

Research on Teaching Innovation from the Perspective of Marxist Philosophy

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Abstract: Marxist philosophy has always influenced the theoretical knowledge of education in China, and takes practice as the foundation of its theory, representing the practical orientation of philosophy. From the perspective of Marxist philosophy, this paper deeply explores the problems related to teaching innovation. Through the analysis of the difficulties faced by the teaching of Marxist philosophy, this paper explores the new path of teaching innovation from the perspective of Marxist philosophy, clarifies how to use the thinking mode of Marxist philosophy to break the limitations of traditional education, promote the teaching mode to meet the needs of the progress of the times more effectively, cultivate high-quality talents with all-round development, and promote the progress of Marxist philosophy in teaching innovation.

Keywords: Basic Principles of Marxism, teaching innovation

Introduction

The innovation of Marxist philosophy starts the overall adjustment and improvement from the comprehensive Marxist philosophy system, mainly through the basic theory of Marxist philosophy and the reform of textbooks as the starting point, from macro to micro, from the whole to the part, to carry out a comprehensive innovation of Marxist philosophy^[1]. At present, China's education industry is experiencing various new challenges and opportunities, and cultivating talents with innovative thinking, critical thinking and solid professional ability has become the main goal of education. Marxist philosophy is a scientific world outlook and methodology, which provides a unique and far-reaching perspective for promoting teaching innovation. Dialectical materialism emphasizes the principles of unity of opposites and quality changes. Historical materialism is reflected in the interpretation of social progress and the nature of human nature. These include wisdom that can guide the continuous innovation of teaching practice. Therefore, it is of great practical significance to explore teaching innovation based on these theories and practices.

1. The main problems faced by teaching innovation from the perspective of Marxist philosophy

1.1 The single teaching mode affects students' learning interest and effect

The inconsistency between the traditional educational content and the new era has become a key factor affecting students' interest and effect in learning. In the context of the rapid transformation of today's society and the rapid progress of science and technology, many theoretical knowledge and cases need to be closely combined with new social practice, so that students can deeply understand the application value of Marxist philosophy in modern society. However, at present, the basic theory of Marxism in universities is usually only a traditional theoretical exposition, and there is no in-depth analysis and immediate application of the current economic, political and cultural conditions, which makes the concept of basic theory of Marxism abstract and difficult to understand. It is difficult for students to closely link the knowledge they

have learned with practical social problems, which seriously affects students' interest in learning.

1.2 The single teaching method can not meet the learning needs of students

The traditional Marxist basic theory education method is too monotonous to meet the students' diversified learning needs, which leads to challenges in the process of understanding and applying Marxism. Although the traditional explanation method has certain advantages in comprehensively explaining the theoretical structure, this method has become unsatisfactory in stimulating students' active research, critical thinking and innovation ability^[2]. For students with different understanding skills and learning methods, this educational method can not meet the students' in-depth exploration and comprehensive understanding of the core concepts of Marxism. The core idea of the basic principles of Marxism is to emphasize the in-depth analysis of historical and social phenomena from multiple angles and dimensions, which requires teachers to adopt diversified perspectives and methods in the teaching process. However, at present, most teachers only rely on traditional classroom explanations, failing to effectively use more interactive and practical teaching methods such as case analysis, group discussion or role-playing, and unable to stimulate students' interest in learning, which seriously hinders teachers' in-depth teaching of the basic theory of Marxism, and at the same time cannot meet students' learning needs.

1.3 The teaching theory assessment model is single, and students rely too much on theoretical knowledge

The current evaluation mechanism mainly relies on assessment and papers to measure students' cognition and concept of Marxism. Although such evaluation methods help to measure students' knowledge reserves, they cannot fully judge whether students can use the theories they have learned to solve practical problems. The education and application of Marxist philosophy must be closely related to practice. Therefore, it is impossible to effectively stimulate and examine students' hands-on practical skills, innovative thinking and critical thinking ability simply through written examinations or routine assessment methods for writing papers^[3]. At the same time, it may also lead to students' over-reliance on the rigid memory of theoretical knowledge, while ignoring the importance of in-depth exploration and innovative solution strategies on how to integrate theory with practice, which runs counter to the original intention of Marxist theoretical education to cultivate compound talents with theoretical education to analyze and solve practical problems.

