

Analysis of Ways to Optimize the Teaching of High School Ideological and Political Courses from the Perspective of Intersubjectivity

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Abstract: The theory of intersubjectivity advocates the educational mode of equality, interaction and dialogue of "two subjects", which changes the educational mode of subject and object, and has an important role in optimizing the ideological and political teaching in high school. Optimizing the teaching path of high school ideological and political course based on intersubjectivity is helpful to promote the comprehensive development of students, improve teachers' teaching ability and enhance the effectiveness of ideological and political education. We should break through the concept level and construct the intersubjective teaching mode. Enrich the content level to realize the unification of theory and practice; Promote innovation at the mode level and build a bridge of two-way interaction between teachers and students.

Keywords: Intersubjectivity; High School Ideological and Political Courses; Teaching; Path.

1. The Connotation and Characteristics of High School Ideological and Political Teaching from the Perspective of Intersubjectivity

The category of intersubjectivity was first put forward by philosopher Husserl. It opposes the traditional "subject-object" relationship between educators and educatees, and thinks that the two sides are "inter-subject" relationship based on two-way interaction, which is the relationship between subject and subject. This kind of theory recognizes the importance of the relationship between people, and its implementation in classroom teaching is to highlight the dominant position of students, pay attention to cultivating their learning ability, thinking ability and creativity, teach and learn, and emphasize the two-way interaction between educators and educatees.

Based on the theory of intersubjectivity, teachers and students will form a "subject-subject" relationship in high school ideological and political courses, emphasizing the equal communication between teachers and students. High school ideological and political courses will have the following outstanding characteristics: First, emphasize the main position of students. Intersubjective teaching places students at the center of learning and emphasizes students' initiative and autonomy. In the study of high school ideological and political courses, students exert their subjective initiative through independent thinking, cooperative learning and participation in discussions, so that students can gradually strengthen the cultivation of students' four core qualities of political identity, scientific spirit, legal awareness and public participation in high school ideological and political subjects through classroom learning. Secondly, students' learning tasks are diversified. Intersubjective teaching focuses on designing diversified learning tasks. Teachers provide open questions, project learning, role playing and other forms of tasks to meet students' different

learning needs and interests and stimulate their learning motivation. Through a series of activities and their structured design, "activity content" and "activity content curriculum" are realized. Finally, it emphasizes the dialogue, communication and understanding between teachers and students. In the intersubjective classroom, senior high school ideological and political teachers not only impart knowledge to students, but also encourage students to participate in classroom activities through questions, discussions and debates, so that teaching is carried out in an interactive, open and democratic atmosphere between teachers and students, and they can jointly explore problems, share views and inspire thinking. The teaching based on the theory of intersubjectivity coincides with the idea of student-oriented, which opens up a new practical method for the teaching of ideological and political courses in high school, and is a transcendence and innovation of the traditional teaching methods.

2. The Value Implication of Optimizing High School Ideological and Political Teaching from the Perspective of Intersubjectivity

2.1. Students' Needs: Guide Students' Thinking and Promote Students' Comprehensive Development

With the gradual deepening of the new curriculum reform, from "knowledge center" to "student center", to realize the comprehensive development of students themselves has become the focus. High school ideological and political teaching based on intersubjectivity emphasizes students' autonomy and initiative in learning, which conforms to the requirements of education development in the new era. High school ideological politics is a theoretical subject, the teaching content is relatively boring, using the traditional teaching method is difficult to stimulate students' enthusiasm for learning. Intersubjective teaching takes the form of multiple tasks, which can not only make knowledge easier to

be understood by students, but also make students become the "little master" of the classroom and stimulate students' enthusiasm for participation. At the same time, in the intersubjective ideological and political teaching, students' subjective status has been highlighted, students actively exert their subjective initiative, take the initiative to think about problems and explore activities, not only master the basic knowledge of senior high school ideological and political courses, but also improve their ability of organization, communication and cooperation, which promotes the comprehensive development of students. In addition, the intersubjective teaching of high school ideological and political courses emphasizes the dialogue and communication between teachers and students, promotes the formation of consensus between teachers and students, is conducive to strengthening the teaching effect of the course, better achieve the teaching goal of high school ideological and political teaching, and helps cultivate the all-round development of the new era.

2.2. The Importance of Teachers: Enhance Teachers' Literacy and Enhance Teachers' Teaching Ability

To find a way to optimize high school ideological and political teaching based on intersubjectivity, firstly, it can enhance teachers' self-efficacy. Whether the teacher teaches well or not lies not in the amount of knowledge taught by the teacher, but in whether the students internalize the teaching content in the mind and externalize in the practice, so as to achieve the unity of knowledge and practice. Intersubjective teaching encourages students to complete a variety of learning tasks, which greatly increases students' enthusiasm for participation, and teachers are personally involved and feel satisfied. Secondly, promote the professional development of teachers. Intersubjective teaching is mainly based on student activities. Teachers should not only guide students, but also answer questions for students and communicate with students, which also forces teachers to make full preparations, improve their knowledge and promote their professional development. Finally, the intersubjective teaching of ideological and political courses not only requires teachers to master full theoretical knowledge, but also puts forward higher requirements for their classroom organization ability. In the traditional classroom teaching, emphasis is placed on teachers' explanation and imparting of theoretical knowledge. In the intersubjective teaching, students become the main body of teaching activities and teachers become the helpers of students' learning. In this process, the strength of their classroom organization ability will play an important role in ensuring the smooth progress of classroom teaching.

