

# Exploring the Teaching Method of Pictorialization in Ideological and Political Education Courses in Higher Vocational Colleges and Universities

Yinan Bai

School of Marxism, Sichuan Top IT Vocational Institute, Chengdu, China

## Abstract

The rapid development of information technology has put forward new requirements for the traditional teaching methods of ideological and political courses, and the use of pictorial teaching methods can help the teaching methods of ideological and political courses in higher vocational colleges and universities to realize creative transformation and innovative development. The image-based teaching method is in line with the internal logic of the development of ideological and political education, and can help realize the educational function of the ideological and political class. At present, there are several sets of contradictions in the application of pictorial teaching methods in the ideological and political courses of higher vocational colleges, including the contradiction between the fragmented characteristics of images and the systematic nature of the teaching of the ideological and political courses, the contradiction between the rich image resources and the lagging teaching content, and the contradiction between the openness of the educational space and the closedness of the educational environment. In order to deal with the above problems efficiently, in the future teaching practice of Civic and Political Studies in higher vocational colleges and universities, we should innovate the image teaching atlas of Civic and Political Studies and try to avoid the contradiction between the fragmented characteristics of images and the holistic classroom teaching; innovate the image teaching method of Civic and Political Studies and solve the contradiction between rich image resources and lagging of teaching content; improve the closedness of image teaching of Civic and Political Studies, and fully integrate the online and offline teaching resources, and Use ideological and political images as an auxiliary means of classroom teaching.

## Keywords

Ideological and Political Education Courses ; Pictorialization; Teaching methods.

## 1. Introduction

On May 12, 2024, Xi Jinping recently gave important instructions on the construction of school ideology and politics courses, pointing out that we should always adhere to the guiding position of Marxism, and promote the connotative development of the construction of ideology and politics courses by observing the correctness and innovation, and constantly improve the relevance and attractiveness of the courses[1]. With the continuous development of digitization, networking and intelligence, new media has penetrated into various fields such as social life and education. Images, as an important communication method of information technology, are gradually replacing text, presenting a variety of forms, such as short videos, emoticons, motion pictures and animation creation, etc[2]. Although these images have different forms, their common meaning is to convey information through "image symbols". In this process, people's cognition, expression, understanding and retransmission of images play a crucial role. Image-based teaching is a teaching concept that takes images as the main carrier, mobilizes students'

visual and auditory senses in the teaching process, and enables students to understand the teaching content intuitively [3]. The expressions and mechanisms spawned by the image era have an important impact on the shaping of human thought and the formation of values. For example, in the teaching of Civic and Political Science classes, the rational use of "image symbols" can bridge the gap between "teachers' inability to speak" and students' inability to understand'. For example, in the teaching of Civics and Political Science class, the rational use of "image symbols" can bridge the generation gap between "teachers can't speak well" and "students can't understand". Due to the role of visual cognition, abstract logic can be transformed into figurative image discourse, which is in line with the tendency of the present-day college students to communicate in a pictorial way. In order to deliver a good Civics course, we must rely on the support of image culture. By processing information twice, integrating the resources of the Civic and Political courses, adopting appropriate ways and methods, and making full use of the advantages of pictorial narration, we can avoid the single, obscure and complicated problems of textual narration, so as to make the narration of the Chinese story clearer, more focused, and simple to understand.

## **2. The Necessity of the Application of Images in the Teaching of Civics and Political Science Courses in Higher Vocational Colleges and Universities**

Civics class is a key course to implement the fundamental task of cultivating moral character, the role of Civics class is irreplaceable, and the Civics teaching team has a great responsibility. As the main channel of ideology, teachers of Civic and Political Science Classes should conform to the requirements of the times, innovate teaching methods and approaches, and seek carriers and media for the work of Civic and Political Science. In today's society, the trend of transformation from text era to map-reading era is becoming clearer and clearer. From the point of view of genesis, the arrival of map-reading era should be attributed to the development of modern information technology, so people's cognitive way is also gradually presenting the characteristics of pictorialization [4]. Therefore, the necessity of pictorial teaching is not only in line with the internal logic of the development of ideological and political education, but also can maximize the teaching function of the ideological and political class.

