courses, it has also led to a reduction in teacher-student interaction, which has had a negative impact on the effectiveness of ideological and political education. In this teaching mode, teachers often cannot capture students' emotional fluctuations and thinking progress in real time, thereby weakening the emotional connection between teachers and students. Learning in the online environment can easily distract students, and external interference factors may lead to one-way transmission of ideological and political education information. Although there are various types of online interactive tools, in practical operation, due to limitations in technical proficiency and time allocation, in-depth teacher-student communication is not common, which makes it difficult to fully achieve the expected effects of ideological and political education.

### **2.3 Insufficient understanding of blended learning mode by teachers**

At present, many university teachers have a shallow understanding of this teaching mode, which has caused many difficulties in combining ideological and political education with blended learning in the curriculum. Some teachers still adhere to traditional teaching methods and lack a comprehensive understanding of how to cleverly embed ideological and political content in blended learning, resulting in insufficient innovation in teaching methods. In blended learning mode, teachers need to effectively combine online and offline teaching, which requires them to master the necessary information technology teaching tools and platform operation abilities. However, some teachers are not proficient in these technical means and find it difficult to flexibly utilize digital resources to achieve the teaching goals of ideological and political education in the curriculum.

### **2.4 Students have weak self-discipline**

The blended learning model provides students with richer self-learning space, but also poses a more severe test of their self-discipline. In traditional classroom teaching, students' every move is within the sight of the teacher, receiving immediate guidance and control from the teacher. But in blended learning, especially online teaching, students have more freedom in learning arrangements and progress control, which poses a challenge to their self-restraint. Some students may encounter problems such as reduced learning efficiency and delayed academic tasks in the absence of face-to-face supervision from teachers. During the online learning stage, students are also susceptible to various external factors such as social media, gaming software, etc., which may weaken their learning concentration and effectiveness. For students who lack self-discipline, they not only struggle to meet expectations in academic performance, but also find it difficult to absorb and transform the ideological and political education content contained in the curriculum into their own understanding.

## **3. Integration strategy of ideological and political education in online and offline teaching innovation**

### **3.1 Deepening the integration of ideological and political education into the design of professional courses**

During the teaching stage, teachers need to carefully explore the ideological and political education resources contained in each course based on the characteristics of different disciplines, and skillfully integrate them into the teaching of professional

knowledge. The design of professional courses should pursue the integration and unity of course content and ideological and political education content. Whether it is theoretical teaching or practical training, it can rely on social current events, industry frontiers and other channels to combine subject knowledge with practical problems, stimulate students to deeply think about social responsibility and professional ethics while mastering professional skills. For example, in the teaching of science and engineering, the role of technological progress in social development can be analyzed around topics such as environmental protection and technological innovation. In the teaching of humanities, historical events and social issues in literary works can be used to guide students to think about the importance of national progress and cultural heritage.

When designing teaching activities, teachers can use diverse teaching strategies such as problem oriented and case analysis to naturally integrate the content of ideological and political education into classroom interaction. For example, teachers can conceive a series of open-ended questions to inspire students to explore the interweaving of technological development and moral ethics, as well as the dialectical relationship between social justice and righteousness from the perspective of values. This problem oriented teaching can effectively awaken students' awareness of ideological and political education, integrate ideological and political education with professional course teaching, and become an important part of curriculum implementation.

### **3.2 Enhance online interactive experience**

In order to better carry out ideological and political education in online teaching, teachers should utilize advanced technological means to enhance the quality of interaction between teachers, students, and students. The online teaching platform is equipped with various interactive functions, such as online discussions, real-time Q&A, simulated group discussions, etc. These tools can significantly enhance the interactive atmosphere in the classroom and promote the development of ideological and political education in depth. In practical teaching, teachers should actively utilize these functions to increase opportunities for teacher-student communication. On the Internet exchange platform, teachers can arrange ideological and political education topics closely related to the teaching content, stimulate students to talk freely about their personal views and opinions, and guide students to focus on real social issues. For example, when teaching economics courses, teachers can organize discussions on the controversies surrounding social justice caused by globalization, and encourage students to explore the connection between economic growth and social responsibility. This online discussion not only helps students deepen their grasp of course knowledge, but also enhances their sense of social responsibility and thinking ability.

