

Research on the Special Subject Teaching Method of "Marxist Basic Principles Course" under the Blended Teaching Mode

Hongxia Wei^a, Guangqiao Xing^{*}

School of Marxism, Anhui University of Finance and Economics, Bengbu, Anhui 233030, China

^a1794686640@qq.com, ^{*}2692135026@qq.com

Abstract

The blended learning model is the result of the revolutionary transformation of teaching models generated by the development of information technology. It makes education and teaching more convenient, efficient, and the content more rich and vivid. The implementation of the thematic teaching method in the course of Marxist basic principles under the blended learning mode helps to effectively complete teaching tasks; Helps to enhance student subjectivity; Facilitate process oriented assessment and dynamic management. Under the blended learning mode, the thematic teaching of "Principles" still faces the need for clearer logic in teaching content design; Organic unity needs to be achieved both online and offline; The subjectivity of students needs to be further improved. In order to implement the specialized teaching of Marxist basic principles under the blended learning mode, teachers should have modern teaching concepts and establish a student-centered teaching concept; Teachers must design specialized teaching content and construct online teaching courses well; Master the new technology of modern multimedia teaching, establish a scientific and reasonable reward and punishment assessment system, deeply grasp the teaching laws of online and offline blended teaching mode, and achieve deep integration of blended teaching mode with thematic teaching of Marxist basic principles courses.

Keywords

Blended Teaching Mode; Marxist Basic Principles Course; Special Topic Teaching Method.

1. Introduction

With the rapid development of information technology, blended online and offline teaching models have emerged, leading to revolutionary changes in education and teaching. "Blended learning is an integration of online and offline teaching, which is a hybrid model formed by face-to-face classroom teaching and online interactive assisted teaching. [1] (p15) It changes the traditional teaching mode of single teaching method, making education more convenient, efficient, and the content more rich and vivid." This new teaching model provides a favorable opportunity for the implementation and application of thematic teaching methods on the basic principles of Marxism, and has had a profound impact. This article intends to discuss the transformative development of the thematic teaching method of Marxist basic principles under the blended learning mode, the main problems faced by the thematic teaching method of Marxist basic principles under the blended learning mode, and the implementation path of the thematic teaching method of Marxist basic principles under the blended learning mode.

2. Innovative Development of Special Topic Teaching Method for Marxist Basic Principles under the Blended Teaching Mode

As one of the ideological and political theory courses in universities, the Basic Principles of Marxism course (referred to as "Principles" course) bears the important mission of cultivating students' scientific worldview. The course "Principles" has a wide range of content, very limited class hours, and heavy teaching tasks. If teaching tasks need to be completed within a limited time, it is not easy. The thematic teaching method provides an important way to solve this problem, especially the blended online and offline teaching mode is more conducive to the efficient and convenient implementation of the thematic teaching method. The thematic teaching method of "Principles" course in the blended learning mode has achieved innovative development compared to traditional thematic teaching, mainly reflected in the following aspects:

2.1. The Special Topic Teaching Method of the "Principles" Course under the Blended Teaching Mode Helps to Effectively Complete Teaching Tasks

"Topic based teaching is a thematic teaching method that is based on understanding the textbook and teaching points, fully grasping the spirit of the course, extracting key and difficult points according to the basic theories in the course, and integrating the textbook content with problems as the core. Topic based teaching design is a recreation of the textbook. The teaching content of the "Principles" course mainly includes Marxist philosophy." We have set up eight special topics for the three parts of Marxist political economy and scientific socialism, with an effective class time of 54 hours. The traditional teaching mode, which has 54 class hours, consists entirely of offline classes without online classes, and all teaching tasks are completed through classroom teaching. Due to limited classroom teaching hours, it is difficult to complete eight thematic teaching tasks. Since the adoption of a blended online and offline teaching mode, teaching efficiency has greatly improved, completely changing the situation of too much teaching content and insufficient teaching time. The "Principle" course teaching in the blended online and offline teaching mode is set with eight teaching content topics, and a network course combining teaching videos, text, pictures, literature materials, and exercise banks is constructed using the Chaoxing Fanya Smart Network Teaching Platform. And the original 54 classroom teaching hours were separated into 18 class hours, which were used as online learning hours for students. This changed from traditional pure classroom teaching to a combination of online and offline teaching modes.