### **2.1. In line with the internal logic of the development of ideological and political education**

Ideological and political courses in colleges and universities not only involve theoretical research, but also require a practical approach. If the ideological and political courses in colleges and universities want to be practical, college teachers should pay close attention to current affairs and politics or hot news, not detached from reality, and help maximize the teaching effect through information technology and network media. The traditional teaching method uses a combination of language and text teaching method, this teaching method is often boring and uninteresting to attract students' interest in learning, at this time the image can be integrated into the teaching as a supplement to the conventional teaching methods, and the language and text to form a synergy to enhance the classroom effect, improve the acceptance of the audience.

The application of images in the teaching of ideology and politics can form a synergy with the traditional teaching methods to realize the enhancement of the effect of ideological and political education in colleges and universities. On the one hand, the use of image-based teaching methods in the process of ideological and political education in colleges and universities can fully stimulate the vitality of the ideological and political classroom. Teachers of ideology and politics use modern information technology to create a combination of "online" and "offline"

teaching methods, microclasses, online courses as a flexible means of teaching to break the time and space constraints, providing convenience for the audience. Online teaching methods are more used during the COVID-19. In order to stop the spread of COVID-19, under the background of closure and control, flexible image teaching not only ensures the teaching quality, but also highlights the effectiveness of ideological and political education. On the other hand, the use of image-based teaching methods in the process of ideological and political education in colleges and universities can help to improve the students' ability to digest and absorb the teaching materials. The traditional teaching method relies on text and language, which is easy to cause the problem of the teacher's subject and the recipient's content not dovetailing, and the traditional teaching method also faces the problem of insufficient inspiration for the students' imagination. As a supplement to text and language, images can make up for the shortcomings of traditional teaching methods in a more intuitive way, avoiding the situation in which the main body of the teacher "talks to himself" and the students are indifferent. The use of image-based teaching methods can vividly display the teaching content and inject vitality into the Civics classroom of higher vocational colleges and universities. Therefore, the rational use of images is of great significance in enhancing the effect of ideological and political education in colleges and universities.

The integration of pictorial teaching methods into ideological and political education can improve students' political literacy and thus promote ideological work. Ideological and political education covers a wide range of social groups, so the discipline of ideological and political education is characterized by a complex system and a broad scope. In view of this, if the static way of teaching or "duck" teaching will cause the effect of ideological and political education is unsatisfactory, and it is difficult to put the ideological work in place. In addition, ideological and political education itself is an important part of the superstructure, relying only on the text or language, it is difficult to timely and accurately convey the spirit of the policy documents to the public, taking into account its rigorous, political characteristics, it is necessary to adjust and innovate the original teaching methods, the original single teaching method is no longer suitable for the development of today's society in order to enhance the influence of the discipline, enhance the teaching effect, and improve the quality and effectiveness of the teaching methods, in order to enhance the quality and effectiveness of the teaching methods. In order to improve the influence of ideological and political education, enhance the teaching effect, and promote the spirit of the times, it is necessary to apply information technology to the classroom, and enhance the attractiveness of the ideological and political classroom more flexibly, vividly and intuitively through the pictorial teaching method.

## **2.2. Helping to realize the educational function of the Civics Course**

According to Peirce's exposition of the nature of symbols, we can come to the conclusion that a symbol is not only a way to express a thought, but also any thought itself can be regarded as a symbol. In the subject area of ideological and political education, the content of ideological and political education contained in images has a nurturing function. The fundamental task of ideological and political education is to cultivate "four" citizens with cultural and educational attributes. Therefore, both images and ideological and political education can convey certain ideological content, have an impact on people's thoughts and behaviors, and have an educational nature, and there is a relationship of fit between the two. First of all, images as a tool for conveying meaning itself has a nurturing function. In the production process, the producers of images are real-life people, human beings are the creators of symbols, and they use images as a tool to express their own life experience and ideology, and express their inner thoughts through material forms, so as to realize the educational purpose. In the process of image production, the producer can give full play to his subjective initiative, modeling on technical materials according to his personal ideas and experiences in order to convey the

