

Innovation and practical research on the teaching content, means, and methods of university public courses under the background of digital technology

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Abstract- Professional education and public course education are two major modules of modern university education. Public course education carries the inheritance of civilization, the communication and dialogue between civilizations, and the shaping and cultivation of the personality of college students. However, the difficulty of public course education is very high. To change the indoctrination teaching method of public courses, on the one hand, it is necessary to start from the teaching content, that is, to focus on the humanistic classics of various civilizations and cultures; On the other hand, it utilizes various convenient and innovative teaching methods brought by digital technology. However, digital technology may bring both opportunities and new risks to the reform of public course education.

Keywords: digital technology, humanistic classics, ideological history, practical methods

1. Research background and significance

Professional education and public course education are two major modules of modern university education [1]. Public courses are an important component of the curriculum system in universities. As an important channel for inheriting civilization and cultural ideas, public course education should effectively follow the laws of ideological education, teaching and educating people, and following the laws of student growth. Efforts should be made to cultivate new generations who are responsible for the inheritance and development of human civilization,

and to cultivate modern college students who comprehensively develop morality, intelligence, physical fitness, aesthetics, and labor. In fact, as the leading educators of theoretical courses in public courses, university teachers have made many attempts to innovate teaching methods. However, due to a lack of sufficient understanding of fundamental methodological issues and deficiencies in the integration and innovation of teaching methods, the effectiveness of modular education in public courses is not satisfactory.

In response to this situation, we need to first clarify the necessity of innovating the teaching methods and means of public courses in universities. Firstly, the continuous enrichment and innovation of the teaching content of public courses require continuous innovation in the teaching methods and means of public courses. The teaching content of public courses should not only enrich students' theoretical knowledge of civilization history and ideological history, but also enhance their ability to integrate theory with practice and continuously transform theory into practice. Therefore, the teaching methods and means of public courses need to be innovated according to time and place to enhance students' comprehensive ability and ideological perspective in public course learning; Secondly, the constantly changing teaching environment of public courses requires continuous innovation in teaching methods and means. Firstly, as we enter the 21st century, the external environment faced by each country has undergone changes. As Huntington said, the conflict between civilizations has intensified, and the ways of

infiltration have become increasingly complex. The ideology of civilizations has permeated every aspect of young students' work and life, and has also formed an impact on the mainstream values of different countries. Secondly, the rapid popularization of the Internet and mobile intelligent terminals makes it easy for students to lose themselves in the vast amount of information, thus being invaded and submerged by a large amount of negative information. In addition, people are also concerned that the use of mobile phones by college students is negatively correlated with academic performance and physical and mental health[2]. How to better leverage the value leading role of public courses, safeguard the mainstream ideological security highland of the country, and inherit the civilization of our own nation, will also be a new challenge faced by public course teaching. Finally, the personalized needs of the educated are diverse and diverse. Educators have a strong sense of autonomy and individual psychology, more diverse ideological concepts, and more open and free values. Therefore, the teaching methods and means of public courses should continuously improve the flexibility of course teaching to fully meet the personalized learning needs of learners. Thirdly, the urgent need to improve the teaching effectiveness of public courses requires continuous innovation in teaching methods and means. As a key course to implement the fundamental task of cultivating morality and cultivating talents, public courses have had unsatisfactory results in the actual teaching process of university education. Firstly, traditional indoctrination teaching methods are difficult to stimulate students' interest and initiative in learning; Secondly, students' purposefulness and utilitarianism in course learning outweigh their self-awareness; Finally, the rapid development of new media and new technology is further affecting the way of life and learning of contemporary college students. The constant popularity of the Internet and mobile intelligent terminals has also made students become "Smartphones and pedestrian safety" in the classroom. In order to better play the role of ideological and political education, we need to constantly innovate the educational methods and means of public courses. Public course teaching should fully recognize this, transform

traditional indoctrination teaching methods, and respect students' personalized development needs.

The original humanistic classics not only contain books on traditional culture, but also include the civilizations and ideas of Western and other countries and regions. These classic works respond to the fundamental issues of each nation's era and practice, containing the basic stance, wisdom, and methods of this nation, and are an important carrier for the inheritance and development of civilization. Advocating reading classics is an inherent fine tradition of Chinese learning since ancient times[3]. The original humanistic classics are the ideological source and original text of public courses in universities. Integrating the original humanistic classics into the teaching of public courses in universities can help overcome the cognitive misconceptions of college students towards ideological theory and the guidance bias of teachers. Guided by classic texts, it helps to enhance students' understanding and mastery of the fundamental principles of civilization and culture, stimulate their interest in learning humanistic classics, and effectively enhance the practical effectiveness of course teaching. When students receive information in their preferred learning style, their learning outcomes will be better[4]. Therefore, how to break through conventions, adapt to changes, change fixed teaching concepts and methods, use digital technology to promote curriculum reform and innovation, promote the connotation development of curriculum construction, and continuously push the humanities education work in universities to new levels while maintaining the original principles of ideological education is a question that we educators should deeply consider.

