

# Research on Narrative teaching of Ideological and Political Education in Colleges and Universities

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**Abstract:** Narrative teaching in ideological and political theory courses in colleges and universities, as one of the important ways of teaching and applying for teachers of Civics and Political Science courses, has become the focus of research in the academic world day by day. Through an overview of the connotation of narrative teaching in ideological and political theory courses in colleges and universities, we understand the theoretical origin of its development; then we study the three basic elements of narrative teaching in ideological and political courses in colleges and universities to understand the development of narrative subject, narrative content and narrative medium in the new era; and we analyze the dilemmas and countermeasures of the development of narrative teaching in ideological and political courses in colleges and universities to analyze the development prospect of narrative teaching in ideological and political courses in colleges and universities in the current stage. development prospect.

**Keywords:** Colleges and Universities; Civic and Political Science Class; Narrative

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## Introduction

The report of the 20th Party Congress emphasizes the need to accelerate the construction of a Chinese discourse and Chinese narrative system, to tell a good Chinese story, to disseminate a good Chinese voice, and to present a credible, lovable and respectable image of China.<sup>[1]</sup> Constructing Chinese discourse and Chinese narrative system in the new era has the positive effect of strengthening the international communication ability and enhancing the country's cultural soft power, and it is also conducive to telling the story of Chinese-style modernization and development, making it a kind of spiritual force that unites the country. Since the 18th CPC National Congress, General Secretary Xi has repeatedly emphasized the requirements of propaganda and ideological work to build a Chinese narrative system and tell a good Chinese story, and "narrative" has become a hot spot of research in the academic circles as a teaching method of Civics and Political Science courses. At present, there are fruitful research results on the connotation, theoretical research, value implication and specific application of narrative teaching, but there are relatively few research studies on the application of narrative teaching in ideological and political theory courses in colleges and universities as the main subject and object as well as ideological and political theory courses in colleges and universities. Based on the theoretical study of narrative teaching, this paper further analyzes the dynamics and practical achievements of narrative teaching research in ideological and political theory classes in colleges and universities.

## 1. Overview of the connotation of narrative teaching in ideological and political theory classes in colleges and universities

"Narrative", also known as "narration", is the author's way of storytelling to convey the essence and meaning of life experience to others,<sup>[2]</sup> is the early form of human discourse, and is also the basic way of human existence and expression.<sup>[3]</sup> As scholars delved deeper into the subject, narrative was refined into a separate discipline and widely used in literature, pedagogy, and other fields. Narrative is also utilized by teachers as a teaching method. In narrative teaching, the subjectivity of students is fully realized, and they are encouraged to draw knowledge and life lessons from it through their verbal expression, judgment, and reasoning skills.<sup>[4]</sup> Narrative teaching is a comprehensive teaching method full of humanistic concern that perfectly integrates the knowledge, emotions, intentions and behaviors of the educational target,<sup>[5]</sup> which is conducive to promoting the organic unity of students' learning cognition and learning experience. The integration of narrative skills in teaching not only makes the story more attractive and vivid, but also closely integrates the teaching content with the teaching objectives through the narrative story, provides students with knowledge, guides their lives and stimulates their educational potential. Therefore, the teaching process of ideological and political theory courses in colleges and universities mainly utilizes various media such as language, text,

video and performance to elaborate theories by narrating stories or events, so as to realize the teaching objectives of the ideological and political courses.<sup>[6]</sup>

## **2. Research on the three basic elements of narrative teaching in ideological and political theory classes in colleges and universities**

Narrative teaching is widely used in the teaching and curriculum research of all kinds of disciplines, and all kinds of disciplines involve three key issues in the use of narrative teaching: narrative subject, narrative content and narrative medium. In the teaching of ideological and political theory courses in contemporary colleges and universities, narrative teaching extends to all aspects and processes of education and teaching.