message that the educator wants to convey. Both from the point of view of the maker and the production process, images play the role of transmitting knowledge, culture and experience of activities. In addition, images help to create a nurturing atmosphere. The use of image technology to build a visual space allows the audience to produce an immersive sense of participation, and with the scenes, characters and other elements in the image, consciously stimulate the relevant emotions and memories in the brain, so as to realize the goal of self-education. Secondly, as far as the discipline of ideological and political education is concerned, it is of great significance for expanding people's knowledge, enlightening people's thinking and regulating people's behavior. From the point of view of the nature of the discipline, the attributes of ideological and political education are multifaceted and three-dimensional. Especially the ideological attributes are unique and core attributes. From the perspective of the fundamental task of ideological and political education, its task is to cultivate "four" citizens. In addition, the purpose of ideological and political education is to make the target achieve an ideal state of thought, behavior and social activities through a series of teaching and practical activities. Generally speaking, ideological and political education itself is a kind of targeted, planned and organized educational activities, which has the function of transmitting ideological culture and ideology. Image and ideological and political education both have the function of transmitting information and educating people, and have a high degree of compatibility in the field of education, and combining the two for teaching can get twice the result with half the effort. By integrating the content of ideological and political education into the image, it can make the complex and esoteric principles and concepts, historical facts and veins become intuitive and easy to understand, and effectively solve the problem of the dissemination effect of ideological and political education. Therefore, the use of images in ideological and political education is essential.

### **3. Problems in the Application of Pictorial Teaching in Ideological and Political Courses in Higher Vocational Colleges and Universities**

Compared with the high-speed development of information technology, the reform of the educational field has a significant lag, especially in the field of teaching of ideological and political courses, the theoretical research and practical thinking of the ideological and political courses in higher vocational colleges and universities for the teaching of pictorial teaching is relatively weak. In the eyes of individual teachers, pictorial teaching is to transform text into PPT or picture form, or simply insert videos and pictures to echo the teaching content, and few teachers really pay attention to the origin and development of pictorial teaching of ideological and political courses. In the long run, the fragmented images will intervene and even interfere with the systematic teaching mode of Civic and Political Education, resulting in the difficulty of effective communication and exchange between teachers and students, and the fragmented teaching will disrupt the rhythm of teachers' lectures, which will affect the classroom effect, and the students' ability to receive the teaching content will also decline. At the same time, due to the strong theoretical nature of the ideological and political education program itself, it will also lead to teachers pay too much attention to the conceptual interpretation and abstract explanation, it is difficult to combine the content of the textbook with the students' life practice, and it is difficult for students to produce emotional resonance, which directly affects the interest and attractiveness of the classroom. In addition, many Civics teachers will confuse the text teaching method with the pictorial teaching method, resulting in an open educational space and a closed educational environment presenting an antagonistic situation. This kind of fuzzy conceptual teaching method is difficult to realize the efficient linkage between the textual

language and the image carriers in the teaching process of the Civics classroom in colleges and universities.

### **3.1. The contradiction between the fragmented characteristics of images and the systematic teaching of Civic and Political Science Classes**

In the classroom teaching practice of Civic and Political Science in higher vocational colleges and universities, the use of image-based teaching methods mainly relies on students' "watching" videos or images, and teachers realize online or offline interactions with students by displaying images related to classroom teaching. However, it is difficult to ignore the negative impact of the fragmentation of images throughout the teaching and learning process in pedagogical research. Many videos or images use fragmented narratives, with weak cause and effect relationships or poor logic, and the inherent fragmentation of images artificially cuts the systematic nature of Civics teaching, directly affecting the integrity of the teaching system and teaching content. Image-based teaching certainly caters to the cognitive style of young students and enhances students' interest in learning, but it is difficult to fundamentally resolve the contradiction between the fragmented characteristics and the systematic teaching mode, and it will even be counterproductive if it is not handled properly [5].

### **3.2. The contradiction between rich image resources and lagging teaching content**

In the era of rapid development of information technology, the rich image resources and the lagging of teaching content simultaneously affect the practice of ideological and political teaching pictorialization in colleges and universities. On the one hand, pictorial teaching can promote students' immersive experience through pictures and videos, and then produce the effect of "shape shaping" and "group shaping". On the other hand, pictorial teaching can enrich the teaching resources of Civic and Political Science courses in colleges and universities, and make theoretical knowledge more tangible. However, due to the strong theoretical nature of the teaching content of the Civic and Political Science Class, the lagging of the teaching content is difficult to avoid. If the lagging nature of the teaching content of Civic and Political Science Classes cannot be improved, in other words, if the teaching materials of Civic and Political Science Classes are not updated in time, and if the teaching method of pictorial teaching is adopted in time, the teaching process can hardly keep abreast of the times, and it is difficult to avoid the situation that Civic and Political Science Classes are "in the cold".