2.3. The Pursuit of Disciplines: Innovate the Teaching Model and Improve the Effectiveness of Ideological and Political Education

High school teaching focuses on improving students' political literacy. Therefore, high school ideological and political courses should implement the fundamental task of cultivating morality and improving the effectiveness of education, and the improvement of core qualities should pay attention to strengthening students' interaction and research-based learning in class. Therefore, the intersubjective teaching model provides innovative inspiration for

ideological and political teachers. In the traditional teaching mode, the main place of teaching is the classroom, the form of teaching is also based on teachers, and the focus of teaching is also on students' mastery of knowledge. However, in intersubjective classroom teaching, students are no longer passive receivers of knowledge, but active learners and knowledge builders. Students mainly carry out project activities and complete inquiry tasks, which innovates the teaching mode of high school ideological and political courses and stimulates students' ability of deep thinking and teamwork. Promote the formation of a new teacher-student relationship featuring democracy, equality and interaction. In the intersubjective classroom teaching, teachers set real situations or raise driving questions to allow students to carry out exploratory activities around the theme, and form political identity, scientific spirit, legal awareness and public participation in the activities, so as to improve the educational effectiveness of ideological and political courses.

3. Optimize the Teaching Path of High School Ideological and Political Courses from the Perspective of Intersubjectivity

3.1. Model Level: Break Through Traditional Concepts and Build an Intersubjective Teaching Model

Xi Jinping clearly points out that the most important thing in the teaching of ideological and political courses is the leadership of educators, and students' cognitive rules and acceptance should be studied to give full play to students' subjective role. The intersubjectivity theory reflects the concept of "double subject", that is to say, both teachers and students are the subject of ideological and political education activities, and "teacher" and "student" constitute the "subject-subject" relationship, rather than the "subject-object" relationship.

Therefore, we should be good at breaking through the traditional teaching concepts and building the teaching mode of intersubjective dialogue, communication and interaction. First of all, teachers should establish an equal teaching concept, regard students as the subject, and establish an equal teacher-student relationship with them. Teachers should encourage students to actively express their views and participate in class discussions, so as to enhance students' sense of participation in class. Secondly, teachers can guide students to learn actively and cultivate their independent thinking and independent learning ability. Teachers can design heuristic problems and situations that stimulate students' ability to think and solve problems independently. Finally, teachers should encourage interaction and cooperative learning among students and promote communication and cooperation between them. Teachers can organize activities such as group discussions, collaborative projects, and role playing, so that students can explore and build knowledge together in cooperation.

3.2. Content Level: Enrich The Teaching Content and Realize the Unification of Theory and Practice

The ideological and political course in senior high school is the key course to carry out the fundamental task of cultivating morality and cultivating people. Its teaching

content should not be limited to the knowledge points in the textbook, but should be updated with The Times and supplemented. At the same time, in addition to classroom teaching, teachers should actively guide students to carry out practical activities, encourage students to put theory into practice, and realize the unity of teaching content theory and practice.

First of all, in addition to textbooks and teaching materials, teachers can introduce a variety of teaching resources, such as relevant literature, newspapers and magazines, movies, documentaries, and network resources. These resources can help students deeply understand the theory and practice of ideological politics, and increase the diversity and practicability of classroom teaching content. Secondly, teachers should pay attention to current events in a timely manner, and combine the teaching content of ideological and political courses with students' daily life to help students understand and apply what they have learned. Finally, teachers can arrange more practical activities related to ideological and political lessons to give students a variety of opportunities to experience, so that students can apply classroom knowledge to real life. For example, mock election activities, community service projects, and visits to government institutions are organized so that students can experience the practical environment related to ideology and politics.

3.3. Mode Level: Innovate Teaching Methods and Build a Bridge of Two-Way Interaction between Teachers and Students

The theory of intersubjectivity breaks the category of the dichotomy of subject and object in the philosophical circle, and emphasizes the prominence of students' subjective status, which is in line with the core idea of people-oriented in high school ideological and political courses. We must build a bridge of two-way interaction between teachers and students, innovate teaching methods, and promote dialogue, communication and understanding between teachers and students, so as to reach consensus.

First, students can be guided to learn by asking questions and solving problems. Teachers can provide an open learning environment where students are encouraged to raise their own questions and perspectives and to search for answers and solutions through discussion and research. Secondly, teachers should improve their teaching skills, be good at using modern scientific and technological means, create smart classroom teaching mode, and stimulate students' interaction and participation. Students can communicate, share and discuss on the virtual platform, and teachers can respond and guide in a timely manner. Finally, teachers should be good at innovating the specific teaching methods of high school ideological and political courses, such as building activity-

based classroom, project-based teaching, experiential teaching, etc., while actively providing students with opportunities to show and share. Students can choose the topics they are interested in, and display their research results and views through speeches, PPT, videos, etc., so as to cultivate their comprehensive ability.

4. Conclusion

The intersubjective teaching of ideological and political courses in high school emphasizes the interactive relationship between teachers and students, attaches importance to students' subjectivity, takes students as the subject of the class, actively promotes the cultivation of students' thinking ability and comprehensive quality, and plays a positive role in promoting the teaching of ideological and political courses in high school. On the great journey of promoting the great rejuvenation of the Chinese nation with Chinese-style modernization, it is an inherent requirement to train new people of The Times with all-round development of morality, intelligence, physical fitness, the United States and labor. The ideological and political course in senior high school, as the key course to carry out moral education and cultivate people, should actively highlight students' subject status in class, build an intersubject teaching mode, and let students fully develop themselves in class teaching.

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