Due to the comprehensive construction of online thematic teaching online courses, and the key and difficult points included in each topic are presented in the form of teacher explained videos in the online course, students can watch online repeatedly if they do not understand the content in class until they understand it. In addition, when teachers teach offline, it is not necessary to cover all aspects and explain all the content once. In order to save offline teaching time and improve teaching efficiency, teachers can choose the key content of thematic teaching for explanation, leaving behind easily understandable knowledge Point to allow students to use their online class time for online learning. This is not only conducive to simplifying the teaching content of teachers, but also saves classroom teaching time, leaving students with self-learning content and time for online classes. Therefore, the blended online and offline teaching mode is not only beneficial for teachers to efficiently complete teaching tasks, but also for students to learn and master teaching content, improving teaching effectiveness.

2.2. The Special Topic Teaching Method of "Principles" under the Blended Teaching Mode Helps to Enhance Student Subjectivity

The special topic teaching method of "Principles" under the blended learning mode helps to enhance student subjectivity. The subjectivity of students in the teaching process is the

endogenous driving force for improving learning outcomes. Compared with traditional teaching methods, blended learning mode not only solves the problems of heavy classroom teaching tasks and insufficient time for teachers, but also gives students the freedom to learn online. The thematic teaching content of online online courses is rich, and teachers can integrate the latest theoretical achievements of the Party into the online teaching content according to teaching needs, dynamically adjust the course teaching content, enrich teaching resources, and facilitate students to obtain effective teaching materials. Firstly, students can purposefully and independently choose the knowledge points they need to learn based on their own needs and actual situation. Secondly, students can freely choose their content and also have control over their learning progress. Students can develop their own learning progress plan in online classes based on their own learning situation, which can be moderately advanced in learning, as well as reviewing and reviewing the content they have learned, consolidating and digesting what they have learned. Once again, students can independently choose the number of practice sessions for online course assignments. The online course assignments for each topic are designed to test students' mastery of the knowledge points they have learned, and to help them internalize the knowledge they have learned. Moreover, online homework can be practiced repeatedly and submitted multiple times until students are satisfied with the knowledge they have learned. Finally, students are free to ask difficult questions from the teacher. Students can use the group chat and private chat functions in online courses to ask their teachers for their doubts anytime and anywhere. More importantly, students can also set up some questions and post them in the class chat space, allowing students to brainstorm and work together to solve problems encountered in learning. In short, the blended online and offline teaching mode has changed the passive learning state of students.

2.3. Special Topic Teaching Method of "Principles" under the Blended Teaching Mode Facilitates Process based Assessment and Dynamic Management

Under the blended learning mode, the thematic teaching of "Principles" course facilitates the process oriented assessment and dynamic management of teachers. In recent years, the process based assessment implemented in the reform of ideological and political theory teaching has been accompanied by a mixed online and offline teaching mode. The assessment method for "principle" course thematic teaching is also different from traditional teaching methods. It mainly adopts a combination of online course learning and offline course assessment, and a combination of process assessment and final assessment, that is, a combination of regular assessment and final assessment. This assessment method increases the proportion of regular performance to the total assessment score, with a focus on process based assessment. Among them, online course learning is an important component of regular performance and is considered one of the important criteria for process based assessment. Due to the powerful communication, interaction, and learning tracking functions of Chaoxing Fanya Network Platform. Teachers can monitor the online learning situation and progress of each student at any time, and can set different topics on the teaching platform for students to discuss, evaluate, and like each other. The online learning records, homework grades, discussion frequency, browsing volume, and browsing frequency of classmates can all be used as the basis for setting daily grades, truly achieving precise and quantifiable goals for daily grades, and facilitating the implementation of a teaching assessment method that combines process based assessment and final assessment.