### **2.1 Narrative subject**

In the narrative teaching of ideological and political theory courses in colleges and universities, teachers, students and all kinds of implied pedagogues can exist as the subject of narrative teaching. Narrative subject is an important part of narrative activity, refers to the “subject of the narrative behavior” in the narrative process<sup>[7]</sup>. Narrative subject should be pluralistic. First of all, there is no doubt about the subjective status of teachers as the teaching narrative of ideological and political theory courses in colleges and universities. Whether it is course Civics or Civics course, the teacher is as the dominant person in the classroom, the narrative subject of ideological and political education theory class in colleges and universities. Secondly, students as the narrative subject participate in the narrative teaching of ideological and political theory class in colleges and universities. Students as the narrative subject is the main body of classroom learning and the main participant of classroom activities.<sup>[8]</sup> Letting students become the main body of narrative teaching in the ideological and political theory classroom teaching in colleges and universities can bring together different ideas and thoughts, and help to produce new perspectives and new points of view. Finally, other narrative subjects are proposed. Narrative subjects in colleges and universities should be diversified, and the narrative subjects can not only be students and teachers, but also include parents and social others.<sup>[9]</sup> Ideological and political theory courses in colleges and universities can choose appropriate narrative subjects based on teaching objectives and specific narrative environments, so as to enhance the effect of narrative teaching in the classroom.

### **2.2 Narrative content**

Narrative content is the main aspect of the narrator’s narrative teaching, and its selection depends on the effectiveness of the narrator’s narrative teaching. Teachers of Civics should emphasize three kinds of consciousness in the selection of narrative content: goal consciousness, problem consciousness and affinity consciousness, so as to get close to life and the times.<sup>[10]</sup> Especially when narrating the story of good China, having goal consciousness can highlight the mainstream ideology, grasp the ideological and cultural propaganda work of the Party and the country in the new era, and enable students to grasp scientific theoretical ideas and carry out correct directions of action. Having a sense of problem can prompt teachers of Civics to narrate major events concerning the country as well as minor events concerning the survival and development of individuals in Civics classes, and cultivate students’ innovative thinking ability. With the sense of affinity, they can better narrate China’s theories and stories, and bring them closer to the students, so that the students can understand and listen to them. However, the standard of narrative content varies among different disciplines. In the teaching of ideological and political theory courses in colleges and universities should take students as the main body, and when choosing narrative content, we must take into account the personal growth of students and focus on the authenticity of the narrative content.<sup>[11]</sup> This also reflects that the choice of narrative content has a sense of goal, problem consciousness and affinity consciousness. It is not only conducive to improving the effect of the Civics classroom, but also helps to help the educated to better understand the educational content in order to achieve the ideal requirements.

### **2.3 Narrative medium**

Narrative media as the carrier of narrative content, is the narrator for the presentation of narrative content expression. At this stage, the innovative development of new media technology, narrative means can not only stay in the language, text, pictures, video and other tradition-

al forms, but also with the help of other emerging technologies for educational narrative. General Secretary Xi emphasized that “new media technology should be used to make the work come alive, and to promote a high degree of integration between the traditional advantages of ideological and political work and information technology.”<sup>[12]</sup> Therefore, teachers of ideological and political courses should also pay attention to the development of the times when conducting educational narratives, and use new narrative media in a timely manner to draw closer to students. The knowledge-sharing atmosphere created by the artificial intelligence environment brings art and skill enhancement to the educational narrative of the Civics class, and also breaks the traditional time and space limitations.<sup>[13]</sup> Giving intelligent attributes to the scenes, themes, carriers and methods of the teaching narrative of Civic and Political Science Classes, realizing “an immersive three-dimensional narrative, breaking the physical barriers of the plane narrative”.<sup>[14]</sup> Integrating digital narrative into ideological and political theory classes of colleges and universities is one of the most important means to enhance the novelty and effectiveness of the Civic and Political Science Classes of colleges and universities at the present stage, which is conducive to It is conducive to the spatialized, interactive and immersive dissemination of Chinese stories, Chinese historical and cultural resources, and red resources advocated by the mainstream ideology of the Party and the state in digital form. At present, the academic community is still researching and exploring the transformation of traditional narrative teaching and the integration of intelligent narrative teaching.

In summary, in the narrative teaching of ideological and political theory courses in colleges and universities, the diversified development of narrative subjects is emphasized, the important role of different narrative media is brought into play, students’ cognition and aesthetics of different narrative contents are improved, and the joint participation of narrative subjects is promoted in different educational links to help educated people understand the content of teaching narratives, so as to make the contents of ideological and political theory courses in colleges and universities really enter into the ears, minds and hearts.