### **3.3. The contradiction between the openness of educational space and the closedness of educational environment**

Although image-based teaching can bring convenience to the Civics class, it will have positive or negative impacts on campus culture and students' learning thinking. Due to the different cognitive levels of the audience groups, the teaching methods of Civics courses in colleges and universities are different from those in primary and secondary schools; due to the different teaching contents, the teaching methods of Civics courses in colleges and universities are also different from those of other professional or public courses in colleges and universities, which are specifically expressed in the systematicity of the teaching methods, the theoretical nature of the teaching purposes, the authenticity of the teaching contents, and the grandiose scope of the teaching [6]. Against the background of the rapid development of information network, college students interchange roles and receive diverse information through pictures and videos. The openness of the external environment breaks the information cocoon and narrows the scope between young people and the world, and external information becomes accessible. But at the same time, the closed nature of the educational environment has broken this balance, if the teaching method of the ideological class is not timely and innovative conversion, it will certainly affect the teaching effect of the ideological class.

## **4. The Perfect Path of The Application of Pictorial Way of Teaching Civics and Political Science Class in Higher Vocational Colleges and Universities**

From the point of view of the teaching reform of civic politics courses in colleges and universities, the use of pictorial teaching method is a “double-edged sword”, if it is used appropriately, it will help to improve the quality of teaching of civic politics courses and help the cultivation of civic politics talents; if it is not used properly, it will put the cart before the horse and deviate from the original intention of teaching civic politics courses. Therefore, in the process of exploring the use of image-based teaching methods in higher vocational colleges and universities, it is necessary to combine the actual problems faced by the image-based teaching methods of civic and political courses, and put forward effective solutions through research and practice. In order to achieve this goal, firstly, it is necessary to innovate the image teaching book of Civics class to avoid fragmented images cutting the wholeness of Civics class; secondly, it is necessary to innovate the image teaching method of Civics class in order to solve the contradiction between rich image resources and lagging of teaching content; finally, it is necessary to improve the closedness of Civics image teaching and break the barriers between Civics classroom of colleges and universities and the external teaching environment.

### **4.1. Innovative image teaching mapbook for Civics and Political Science class**

Although the information such as pictures and videos that students come into contact with in their daily lives is characterized by fragmentation, its contradiction with holistic classroom teaching can be avoided as much as possible in the specific teaching design. On the one hand, in the process of image selection, it should be ensured that the pictures and videos fit with the classroom content, maximize the positive role of images in classroom teaching, make reasonable use of the image approach, and the content of the selected images should ensure the authority, and the viewpoints involved in the videos should be objective and neutral, without obvious orientation. On the other hand, attention should be paid to the articulation of the teaching content and images to prevent the obvious fragmentation of the teaching content of the images and the Civics class. In the process of selecting specific teaching methods, the combination of online and offline methods can be adopted, and students can discuss the image video viewpoints through the online teaching platform, or they can be grouped offline and participate in the classroom discussion in the form of group work. At the same time, teachers of the Civics class in colleges and universities should also pay attention to guidance, positively guide students not to deviate from the classroom, and turn the image into one of the teaching tools to help improve the classroom effect.

### **4.2. Innovative image-based teaching methods for Civics and Political Science courses**

In order to solve the contradiction between rich image resources and lagging teaching content, and to realize the ideal teaching effect of Civics class in the process of teaching in colleges and universities, it is necessary to change the traditional teaching method and innovate the teaching method of Civics class pictorialization in the process of enriching the teaching content and constructing the teaching system with the help of images, so as to make the socialist core values orientation more clear in the process of classroom teaching. In the process of image teaching, it is necessary to mobilize students' enthusiasm and achieve teaching effect at the same time, which requires teachers of Civics and Political Science in higher vocational colleges and universities to base on the teaching materials, grasp the important and difficult points, and flexibly use the image mode [7]. One of the effective methods is to apply the images of Civics and Political Science to specific practices. For example, when teaching the Chinese spirit, the graphic elements of traditional Chinese culture can be extracted and applied, and the power of

role models can be presented to students through the examples of “National Moral Exemplars”. In this way, students not only intuitively integrated into the teaching situation, but also absorbed and digested the teaching content.