At the same time, the blended online and offline teaching mode also helps teachers to carry out dynamic teaching management. Teaching management is essential for teaching. Teaching management not only includes maintaining classroom teaching order, but also includes monitoring student attendance, learning progress of online course topics, homework submission, and participation in online and offline learning discussions. Adopting a blended

online and offline teaching mode, teachers can use the Chaoxing Learning Platform online teaching software to check in for attendance and set up classroom quizzes. Timely monitor student attendance and participation in discussions, supervise students to complete learning tasks and submit assignments on time. For individual students who do not have ideal learning, teachers can directly send private messages or voice calls to understand their learning situation, in order to urge them to keep up with the teacher's teaching progress and complete learning tasks in a timely manner.

3. The Main Problems Faced in the Special Topic Teaching Method of "Principles" Course under the Blended Teaching Mode

3.1. The Logic of Designing Thematic Teaching Content for the "Principles" Course under Blended Teaching Mode Needs to be Clarified

The online thematic course of "Principles" has eight lectures, mainly including the introduction of Marxism, the materiality and development laws of the world, practice and understanding and their development laws, human society and its development laws, the essence and development laws of capitalism, the development and trends of capitalism, the development and laws of socialism, and the lofty ideal of communism and its ultimate realization. The specific content of these eight special topics is as follows: The first topic delves into Marxism. This lecture revolves around what Marxism is, the reasons and conditions for its emergence, the distinctive characteristics of Marxist theory, the development and contemporary value of Marxism. The main purpose of this lecture is to provide students with an overall understanding of Marxism. The second lecture is about the materiality and development laws of the world. This lecture is mainly divided into two themes, one is the origin of the world. The second is the state of existence of the world. The former mainly elaborates on the principle of material unity in the world, that is, the essence of the world is material, consciousness is a product of matter, and it reacts with matter. The latter mainly explains that the material world is in a state of universal connection and development, and all things are interconnected and constantly evolving. The world follows the laws of unity of opposites, mutual variation of quality, and negation of negation in the process of universal connection and development. The third lecture is about practice, understanding, and its development laws. This lecture mainly focuses on two issues: the practical view of Marxism and the essence and development laws of Marxist understanding. The Marxist view of practice mainly elaborates on the innovative development of Marxist view of practice in the history of philosophy from the three characteristics of materiality, conscious agency, and social historicity of practice. The essence and development laws of Marxist understanding mainly involve the introduction of Marxist practical views and dialectics, achieving innovative theoretical transcendence of the essence of knowledge in the relationship between practice and understanding. Marxism believes that understanding is essentially the active reflection of the subject on the object based on practice, following the development laws of practice, understanding, re practice, re understanding, etc., and achieving a spiral upward and tortuous trend of progress. The fourth lecture is about human society and its laws. This lecture revolves around the essence of human social history, the general laws of social historical development, the driving force system of social historical development, and the main forces of social historical development. It reveals that the existence of human society determines social consciousness, and social consciousness counteracts the fundamental problem of the materialist view of history in society. It is found that the production relations must adapt to the requirements of the development of productive forces, and the superstructure must adapt to the requirements of the development of economic foundations, which is a general law of the development of human society history. It is then proposed that the history of human society is a mass view of history created by the masses.

In short, from the second to the fourth lecture, it is Marxist philosophy, which mainly introduces the dialectical materialism, epistemology, and historical materialism of Marxism. It fundamentally answers the essence and existing state of the world, the general laws of change and development, the essence and development laws of human society, and how we understand the world and its general laws of development.

The fifth lecture is about the essence and development laws of capitalism. The discussion mainly revolves around the essence and development laws of capitalism, revealing that the essence of the capitalist mode of production is the wage labor system privately owned by capitalists, the political system of bourgeois dictatorship, and the false consciousness of freedom, democracy, and equality. In addition to following the general laws of human social development, the development of capitalist society also has its special operating law, the law of surplus value, which leads to relative overproduction in capitalism and triggers cyclical outbreaks of capitalist economic crises.

The sixth lecture discusses the development and trends of capitalism. This lecture mainly revolves around the entry of capitalism into monopoly and the new changes in contemporary capitalism, elaborating on the new characteristics that capitalism has presented after transitioning from private monopoly capitalism to state monopoly capitalism. The existence of the basic contradictions of capitalism indicates that the basic trend of capitalism's inevitable demise and the inevitable victory of socialism cannot be changed.