### **3. Dilemma and countermeasure research on the development of narrative teaching in ideological and political theory courses in colleges and universities**

#### **3.1 Development dilemma**

Narrative teaching in ideological and political theory courses in colleges and universities is not only conducive to students’ understanding of China’s profound cultural heritage, but also conducive to improving the construction of China’s narrative system. However, in the process of specific development research, scholars have also found problems in the teaching of narrative in ideological and political theory courses in colleges and universities.

One of them is the conversion problem of traditional narrative form. The traditional ideological and political theory class in colleges and universities is a social practice activity in which educators use “certain ideological concepts, political views, and moral norms to exert purposeful, planned, and organized influence on its members, so that they can form ideological and moral virtues in line with the requirements of a certain society”.<sup>[15]</sup> This is a kind of high proclamation of truth and authority, morality and norms carried out by educators in the Civics class, and it is a means commonly used by grand narratives in the Civics class in colleges and universities. While it is true that grand narratives are more important for the use of Civic and Political Science classes in colleges and universities, along with the development of the times, the focus of the individual is instead on the everyday aspects of material life, personal employment development, and the experience of the inner world. The use of grand narratives in college ideology and politics courses, emphasizing the pursuit of lofty ideals, the pursuit of dedication and other content, will lead to the subject of education to resist it, and naturally, it will lose its attractiveness in classroom teaching, and even encounter resistance due to the lack of novelty and interest. And there is a lagging contradiction between the rich image resources and the teaching content of ideological and political theory courses in colleges and universities.<sup>[16]</sup> This is due to the fact that the teaching materials of ideological and political theory courses in colleges and universities are too long in preparation, and the pictures used in the classroom are not well combined with the contents of the teaching.

Second, the lack of narrative evaluation system. Teaching evaluation is a key part of complete classroom teaching, which is an intuitive reflection of students on the advantages and disadvantages of the classroom, and also a basis for teachers to reflect on the classroom. Therefore, narrative teaching evaluation in ideological and political theory courses in colleges and universities not only helps teachers to improve

their own narrative ability, select appropriate narrative content and narrative means, but also is one of the important ways to improve the quality of the classroom of ideological and political courses. Narrative evaluation is not only the teaching evaluation of students to teachers, but also includes the narrative evaluation of teachers to students in the actual classroom teaching process, which is the observer to accumulate practical materials for the improvement of individual teaching behaviors, and also provides the basis for the observer to improve teaching. Reichenbach states, "Evaluation is a universal characteristic of human purposive activity."<sup>[17]</sup> Therefore, evaluating narrative teaching is conducive to improving the accountability of schools and teachers for classroom teaching, as well as improving student engagement.

Third, the dilemma of digital narrative development. The development of digital technology, the integration of digital narrative into the ideological and political theory classes in colleges and universities is also an inevitable trend, to a certain extent, to meet the needs of people for time and space and details. Due to the technological interaction, aesthetic change and capital intervention in the digital era, the teaching of narrative in ideological and political theory classes in colleges and universities faces new problems. Students have been using cell phones and other electronic products to access information in the classroom for a long time, and the information obtained is abundant and messy, influenced by this resource, when the teacher elaborates certain views different from the network information in the classroom teaching, it will trigger the students' resistance, and even blatant rebuttal and other problems, and there is no thinking on their own in the specific narrative process, and they just believe in the network viewpoints, which increases the risk of the risk of the different values of the narrative governance costs., Weakening the authority and positive value chain of ideological and political education narratives.<sup>[18]</sup> The excessive matching interference of digitalization affects the narrator's cognition, causing the narrator's ability to think and innovate to be weakened, as well as the narrator's ability to explore,<sup>[19]</sup> which is extremely harmful to the ideological and political education classes in colleges and universities.

### 3.2 Response strategies

According to the above mentioned dilemma problems in the study of narrative teaching in ideological and political theory courses in colleges and universities, related scholars have also put forward different countermeasures. In order to better improve the effective role of narrative teaching in ideological and political theory courses in colleges and universities.