### 4.3. Improving the Closedness of Pictorialized Teaching in Civics Classes

In order to solve the contradiction between the openness of the educational space and the closedness of the teaching of Civic and Political Science Classes, innovating the teaching content of Civic and Political Science Classes is one of the most effective methods. To innovate the content of Civic and Political Science class, on the one hand, it is necessary to organically combine images and textbooks, integrate online and offline teaching resources, and make Civic and Political Science class more practical, relevant, and interesting with the help of images. In the process of teaching Civics and Political Science in higher vocational colleges and universities, it should also be noted that not all teaching content can be expressed by means of images, and continuous teaching content and strict logical system still rely on the text teaching [8]. On the other hand, it is necessary to comply with the requirements of the development of the times, and use ideological and political images as an auxiliary means of classroom teaching to help analyze and solve problems, and Marxist theory, as a constantly evolving and open theory, is more in need of creative transformation and innovative development. The image-based teaching method puts forward higher requirements for teachers of ideology and politics, who need to use the image medium to transform the abstract text of ideology and politics into a concrete expression, systematically unfolding and deepening the layers [9]. The use of image-based teaching method can promote Marxism in the new era to revitalize and improve students' acceptance of Marxist theory.

Since the end of the 20th century, the status and role of images in the practice of education and teaching have been increasing, gradually replacing the simple text description, quietly changing the way students cognize the world. At present, the teaching reform of the Civics and Political Science course is being continuously promoted, and the teaching content and methods have undergone great changes. In the context of this era, there is a need to increase the proportion and weight of image narratives in traditional Civics class narratives, and to break the deadlock in Civics class in terms of image cognition. In order to achieve this goal, in addition to the points mentioned in the article, efforts are needed in the following aspects: first, teachers of Civics courses should clearly understand the nature of the pictorial turn and the logic of graphic conversion, adjust and optimize the teaching discourse, and give full play to the nurturing function of image narratives. Secondly, teachers of Civics should take the micro perspective as the starting point, utilize vivid and graphic life language and emerging media platforms to convey the mainstream ideology to students, and complete the construction of image narratives of Civics by actively changing the way of discourse expression. In order to realize the integration of image narrative and the teaching practice of Civic and Political Science Class, it is necessary to continuously improve the affinity of Ideological and Political Theory Class, and strengthen the systematic research and innovative application of image narrative. Fully recognizing that the image narrative of ideological and political class is a systematic and scientific practical work, it is necessary to repeatedly explore, condense and summarize the relevant concepts and elements and express them concretely, so as to guide the young students to accept, understand and agree with the goal of ideological and political education actively and proactively.

## 5. Conclusion

Against the backdrop of the rapid development of information network technology, the vast majority of young people tend to “read pictures” rather than “read texts” in the process of receiving information. Images have penetrated into all areas of social life, not only as a form of existence, but also undertake the important mission of disseminating theories, guiding values

and shaping beliefs. In the digital age, people have become accustomed to the image-based existence. The teaching reform of Civic and Political Science Class in colleges and universities has also found new development opportunities in the age of pictorialization, and through vivid and intuitive but thought-leading video images, it enters the learning and life field of young students and adjusts the inherent mode of thinking. Although the image-based teaching of the ideological and political courses in colleges and universities is still relatively shallow and fragmented, the opportunities brought by visual images cannot be underestimated, and the innovative power brought by them cannot be ignored. In order to adapt to the development trend of the times, teachers of college civics courses need to attach great importance to the ideology, but also need to have a precise force in their work, and deeply explore the educational value of visual images. In addition, to avoid the misunderstanding of completely replacing theoretical lectures with visual images, they should focus on reshaping the graphic-textual relationship in the digital era, realizing the benign interaction of convincing people by reasoning, affecting people by feeling and educating people by morality, and exploring the way of harmonious symbiosis between language and text and visual images.

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