

The practical exploration of PBL teaching method in the teaching of Marxist philosophy theory courses

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Abstract: In the field of education, the evolution and innovation of teaching methods have always been the key to pursuing more effective learning. Problem driven learning, as a cutting-edge teaching method, has attracted much attention due to its emphasis on problem-solving and student-centered learning. On the other hand, Marxist philosophy, as a theoretical system of critical thinking and social practice, is equally important for modern education. This article aims to explore the practical application of PBL teaching method in Marxist philosophy theory courses. By combining the problem driven and student engagement characteristics of PBL, as well as the ideological connotations of Marxist philosophy, this article will delve into how to effectively integrate these two, providing students with more challenging and practical learning experiences, aiming to provide new insights for innovative teaching methods in the field of education.

Keywords: Marxist philosophical theory; PBL teaching method; Course teaching; practice

The PBL teaching method is problem oriented, student-centered, organized through group discussions, and fundamentally aimed at cultivating abilities and qualities. It is a new teaching method based on problem-based learning. In the teaching of Marxist philosophy theory courses, by learning and drawing on the beneficial components of PBL teaching method, exploring and attempting student-centered and student-centered teaching methods and means, cultivating students' comprehensive abilities and qualities, and improving the effectiveness of theoretical course teaching.

1. Overview of PBL teaching method

1.1 The Principles and Basic Framework of PBL Teaching Method

The PBL teaching method focuses on problems and aims to promote students' self-directed learning and deep thinking. The principle is to establish real-life problems, encourage students to think across disciplines, and promote learning through collaborative problem-solving. The basic framework includes problem posing, team collaboration, self-directed learning, and presentation of results. Teachers are no longer traditional knowledge imparters, but guides who inspire students to learn. Students play an active role in PBL, actively building knowledge systems and cultivating problem-solving abilities. The PBL framework encourages independent and critical thinking, providing students with a deeper learning experience, promoting deep absorption and long-term memory of knowledge, and making it easier to apply knowledge to practical scenarios.

1.2 Comparative analysis of PBL and traditional teaching methods

Traditional teaching methods focus on teachers imparting knowledge, emphasizing classroom lectures and note taking memory, while PBL focuses on student independent exploration and teamwork. Traditional teaching often involves linear and one-way knowledge transfer, while PBL is a problem centered, iterative learning process. Traditional teaching tends to focus on standardized content teaching, while PBL encourages students to solve practical problems, cultivate critical thinking, and problem-solving skills. Traditional teaching usually limits the level of student participation and thinking, while PBL encourages students to provide independent insights and explore diverse solutions. These comparisons highlight the student-centered and diversified learning paths of PBL teaching method, enabling students to participate more deeply in learning and cultivate problem-solving abilities.

2. The Practice of PBL Teaching Method in Marxist Philosophy Theory Course

2.1 Problem design

The problem design of PBL in Marxist philosophy theory courses needs to be carefully conceived to promote students' deep understanding and application of Marxist thought. The key to problem design lies in selecting practical problems that can stimulate students to think and explore, while incorporating the core concepts of Marxist philosophy. Questions can be designed to address contemporary social issues, such as class differentiation under capitalism or the impact of commodity economy on social relations. Questions may include: "How to understand class contradictions and exploitation in contemporary society?" or "How to apply Marxist perspectives to interpret the essence of commodities in contemporary market economy?" Such questions can guide students to use Marxist ideological frameworks to analyze social phenomena and explore possible solutions. In addition, problem design can also be combined with case studies to enable students to apply Marxist theory in practical scenarios. For example, proposing a social problem in real life requires students to propose solutions based on Marxist perspectives, such as "How to use Marxist perspectives to solve the impact of multinational enterprises in developing countries in the current wave of globalization?" The problem design should be flexible, guiding students to explore and think deeply, while closely adhering to the core of Marxist philosophy, stimulating students' interest and critical thinking ability.^[1]Through such problem design, students can more intuitively understand and apply the theories of Marxist philosophy, cultivate critical thinking and the ability to solve practical problems.

2.2 Group exploration

Group exploration encourages students to jointly study problems within the group, and to discuss and cooperate with Marxist philosophical theories. This collaborative learning approach stimulates students' teamwork spirit and promotes the collision and communication of different thoughts. Each group member can provide unique perspectives and insights for problem-solving, thereby enriching the entire learning process. Through group exploration, students can not only gain a deeper understanding of the complexity of Marxist philosophy, but also cultivate teamwork and communication skills. Teachers play the role of guides in this process, providing timely guidance and feedback to ensure that students understand and apply Marxist ideas in exploration, and apply them to the ability to solve practical problems. This group exploration approach promotes comprehensive learning and thinking, providing students with a richer academic experience.