Public courses, as one of the main channels of ideological and political education, are an important path to guide young students to establish a correct outlook on life, values, and the world. With the development of the times, the personalized development needs of young students are significant. However, many public class classrooms still use traditional teaching methods and methods, resulting in a decrease in students' learning enthusiasm and poor teaching effectiveness. Faced with the

development trend of education and teaching reform and innovation, the main innovative method and practice is to apply the combination of humanistic classic works and digital technology teaching to practical teaching, integrate with other innovative methods, and conduct research on them to solve problems encountered in the process of innovation and practice. The application of interdisciplinary theoretical research, such as science and technology theory, pedagogy theory, psychology theory, Communication studies theory and other disciplines to conduct comprehensive research, in order to enrich the innovation and practice of teaching methods and means of public courses. Summarize and explore its innovation and practical path from multiple levels of teaching subject, teaching object, and teaching classroom, and apply it to practical teaching to enhance the infectivity, appeal, and affinity of public courses, thereby further improving the teaching quality and effectiveness of public courses.

2.The Theoretical Logic of Innovation in the Teaching Content of Public Courses

The interaction between the teaching subject and the teaching object is the soul of public courses. If public courses can truly achieve the effect of cultivating morality and cultivating students, it is necessary to have a practical impact on students. Therefore, it is necessary to enhance the interaction between the teaching subject and the teaching object, rather than completing the teacher's "solo play" in the actual classroom. The teacher's blindly indoctrinating teaching mode will make students passively accept theoretical knowledge, and it is difficult to really understand the connotation of knowledge, and even make students have a rebellious mentality, which makes it difficult to achieve the desired effect in public lessons. Enhancing the interactivity between the teaching subject and the teaching object can enable students to continuously enhance their awareness, initiative, and initiative in learning public courses during the interaction process. The interaction between teachers and students not only has a positive impact on learning outcomes, but also has a positive impact on learning outcomes through the mediating effect of psychological atmosphere and

learning engagement[5]. The continuous innovation of teaching content is the source of public courses. As a highly civilized and explicit course, public courses have always been based on scientific methodological principles, committed to studying the objective laws of people's ideological formation and development, thereby helping college students form a correct worldview and outlook on life. On the basis of a series of regular understandings and successful experiences formed over the long term in this course, public course teachers should base themselves on the history of human civilization and grasp the main theme of the development and evolution of mainstream social ideologies. As an important carrier of public courses, humanistic classics play a fundamental role in the construction of public courses. Classical works of humanities are the basic theoretical basis for education and teaching, as well as the material source of original text ideas. Without classical works of humanities, public course education will become a water without a source and a tree without roots. However, how to present the ideological charm of humanistic classics in the classroom is an important part of facing the wave of education and teaching reform. Therefore, it is necessary to innovate teaching methods and means based on the application of digital technology.

Firstly, public course teachers should transform students' ideological concepts and attach great importance to their thinking. The teaching method of exploring the history of thought from the perspective of humanistic classics focuses on the study and exploration of the classics. Secondly, teachers should pay attention to using classic original works as the main clue for teaching. Teachers pay attention to exploring the shining points of the original work, introducing relevant materials such as the background of the classic work appropriately, and aligning the humanistic classic work with the issues of the times. Thirdly, we should actively build a network platform of "Internet plus Principle Course", deeply dig out the classic original content related to "Principle Course", and present it to students through diversified network forms and technical forms, so as to make public course teaching more attractive and appealing. Finally, the course assessment

should be based on the original work as the basic material, and digital technology should be used to increase the diversity of assessment, ensuring the effectiveness of teaching methods and means that integrate humanities classics with public courses.

Integrating theory with practice gives new vitality to public courses. Theory originates from practice and serves practice. The ultimate goal of public courses is not just to teach theory, but to improve students' ability to connect theory with practice and apply theory to practice. Therefore, public course teaching must continuously connect theoretical knowledge with the real world, enhance students' awareness of problems and exploration during the learning process, To achieve the ability to apply relevant theoretical knowledge to analyze modern social phenomena and solve practical problems.