The seventh lecture on the development and laws of socialism. This lecture mainly discusses the 500 year development process of socialism and the basic principles of scientific socialism. The tortuous process of socialism from imagination to science, from theory to practice, from one country to multiple countries, and its development in China confirms the basic principle of Marxist historical materialism, that is, the production relations must adapt to the requirements of productive forces development, and the superstructure must adapt to the objective laws of economic foundation development.

The eighth lecture on the lofty ideals of communism and their realization. This lecture mainly revolves around the historical inevitability that communism must achieve and the dialectical relationship between the common ideal of socialism with Chinese characteristics and the lofty ideal of communism, in order to encourage students to establish lofty communist ideals and strive for the realization of communist ideals.

3.2. Under the Blended Teaching Mode, the Thematic Teaching of "Principles" Course Needs to Achieve Organic Unity Both Online and Offline

The issue of organic unity in the thematic teaching of "Principles" courses under the blended online and offline teaching mode is an important challenge currently facing the adoption of this teaching mode. How to achieve effective connection between online and offline, and avoid the problem of low correlation and unsmooth connection between the two, is a key link in the implementation of this teaching model. During the implementation of the blended online and offline teaching mode, it was found that there were two skins in the specialized teaching of the "Principles" course. The main table first includes the following two aspects: on the one hand, there are three situations from the perspective of students, and on the other hand, some students have problems catching up with the schedule. Some students do not take online topic content seriously and may face online teacher assessments. For example, some students quickly browse through the online teaching content at the beginning of the semester. On the contrary, some students have not learned any online course content by the end of the term, and their learning progress is still zero. In order to obtain online course assessment results, they spend a day browsing through the online course content. Both of these situations have the suspicion of completing the task in a surprise attack, failing to truly achieve online and offline resonance at the same frequency and effective connection. The second issue is that students do not submit

their online homework in a timely manner. After completing each topic, a random online course assignment will be attached, and the teacher will post it to the students for online submission, in order to consolidate and test the learning effect. Most students are able to submit on time, while some students procrastinate and fail to submit, failing to play their due role. Thirdly, some students do not participate in online discussions. In order to deepen the learning content, teachers usually post some discussion topics online in conjunction with actual situations, causing students to think deeply and express their unique insights. Most students actively participate in discussions, but there are also some students who never participate in discussions.

On the other hand, from the perspective of teachers, there is also a lack of emphasis on online teaching. One is the lack of awareness of educational reform and innovation. Some teachers lack innovative awareness, lag behind the pace of the times, cannot keep up with the times, and ignore the teaching reforms brought about by the information age. I do not agree with the blended online and offline teaching mode and do not attempt it. The second is not concerned about the construction and improvement of online course teaching content. Some teachers only focus on offline classroom teaching and do not invest enough energy in online teaching content. They neither participate in online course construction nor pay attention to the learning situation of students in online courses, always thinking that as long as classroom teaching tasks are completed, it is enough. Thirdly, some teachers lack effective teaching methods for bridging the gap. Effective connection between online and offline requires teachers to use certain teaching methods, such as flipped classroom teaching. Although some teachers have established online courses, they have not adopted effective teaching methods to organically combine online courses with offline classroom teaching. Instead, they have adopted a laissez faire approach to allow students to freely learn online courses. As for the learning situation of students, teachers ignore and do not care.

In summary, the problem of organic connection in the thematic teaching of "Principles" courses under the blended online and offline teaching mode is currently facing the influence of both students and teachers, which has a certain blocking effect on the effective implementation and quality improvement of the blended online and offline thematic teaching of "Principles" courses.