2.3 Design scheme

In PBL teaching, designing a plan is an important link to ensure that students deeply explore Marxist philosophical theory. The design of the plan needs to combine the problem context and the learning needs of students, creating a challenging and inspiring learning environment. An effective design solution is to provide a comprehensive case that requires students to analyze, discuss, and propose solutions within the team. For example, in the context of contemporary social issues, such as the impact of globalization on social structure and culture, students are required to analyze them using Marxist perspectives and concepts, and propose feasible solutions. This design requires students to deeply explore the essence of the problem, apply the Marxist theory they have learned to engage in practical thinking and problem-solving. The design plan should focus on cultivating students' critical thinking and problem-solving abilities.^[2]To achieve this goal, the program design can include a series of learning tasks and resources, such as literature reading, case analysis, group discussions, and coaching guidance. Through these tasks, students will continuously explore and apply the core theories of Marxist philosophy, and apply them to practical problems.

3. Strategy Analysis of Improving PBL Teaching Method in Marxist Philosophy Theory Course Teaching

3.1 Integration of theory and practice

The teaching of Marxist philosophy involves both theoretical connotations and practical applications. The integration of theory and

practice is crucial when integrating PBL teaching methods. In teaching, specific cases and problems need to be designed, combined with the core concepts of Marxist thought, to stimulate students' attention to social issues and guide them to analyze and solve them from a Marxist perspective. This integration can help students better understand theories and apply them to practical situations.

3.2 Accuracy of problem design

Accurate problem design is the key to guiding students to think and deepen their learning. Regarding Marxist philosophy, problem design needs to consider its core ideas, take real-life social problems as the background, and stimulate students' ability to use Marxist perspectives for thinking and analysis. These questions should be challenging and can stimulate students to think critically, rather than just requiring simple answers. The setting of the problem needs to take into account the history and contemporary practice of Marxism, and encourage students to explore its applicability and significance in real society. Through problem design, students are inspired to study and analyze social phenomena, and apply Marxist philosophical theories for thinking and discussion. This kind of problem design can arouse students' interest, guide them to deepen their learning and thinking, and thereby enhance their understanding and application ability of Marxist philosophical theory.^[3] At the same time, problem design should also take into account the actual level and knowledge reserve of students, ensuring that the problem can stimulate students to actively learn and explore under certain difficulties, rather than making them feel too difficult or too simple. Therefore, the accuracy of problem design is not only related to the learning effectiveness of students, but also to the practical application effect of PBL teaching in Marxist philosophy courses.

3.3 Student participation and guidance

The active participation of students is the key to implementing PBL teaching methods. Teachers need to ensure that students can effectively explore Marxist theory and understand its application in solving social problems. Teachers should provide timely feedback and guidance, guide students to think deeply and explore, and promote their understanding and application of Marxist philosophy theory in practice. In addition, teachers need to pay attention to the learning progress and difficulties of students, flexibly adjust guidance strategies, and ensure that every student can receive support and encouragement during the learning process. The effective implementation of student participation and guidance strategies can stimulate students' learning motivation, cultivate their understanding and application ability of Marxist philosophy. Through full participation and guidance, students will have a more comprehensive understanding of Marxist theory, while also developing practical abilities to solve practical problems. This teaching strategy can stimulate students' interest in learning, promote their academic development and depth of thinking.

3.4 Evaluation and continuous improvement

Through regular evaluations, teachers can understand the learning situation of students and the actual effectiveness of PBL teaching method in Marxist philosophy theory courses. Based on the evaluation results, teachers can adjust problem designs, optimize teaching plans, and even improve teaching methods to better serve the learning needs of students. The continuous improvement process has led to the continuous development of PBL teaching method in Marxist philosophy courses, continuously improving teaching effectiveness and student learning quality.

4. Conclusion

In summary, the integration of PBL teaching method into Marxist philosophy theory courses has promoted students' deep understanding and application of theory and practice. Accurate problem design triggers students to deeply reflect on social reality, while student participation and guidance strategies cultivate their critical thinking and teamwork abilities. In this process, teachers play the role of guides, inspiring and guiding students to explore the core concepts of Marxist philosophy. Continuous evaluation and improvement ensure the effectiveness of teaching strategies and the quality of student learning. The perfect combination of PBL teaching method and Marxist philosophy not only expands students' academic horizons, but also cultivates their ability to solve practical problems, laying a solid foundation for their

future academic and social practice.

References

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