3.The Value Logic of Integrating Classical Humanities with Public Courses

Strengthen college students' ideals and beliefs, enhance cultural self-confidence, and enhance Cultural identity. The integration of humanistic classics into public courses in universities is a solid foundation for enhancing the ability to distinguish right from wrong, enhancing confidence, and enhancing identification. It is also an inevitable choice for achieving innovation in curriculum teaching methods and means. If the young generation has ideals, skills, and responsibilities, the country has a future, and the nation has hope. Therefore, to give full play to the Absolute advantage of colleges and universities in cultivating high-quality talents and implementing the fundamental task of morality cultivation, we should not only pay attention to cultivating college students' humanistic quality, but also focus on improving their ideological level. As the main force of the "new generation" of the times, college students have already possessed basic learning abilities and certain cultural literacy. However, the development of the information society has brought a certain impact on the reading of classic works by college students, and the trend of reading entertainment is becoming increasingly prominent. Especially when college

students face the rampant spread of other cultures and the surge of various social trends, a solid theoretical foundation is a necessary prerequisite for their firm belief. The teaching of public courses enables college students to master the essence of human civilization and culture through reading classic literature, further enhancing their theoretical and cultural confidence. Only by transforming theory into inner beliefs and experiencing the value and significance of human thought in practice can we truly grow into a new generation responsible for the inheritance of civilization.

Enhance the professional literacy of public course teachers and take on the important mission of education and teaching work. The original humanistic classics are an important theoretical source for public courses, and teachers' learning and mastery of these classics is an inevitable requirement for their professional development. Teachers need a profound theoretical foundation to thoroughly and vividly teach the ideological connotations of humanistic classics to college students, and to apply Marxist theory to analyze and respond to practical problems. On the one hand, teachers are required to truly learn and understand the classics, and to be familiar with them in their hearts. On the other hand, teachers are required to truly believe and apply them, grasp the latest theoretical achievements of civilization development through thorough reasoning that connects with reality, continuously improve their theoretical literacy, and develop towards professionalism. Public teachers should not only focus on the breadth and depth of their own reading in the teaching of reading humanistic classics, but also experience the different dimensions of students' understanding of the classics in their teaching. Only in this way can we effectively improve the professionalization level of research and teaching, and take on the mission of teaching classic reading and theoretical education.

Innovate teaching methods and means for public courses, and improve the effectiveness of course teaching. Public courses have strong theoretical significance, and there are generally the following problems in practical teaching work: firstly, the textbook system is not suitable for

teaching and learning. Textbooks are the direct driving force behind students' learning interests. Although the current textbooks have undergone multiple revisions and authorizations, there is still a significant gap between them and the actual teaching situation. The textbook lacks knowledge and interest, making it difficult to arouse students' interest in learning. Secondly, teaching lacks theoretical depth, making it difficult for students to understand thoroughly. At present, teaching generally only regards public courses as a knowledge impartation, without seeing the ideological nature behind them. The lack of theoretical depth in teaching leads to a hollow preaching of principles, and students may not truly understand. Under the guidance of teachers, cultivate students' reading interest, absorb the essence of humanistic classics through in-depth thinking, fully leverage the attractiveness and persuasiveness of humanistic classics to students, enhance their sense of identification, and enhance their sense of gain in learning, thereby improving the effectiveness of public course teaching.

4.The Practical Logic of Digital Technology in Public Course Teaching Methods

As smartphones and other wireless technology devices become increasingly popular among the public, it is meaningful for schools and educational institutions to effectively utilize them by bringing technology into the classroom[6]. Digital technology has challenged the traditional teaching process of public courses, while also bringing huge development opportunities to public courses. First of all, digital technology has expanded the breadth and content of the curriculum. Digital technology has changed people's ability and way of acquiring knowledge. Digital technology represented by blockchain, Big data, cloud computing, the Internet of Things, 5G and other high-tech technologies also shows the network diversity and sharing of knowledge and information, which greatly improves the fairness of knowledge education. Secondly, digital technology provides a large amount of public course resources, expands students' free choice, and also expands the teaching audience of teachers,

forming a multi-level interactive relationship between technology, teachers, and students. Once again, digital technology has broken the time and space limitations of traditional teaching, and can shape new learning methods in virtual spaces by breaking regional limitations. Finally, digital technology provides convenience in student exams and assessments[7] , as well as in terms of learning completion. Especially the online teaching platform developed based on digital technology can provide universities with a comprehensive and systematic learning process before, during, and after class. In addition, digital technology can serve as an opportunity for continuous and lifelong education in college education.