3.3. The Subjectivity of Students Needs to Be Improved in the Thematic Teaching of "Principles" Course under the Blended Teaching Mode

The thematic teaching of the "Principles" course under the online and offline teaching mode does indeed help improve students' learning freedom and subjectivity. However, during the implementation process, it was found that some students lacked subjectivity and enthusiasm. Mainly manifested in the following aspects: Firstly, online learning lacks initiative. Some students are in a passive state and not very proactive in learning online course content. After teachers assign online learning tasks or homework, some students procrastinate seriously and need continuous urging from teachers. Even some students have not learned all the online course content by the end of the semester. Secondly, online learning lacks self-awareness. The purpose of the thematic teaching of the "Principles" course in the blended online and offline teaching mode is to cultivate students' self-learning ability and liberate them and teachers from the classroom, Provide students with space for independent learning and thinking. This teaching mode is recognized by most students, but there are also some students who cannot adapt to the teaching mode and lack self-awareness in learning online course content. The reason why they cannot consciously learn online course content is mainly influenced by traditional teaching methods. In their consciousness, there is only a classroom teaching model, and online teaching is difficult to accept. Some students also believe that watching online teaching videos cannot freely interact with teachers in the classroom like offline teaching, which appears mechanical and lacks the lively atmosphere of offline teaching. So some students

are more willing to accept offline teaching rather than staring at the screen for a long time to watch online teaching content. Thirdly, online learning lacks the spirit of independent thinking. Since adopting a blended online and offline teaching mode for the "Principles" course, it has been found that most students mainly learn online to complete assessment tasks, mechanically learning without engaging in in-depth thinking. This can be mainly judged from the online learning and communication space in daily life, where few students ask questions or express their own experiences of online learning. When teachers post some questions around teaching content to encourage students to think, some students do not provide any feedback and do not even think. Fourthly, online learning lacks innovative spirit. The spirit of innovation is an important quality that students possess in their learning. The blended online and offline teaching mode not only cultivates students' independent thinking ability, but more importantly, cultivates their innovative spirit. Innovation and thinking are dialectically unified. Learning without thinking is difficult to achieve innovation, and learning without innovative spirit is difficult to achieve good development. Currently, some students only blindly complete assessment tasks and only browse online teaching content, without any learning or thinking, let alone innovation.

4. The Implementation Path of Special Topic Teaching Method of "Principles" Course in Blended Teaching Mode

The logical design of the thematic content of the "Principles" course in the blended learning mode needs to be further clarified, and there are issues with the organic connection between online and offline teaching, as well as the lack of student subjectivity in online learning. Teachers need to establish modern teaching concepts, further optimize online teaching content, improve teaching methods, adopt a reward and punishment incentive system, and promote the better effect of the thematic teaching of "Principles" course in the blended teaching mode.

4.1. Teachers Need to Establish Modern Teaching Concepts

With the advent of the information age, the blended online and offline teaching mode is in line with the needs of the times, helping teachers and universities complete teaching tasks, cultivate student subjectivity, and improve teaching efficiency and quality. University teachers need to adapt to the requirements of the information and digital age, establish modern teaching concepts, be good at using modern information technology means, and better complete teaching tasks.

The current college students are all born after 2000 and are indigenous people of the information age. They have an information-based lifestyle and way of thinking, pursue autonomy and independence, and have high requirements for teachers' teaching methods and means. Therefore, as a teacher who wants to improve teaching effectiveness and complete teaching tasks with high quality, it is necessary to change traditional teaching concepts, methods, and means. Adopting modern teaching models, methods, and means is an important manifestation of modern teaching. Having a modern teaching philosophy requires teachers to master modern teaching techniques and means, actively apply for the construction of blended online and offline teaching courses, participate in online course construction, master the skills and rules of online course construction, and achieve positive interaction between online and offline. Offline teaching is certainly important, but there is still some difficulty in completing teaching tasks in the "Principles" course within a limited time. Therefore, adopting a blended online and offline teaching model, with offline classroom teaching as the main focus and online teaching as a supplement, not only meets the requirements of college students to pursue innovation and differentiation, but also conforms to the requirements of modern social development.

4.2. Teachers Need to Optimize the Content of Thematic Teaching

The design of the thematic teaching content for the "Principles" course in the blended online and offline teaching mode must be logically clear, with prominent points and appropriate details. The fundamental purpose of combining online and offline blended teaching mode with thematic teaching is to better transform the textbook system into a teaching system, so that a variety of knowledge points are presented in a certain logical relationship, forming an organic whole. This requires teachers of the "Principles" course to pay attention to the logical relationship between topics while comprehensively grasping the content of the textbook when constructing thematic courses.