First, convert the traditional narrative teaching form. It is necessary to solve the problem of "how to tell a story". First of all, the text, the text in the classroom teaching is mainly embodied in the textbook, the college ideological and political theory course textbook is the basis of ideological and political theory course teaching. Teachers of ideological and political theory should take the textbook as the basic teaching guideline, and make efforts to transform the textbook system into a teaching system, insisting on the unity of theoretical discourse and practical discourse, insisting on the unity of political discourse and cultural discourse, and insisting on the unity of conclusion discourse and process discourse.<sup>[20]</sup> This can make the teaching materials better fit with the political and social life, so that they have a rigorous logical structure, comprehensive content coverage, scientific theoretical interpretation and accurate verbal expression. Image narrative, as another narrative medium, is a commonly used medium in the teaching of ideological and political theory courses in colleges and universities, which has changed the cognitive mode of oral and textual narratives based on "listening", "speaking" and "reading". It has changed the cognitive way of oral narrative and textual narrative, which is mainly based on "listening", "speaking" and "reading", and shifted to the cognitive path which is centered on "seeing", so as to "change the abstract thinking logic of discourse into the cognitive logic of viewing images",<sup>[21]</sup> but it is affected by the " But by the influence of the narrative crises such as "image abuse" and "overall fragmentation", it is necessary to carry out the innovation of image narrative, in order to realize the narrative purpose of ideological and political education and enhance the effect of the narrative.

Secondly, establish a perfect evaluation system of narrative teaching in college Civics class. At this stage, the research on the evaluation of narrative teaching in college Civics class is less and imperfect. Narrative teaching evaluation should be categorized from three aspects of evaluation: students, teachers and schools.<sup>[22]</sup> Schools are an important place for the implementation of narrative teaching of Civics, and the evaluation of narrative teaching of Civics in schools is conducive to schools to grasp the teaching situation of Civics teachers, and to provide counseling and assistance to Civics teachers with weaker abilities. The narrative evaluation of the school can hire relevant professional teachers to listen to the class, reducing the limitations and one-sidedness in the assessment process. Teachers, as the main body of teaching,

should use comprehensive assessment to encourage students to participate in teaching narratives when evaluating their classroom narratives for teaching or students' narratives for evaluation. As the participants of the teaching narratives of Civics class, the narrative problems found by students are representative, which play an important role in teachers' timely adjustment of errors to improve teaching. The evaluation process can also not only look at a particular situation, the process needs to be perfected, not only for part of the narrative evaluation, but also for the overall evaluation. Through the overall evaluation, constructive comments can be made and timely corrections can be made to the programs being implemented.

Thirdly, the narrative trend of digital development is constantly being followed up. Digital empowerment has become a key driving force for the transformation and upgrading of narrative teaching in ideological and political theory courses in colleges and universities in terms of narrative themes, narrative content, and narrative scenes. However, "the 'logic of technology' may sometimes deviate from people's original intention and deviate from the preset track".<sup>[23]</sup> This requires us to promote the deep integration of digitalization and narrative teaching of ideological and political courses in colleges and universities, so as to truly achieve a harmonious state in which people master the technology rather than the technology masters the people. Harmonious state. With the continuous innovation of digital technology, artificial intelligence technology is applied in the field of education, the integration of artificial intelligence and narrative teaching for the ideological and political theory classes in colleges and universities has brought a profound impact, realizing the "immersive three-dimensional narrative to break the plane narrative of the physical barriers"<sup>[1]</sup> brings more narrative teaching possibilities, and also enhances the effectiveness of narrative teaching. Thus, for artificial intelligence as a narrative teaching means, scholars have proposed to feed back with technology, through intelligent selection of topics to target specific needs, build a positive cycle of emotional resonance, reconfigure the value of the interaction scene with digital narrative, forming a new medium of emotional resonance, and control the proliferation of risks with technical mastery, reshaping the positive feedback of emotional trust, in order to arrive at the development of educational narratives.

In summary, the academic research on the narrative teaching of ideological and political theory courses in colleges and universities, especially in the transformation of the traditional narrative teaching mode and artificial intelligence or digital narrative research results are more, for the various problems and dilemmas that arise in the process of its development can put forward the corresponding measures and suggestions for solving the problems. However, the research is not thorough, there is no interactive research between scholars and scholars, and the content of the research is scattered and fragmented.

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