With the rapid advancement of digital technology, its impact has permeated many fields, and education is definitely a key field, and digital technology has been successfully integrated into it[8]. Digital technology has brought new opportunities to traditional public course teaching methods. Firstly, the use of digital technology in teaching has broken through knowledge barriers in different professional backgrounds such as social sciences and natural sciences. Public courses can effectively address the disciplinary gap in humanities and sciences, providing students with a relatively fair learning environment. Secondly, in terms of the content of public courses, most of them involve the basic understanding and mastery of a country's historical knowledge in social economy, politics, ideological culture, military affairs, science and technology and other aspects in a certain period of time, so that the scientific historical conclusions can produce a deep sense of identity. In the future, teaching methods can only be presented to students in a descriptive manner, while the application of digital technology can be directly demonstrated to students through 3D animation, virtual scene reproduction, and other methods. At the same time, it can also dynamically display civilizations of the same period horizontally, compare civilizations and cultures of different periods horizontally, and even reproduce more complex history. Once again, digital technology can break through the limitations of teaching time and space, allowing students to participate in teaching activities, providing

opportunities for students to participate in discussions and express their opinions, changing the drawbacks of one-way knowledge transmission in indoctrination teaching, and reforming the distance relationship and overall structure of teaching. Finally, digital technology has led universities to establish a large number of modern teaching places such as intelligent classrooms and simulation laboratories, and new teaching forms such as MOOC, micro classes, and Flipped classroom have also emerged. Through these advanced digital technologies, rich practical and life materials can be supplemented in public classroom teaching, and students can also obtain a large amount of learning materials, enriching the course content. Most importantly, teachers can better guide students' questions through transmission methods such as audio, video, and pictures, thereby inspiring their interests.

In short, the application of digital technology has provided opportunities for the development of public course teaching, changing the traditional teaching methods of boring and rogue students. In recent years, there has been increasing research on the design, use, and evaluation process of mathematical learning tasks related to digital technology for teachers' professional learning[9]. Even in terms of humanistic classics, it is possible for everyone to share, discuss, and read the same book.

While digital technology can bring opportunities to public course teaching, it may also bring risks. Digital technology is a double-edged sword. If applied properly and organically integrated with public course teaching, it can have a positive integration effect. Otherwise, it will have negative consequences. We need to continue promoting technological innovation, but we need to combine it with standardized innovation work and establish a stronger sense of ethics and responsibility among the leaders of the technological innovation journey[10]. First of all, although digital technology provides convenience for teachers and students, the knowledge system is also easy to Discretization, which makes students lack of deep exploration of knowledge, and form their own unique indirection, which is closely

surrounded by the ocean of knowledge, thus making students lack of shaping personality, cultivating independent personality, and also easy to lead to teachers' laziness. Secondly, the essence of teaching is interpersonal communication, and even the most advanced digital technology cannot replace face-to-face emotional communication. The development of cold digital technology cannot conceal the inherent humanistic care in public course teaching. Finally, digital technology still needs long-term exploration in the teaching process of public courses. The development of science and technology has brought severe tests to various civilizations around the world, and public course education is to guide students on how to settle down in the era of science and technology. Any preferences, emotions, interests, and tendencies of a person may be accurately captured by algorithms, but this can only treat public courses as an adjunct beyond reason. The essence of public courses is not to dissect and calculate students' lives, but to stimulate students' understanding of the meaning of life. If digital technology cannot make students immerse themselves in social life, the loss of emotional life will only make students regard civilization and ideas as dogmas. Universities are not only incubators of science and technology, but also operate the power of nature. They are also places for the inheritance of human civilization and a reflection of its historical significance. In other words, the essence and nature of human beings can only be interpreted as inferential intelligence and pure rationality that receive sustained attention and respect. Therefore, this only points to the natural intelligence of artificial intelligence. The product of attempting to make the entire human race and its history worship it with the aim of artificial intelligence and digital technology has become a contempt for all human nature and emotions in their own education. Reason and irrationality are both human spiritual activities. The task of university education is no longer to adhere to traditional education and the possibility of civilization. Or, to put it another way, we should take ourselves to continue the affirmation of the meaning of life from our predecessors and the struggle for it in this era of continuous technological innovation. The great power of ancient classics is to systematically and

unambiguously lead people towards this common source of origin. In this sense, identifying with civilization is identifying with the complete human nature itself. In the era of Digital transformation, the integrated application of digital technology in ideological and political education in colleges and universities has generally shown a trend of overlapping development[11]. Therefore, the development of public course education has a long way to go. The empowerment of digital technology in ideological and political education in universities has changed the closed and single traditional teaching system, injecting new vitality and adding new vitality to ideological and political course teaching. It is a rational and scientific move closely related to the times[12].

5. Conclusion

This article proposes that modern university public course teaching should be equally emphasized with professional course teaching. In response to the current difficulties in public course teaching, it is believed that classic works of humanities should be the main development discovery of public course teaching. This can not only shape the values of college students, but also inherit the culture of the nation. However, the teaching difficulty of the original humanistic classics is relatively high, which places high demands on teachers and students. The application of digital technology can reduce the difficulty of teaching humanities classics in constructing public courses. This article also found that the curriculum composition system and textbook writing difficulty of humanistic classics are high, which poses a challenge to the construction of teacher resources and students' learning initiative. At the same time, it also proposes changes in teaching methods, and digital technology also brings new risks to public course teaching. These difficulties require further expansion of research.

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