The eight teaching topics we have set up for the blended online and offline teaching of the "Principles" course are an organic and interconnected whole in terms of content. We need to accurately grasp these key contents, emphasize the historical inevitability of the emergence of Marxism and the scientific nature of the theoretical system, answer why we need to use the basic principles of Marxism to analyze contemporary capitalist contradictions and socialist development, explain the contemporary value and progressive theoretical quality of Marxism, answer why we should adhere to and develop Marxism, and how to Developing Marxism and other issues; Clarify the essence of Marxist worldview and methodology, and answer questions on how to apply scientific worldview and methodology to observe society, think about life and behavioral choices; Clarify the laws of human social development revealed by Marxism, answer questions such as how to view the unprecedented changes in the world, the overall development of the Party and the state, and how to recognize the development trend of China and the world [3] (p81) The first topic introduces Marxism as a whole. What is Marxism? How about Marxism? And how we learn and apply the three aspects of Marxism. The second to fourth lectures are part of Marxist philosophy, which fundamentally answers the origin of the world and its laws of change and development, the essence of human society and its laws of development, the essence of understanding and its laws of change and development, and enhances our scientific worldview and methodology. The fifth and sixth lectures cover the content of Marxist political economy. Classic Marxist writers have comprehensively analyzed the essence, development laws, and trends of capitalism using Marxist worldview and methodology, and have come to the scientific conclusion that capitalism is bound to perish and socialism is bound to win. The seventh and eighth lectures belong to the theory of scientific socialism. Based on the fifth and remaining lectures, Marxists further apply Marxist worldview and methodology to analyze the essence of socialism, scientific principles, basic characteristics of communism, and conditions for realization. Therefore, the logical relationship between these eight teaching topics is arranged according to the logical relationship from general to special, from abstract to specific, and from macro to meso level in teaching content. The core idea is to reveal the essence and general laws of change and development of the natural world, human society, and the realm of thinking in which humans are located, and how humans can understand and transform the world, thereby achieving comprehensive and free development. Additionally, it is important to have a clear understanding of the logical relationships within each of the eight topics, based on an overall understanding of the logical relationships between the eight topics. For example, the logical relationship between the three laws of dialectical materialism must be clarified, and the design content cannot be reversed in order. The law of the unity of opposites is the driving force and source of the development of things, and runs through the law of the negation of quality and negation. Therefore, we should first talk about the law of the unity of opposites, followed by the law of quality mutual change that reflects the two states of development of things, and finally the law of negation that reflects the specific path and trend of development of things. The law of negation includes both the law of unity of opposites and the content of mutual change in quality. Therefore, the law with rich connotations and strong inclusiveness among the three major laws should be placed last.

4.3. Teachers Need to Improve Their Teaching Methods

The key to the thematic teaching method of "Principles" in the blended online and offline teaching mode lies in the organic unity and resonance between students' online learning and teachers' offline teaching. Only in this way can the advantages of this teaching mode be truly realized and the limitations of traditional teaching modes be overcome. In response to the fragmented situation of online and offline teaching, teachers of the "Principles" course should first attach importance to the construction of online courses, actively participate in the construction of online course project resources, explore the operating mechanism of the blended online and offline teaching mode, and discover the application rules. The most crucial aspect is the improvement of teaching methods, which directly affects the organic unity of online and offline teaching, and affects the quality of teaching effectiveness.