2. The practical path of teaching innovation from the perspective of Marxist philosophy

2.1 Innovating the teaching concept, the form of teaching content should be combined with the development of the new era

The education of Marxist philosophy needs to be integrated into modern science and technology, so that the content of education can be integrated with the development of contemporary science and technology, which is conducive to greatly improving students' learning experience and the practicability of the curriculum. First of all, colleges and universities can take the construction of a full range of digital learning platform, the digital library, online video courses combined with the content of the Marxist subject, and the establishment of an instant data tracking and feedback mechanism, so that students can use the form of network video to learn more theoretical knowledge. At the same time, teachers can also track classroom discussions in real time and give appropriate guidance and feedback based on students' performance. This immediate feedback mechanism will stimulate students' enthusiasm for learning to the greatest extent and help to cultivate students' critical thinking.

In addition, teachers can also use machine learning algorithms to discover the typicality of learning and the expression patterns of students in it. The estimation of typical learning results uses big data and AI technology to analyze students' learning models and their performance in them

2.2 Innovating teaching methods and diversifying teaching methods to promote students' all-round development

Different educational methods that meet different learning methods and enhance the appeal of the curriculum are

different educational methods that teachers should adopt, so that students' understanding and application of theoretical knowledge can be effectively promoted. First of all, teachers can use the method of case study to have a deep understanding of the theoretical framework of Marxism, so as to analyze specific and social economic problems. In order to enable students to analyze problems from different perspectives and encourage students to develop dialectical ideas in group discussions, teachers should carefully plan and guide problems, not only do one thing, but do two things. Second, teachers can also adopt the form of group discussion on problems. Through the study of group collaboration, students are encouraged to actively participate in classroom learning, so as to deepen their understanding of complex theories. In this process, students are required to discuss and analyze the theory together, and summarize the team's views, so as to promote the progress of their innovative thinking and critical thinking, so as to enhance the ability of teamwork. Finally, through the network platform and social media, teachers encourage students to create articles on specific Marx's basic theoretical themes, and discuss and evaluate them on the online platform, so as to improve students' writing and public expression ability. At the same time, with the help of information technology, students can pay attention to theoretical knowledge for a long time, so as to promote students' long-term attention to theoretical knowledge and promote students' learning in the classroom. With the help of the above diversified educational means, we can better meet the students' diversified learning needs, activate their interest and enthusiasm in learning, help students understand and apply the Marxist concept more deeply, and be able to analyze and deal with practical problems independently^[5].

2.3 Reforming the teaching evaluation system and comprehensively evaluating students' comprehensive ability and understanding depth

The current assessment system is not enough to evaluate students' progress in critical thinking, innovation ability, theoretical application ability, etc., and pays too much attention to the mastery of theoretical knowledge. To this end, colleges and universities must reform in all aspects of improving the effectiveness of the evaluation system. First, colleges and universities need to promote diversified assessment methods, including case analysis reports, field research reports, etc., to deeply demonstrate students' comprehensive ability and theoretical depth and ability improvement, so as to achieve accurate grasp^[6]. In this regard, teachers can establish a continuous evaluation system, systematically track and feedback students' learning progress, including regular small tests, classroom performance scores and continuous homework evaluation, and adjust teaching strategies to meet students' needs in a timely manner. Finally, teachers should ensure the effective connection between the evaluation content and the teaching objectives, and enhance the scientificity and practicability of the evaluation system. Therefore, colleges and universities will build a more scientific, comprehensive and fair teaching evaluation system, which can not only accurately evaluate students' learning achievements, but also promote the all-round development of students' abilities and effectively realize the teaching objectives of the basic principles of Marxism.

3. Conclusion

The teaching reform of the course of Basic Principles of Marxism is an innovation that covers the teaching mode, innovative teaching methods and the change of traditional teaching concepts. Through innovative practice in educational thought, technical means, evaluation system and other aspects, it is of great significance to improve the quality of teaching, promote the integration of education with the times, and cultivate students' correct world outlook and methodology. In the future development of education, we should explore the significance of Marxist philosophy more comprehensively, continue to promote the innovation of education, and make unremitting efforts to cultivate all-round development of compound talents.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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