Real time Q&A is a key way to enhance online communication experience. With online answers and quick responses, teachers can quickly solve students' confusion and help them understand the ideological and political elements in the curriculum. In addition, teachers can use simulated grouping strategies to guide students to engage in group discussions on specific social issues, achieving collision and exchange of viewpoints. This type of discussion mode can significantly enhance students' teamwork awareness and critical thinking ability, making ideological and political education in the curriculum more vivid and intuitive.

### **3.3 Conduct teacher training to enhance teaching abilities**

In order to improve the quality of ideological and political education in blended learning mode, it is necessary to start providing comprehensive training for teachers, so that they can deeply understand how to effectively integrate ideological and political education with professional teaching. Universities should carry out targeted activities such as seminars and training, exchange of experiences, and demonstration teaching, aiming to enhance teachers' skills in carrying out ideological and political education in a mixed environment. In the process of teacher training, attention should be paid to the in-depth interpretation of ideological and political concepts in the curriculum, the exploration methods of ideological and political elements, and the proficient use of online and offline teaching resources. Through such comprehensive education and training, teachers can have a clearer understanding of the core values of curriculum ideology in overall teaching, and learn to find and integrate appropriate ideological and political elements in various subjects. For example, teachers in engineering disciplines can explore ideological and political elements and stimulate students' patriotic enthusiasm by interpreting national science and technology policies, while teachers in management majors can connect topics of corporate ethics and social responsibility to strengthen students' professional ethics.

In addition to theoretical education, the application of practical skills is also an indispensable part of teacher training. The blended learning model requires teachers not only to be proficient in conventional classroom teaching techniques, but also to have an understanding of various online teaching platforms and tools. Through systematic training, teachers can master how to effectively utilize resources such as online communication tools, data analysis tools, and online homework platforms to improve course scheduling and teaching effectiveness. Especially in the case of weak interactivity in online teaching, teachers need to enhance their skills in using technological means to improve student participation through training,

so as to make ideological and political education in online teaching more diverse and vivid.

### 3.4 Strengthen the monitoring and feedback of the learning process

Through efficient monitoring, teachers can quickly gain insight into students' learning situations and flexibly adjust teaching strategies accordingly. During the course construction phase, teachers can utilize various functions of online teaching tools to monitor students' learning pace, participation, and homework completion status in real-time. For example, teachers can use the platform's data mining tools to view the length of time students spend watching instructional videos, their frequency of speaking on online forums, and their performance in online tests. Once it is found that some students have insufficient participation or poor quality of homework completion, teachers can provide feedback through private messages or in class to remind and guide students to refocus on the course content in a timely manner.

The effectiveness of ideological and political education in courses is closely related to the timeliness of feedback. After students complete each assignment or test, teachers should provide detailed comments and revision suggestions. By grading homework, teachers can provide guidance on students' deep understanding of social responsibility and promote their further understanding of ideological and political knowledge points. Teachers should point out the social effects or ethical issues that students may have overlooked when analyzing policies, and provide corresponding thinking paths to promote students' education in values. Incentive mechanisms are also an important way to strengthen monitoring and feedback, and a "learning points" system can be adopted. Whenever students successfully complete established tasks or achieve specific learning achievements, they can earn a certain amount of points. When the accumulated points reach a certain amount, students will have the opportunity to obtain carefully selected reading materials from teachers or qualify for attending physical lectures. Through this approach, not only can students' participation in online and offline learning activities be effectively enhanced, but it also helps them deepen their understanding and internalization of ideological and political education content in their continuous learning journey.

## Conclusion

The organic integration of ideological and political education in courses and blended online and offline teaching is an effective path for combining innovation in higher education with ideological and political education. Through in-depth optimization of curriculum design, enhancement of online interaction, strengthening of teacher team construction and supervision of learning processes, ideological and political education has been comprehensively integrated, and students' overall quality and social responsibility awareness have been significantly enhanced. Deeply exploring the high integration of information technology and ideological and political courses can help create a more inclusive and diverse training system, inject new vitality into innovation in higher education, and provide practical references.

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## **Author Bio**

Gulizila Jiayirebek (1981.05-), female, Kazakh, from Wenquan, Xinjiang, master's student, lecturer, research direction: Information Technology Education and Teaching.