Under the blended online and offline teaching mode, teachers of the "Principles" course should be good at using modern teaching methods and fully leverage the role of students as the main body. Teachers can adopt various methods to encourage students to make good use of online teaching resources, and detect their learning situation through various methods, thereby understanding their mastery and application of knowledge points. For example, "Can the thematic teaching method of 'Principles' be combined with 'flipped classroom' ", which can not only improve students' enthusiasm and classroom participation, but also maximize the advantages and potential of thematic teaching method?" [4] (P142) Teachers can use flipped classroom teaching method, assign online learning tasks in advance, and then use offline classroom to set some questions around online learning content, Randomly select students to answer. Teachers can also allow individual students to talk about online learning situations through lectures, or set questions for offline classroom discussion style learning, allowing students to freely discuss online learning situations. Students can ask their own questions to the teacher and have them answered in person. In short, the flipped classroom teaching method is to enable students to learn online teaching resources before class and after class. Under the guidance of the teacher in the classroom, provide feedback on one's learning situation to the teacher and classmates, thereby consolidating, deepening, and expanding one's learning of online thematic content. The flipped classroom teaching method can effectively integrate online learning with offline classroom learning, while also fully tapping into the subjectivity of students.

In addition to flipped classroom teaching method, teachers can also use other teaching methods, regardless of which teaching method is used, such as classroom discussion method. As the core course of ideological and political theory courses in universities, the main content of "Principles" course is not simple knowledge, but the Marxist perspective, viewpoint, and method of understanding the world. The more effective way to learn this type of course is not to passively accept the teacher's teaching content, but to involve students in the classroom, allowing them to understand these principles through discussion and interaction, thereby achieving a deeper understanding, mastery, and application of these principles. The thematic teaching of the "Principles" course can greatly enhance students' learning enthusiasm and participation in the classroom by designing questions that are in line with their interests, achieving a positive interaction between "teaching" and "learning" - the teacher's "teaching" is more transformed into a "guidance", and "learning" becomes the main way for students to acquire knowledge. "Only when there is a positive interaction between 'teaching' and 'learning', can students' learning enthusiasm be truly mobilized." [5] p113 Mobilize students' subjectivity, effectively achieve the organic unity of online and offline, and fully leverage the important role of blended teaching mode in the thematic teaching of 'principles' courses.

4.4. Teachers Should Establish a Scientific and Reasonable System of Assessment, Rewards, and Punishments

In the blended online and offline teaching mode, some students have not fully utilized their subjectivity in the thematic teaching of the "Principles" course, which directly affects the teaching effectiveness of this mode. In order to mobilize the subjectivity of students, teachers need to improve their teaching methods and be good at formulating reward and punishment systems. The subjectivity and initiative of students are not natural, and teachers need to constantly stimulate and mobilize them. In response to the problem that some students do not attach importance to ideological and political theory courses or online courses, teachers optimize teaching content, use vivid and vivid cases, enhance the art of teaching, improve the quality of online course teaching videos, and stimulate students' interest in learning. In addition, it is more important for teachers to establish some reward and punishment systems to motivate students to learn actively, autonomously, and consciously, while providing certain constraints and regulations on students' passive learning behavior.

Teachers can adopt both bonus and penalty systems. The bonus points and deduction system formulated by teachers should be announced to all students in the teaching class at the beginning of the semester, and their opinions and suggestions should be solicited for improvement and supplementation. Both bonus and minus points are aimed at students' academic performance. If they are active, serious, hardworking, and complete the learning tasks assigned by the teacher on time, they will have the opportunity to earn extra points, thereby improving their academic performance and motivating their initiative in learning. For example, students who actively participate in teacher classroom interaction will receive one bonus point per participation. The more times they participate, the more points they will earn. In the final assessment, their overall score will be good. Establish a penalty system for failing to complete the learning tasks assigned by the teacher on time. The more times one has not completed, including being absent or late, the more points will be deducted, resulting in lower grades in daily life and ultimately leading to a lower final evaluation score. In addition to adopting a rigid reward and punishment system such as bonus and deduction points, teachers can also adopt a reputation incentive system, set an example and stimulate students' enthusiasm for learning through evaluations of "learning stars", "teaching experts", "learning role models", etc. Teachers can also use their personal charm to care for students, establish close interaction between teachers and students, and stimulate students' endogenous motivation for learning. For example, teachers send emoticons such as likes, encouragement, cheers, and care to students online, narrowing the distance between teachers and students, allowing students to experience the good moral character of teachers, and generating emotional, ideological, and value recognition of "being close to their teachers and believing in their teachings", possessing the initiative of conscious learning.

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