

Research on Hidden Skipping Classes in College Students' Ideological and Political Class*

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With the rapid development of modern science and technology in China, contemporary college students' classroom attention is increasingly affected by informatization and networking. This phenomenon is especially true in college ideological and political classrooms. Many college students are in ideological and political affairs. In the classroom, but not listening carefully. Hidden skipping in college students' ideological and political classes is more common. Based on this, the article first summarizes and analyzes the performance of the hidden truancy problem in the ideological and political classroom of college students; secondly, introduces the reasons for the hidden truancy problem of college students in the ideological and political classroom; and finally, the countermeasures and methods proposed in the article are applied to actual teaching.

Keywords: contemporary college students, hidden skipping classes, classroom attention

Introduction

Attention is the direction and activity of a person's mental activities to a certain object. Classroom attention is the premise and basis for students to exert their memory, observation, thinking, and imagination. Therefore, the level of classroom attention determines the efficiency of students' acceptance and absorption of classroom teaching content, and also determines their academic performance (Ding, 2018). The main factors that affect the attention of contemporary college students in the ideological and political classroom are family environment, social environment, educational environment, student's personal attention continuity, and network factors. Especially with the rapid development of modern science and technology in China, the attention of contemporary college students in ideological and political classrooms is increasingly affected by information and networking. Hidden skipping has become a common phenomenon in college ideological and political classrooms.

Hidden Truancy in Ideological and Political Classrooms for College Students

The Problem of Explicit and Implicit Truancy of College Students Should not be Ignored

Explicit skipping refers to the behavior of students deliberately absent from class without asking for leave or asking for leave without approval; while recessive skipping refers to students who fail to concentrate on listening to lectures due to various reasons, although they are attending classes on time. Knowledge in

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classroom teaching, in fact, the transmission did not happen, so the learning effect is equivalent to explicit skipping class.

Relevant research shows that in the past 10 years, the phenomenon of obvious skipping of college students in ideological and political classrooms in China has become more and more common (Wu, 2020). In order to control and solve this problem, many colleges and universities' ideological and political teachers have adopted various measures to stop it, such as naming in class, spot checking attendance, and even punching attendance cards during get out of class. Although this move has made the explicit truancy behavior in ideological and political classrooms under control to a large extent, the problem of hidden truancy has become correspondingly prominent, that is, "being in the classroom and out of mind." The hazards of hidden skipping classes cannot be ignored: First, huge teaching resources are wasted; second, the school's teaching goals cannot be effectively achieved; third, the level of knowledge that college students should have is greatly reduced.

Special Investigation on Hidden Truancy

In order to understand the actual situation of hidden skipping classes, the author made a survey questionnaire on the importance of college teachers' ideological and political classroom teaching behavior factors for college students, and conducted a survey of 300 students in two universities in Shanghai. In order to make students' subjective evaluation of their own hidden skipping rate in ideological and political classrooms more objective and more reflective of the real situation, the questionnaire sets the total number of lessons to six (Too much is not suitable for students to make an objective evaluation), count the number of students attending classes in the total number of times. The survey results show that the vast majority of college students have ever been in a daze in an ideological and political classroom, looking at their mobile phones and even doing homework in other subjects.

The Causes of Hidden Truancy in College Students' Ideological and Political Classrooms

From the source point of view, the factors that affect the concentration of college students' ideological and political classrooms mainly include internal and external factors. Internal factors mainly include psychological factors, such as students' learning needs, learning drive, and learning expectations under the learning motivation of ideological and political education courses, as well as various factors, such as college students' learning outlook, mental health status, and learning habits. The role of these internal factors mainly depends on the improvement of students' self-awareness.

External factors mainly include the pros and cons of the school's learning ideological and political education curriculum, the scientific nature of teaching design (including curriculum content, teaching organization, mode, selection, media selection, etc.), and the implementation of teaching monitoring. This depends on the school and the arrangement and implementation of the ideological and political education curriculum teaching plan at the department level. Among them, ideological and political classroom teaching is one of the main ways for schools to achieve teaching goals and complete teaching tasks, and it occupies a core position in the teaching plan.

As the problem of hidden skipping of college students becomes more and more serious, it is more realistic to study the relationship between the explicit behavior of teachers and the concentration of students in ideological and political classroom teaching under the current new situation.

The Ways to Improve the Concentration of Contemporary College Students in the Ideological and Political Classroom

As far as students are concerned, the ideological and political classroom is the most important channel for absorbing ideological and moral knowledge and improving ideological and moral literacy. Keeping the ideological and political classroom focused directly affects the learning efficiency of the ideological and political classroom and the quality of course teaching. It is the teaching of ideological and political courses in colleges and universities. An important part of reform that cannot be ignored (Wu & Zhang, 2014). By summarizing the existing literature, the author found that the current improvement strategies for ideological and political classroom attention in colleges and universities are mainly divided into physical signal monitoring and teaching environment improvement. Among them, the physical signal monitoring is mainly divided into signal monitoring and eye movement signal monitoring, and the improvement of the teaching environment is mainly divided into the improvement of the physical environment and the improvement of the psychological environment.

The two methods of EEG signal monitoring and eye movement signal monitoring (Yu, 2016), mainly read the EEG signal and the eyeball micro-movement rate to analyze the student's attention state and learning situation in real time in the ideological and political classroom, and analyze the results. Give feedback to teachers and students in order to achieve the effect of real-time feedback of ideological and political classroom attention, thereby, enhancing students' ideological and political classroom attention. However, the above methods all require the installation of special monitoring equipment, which is difficult to popularize due to the high cost of the equipment, inconvenient operation (requiring students to wear sensors, etc.), and the need to improve the accuracy of monitoring. The improvement of the physical environment mainly refers to the maintenance of a good classroom environment, such as suitable temperature, light, sound, seats, etc.; the improvement of the psychological environment mainly refers to the maintenance of a good teacher-student relationship, such as the trust and cooperation of teachers and students in the ideological and political classroom, interaction, etc. In order to improve the physical and psychological environment of students' learning, many ideological and political teachers have actively explored teaching modes, such as flipped classrooms, problem learning, team learning, etc., to improve students' ideological and political classroom attention, classroom enthusiasm, and classroom participation. There are indeed benefits. However, the significant shortcomings of these teaching models are the relatively low teaching efficiency, and these teaching models are only relatively suitable when the number of students is small.

Modern college students' ideological and political classroom courses have strong theoretical teaching, a large amount of classroom information and a fast pace. This requires college students to consciously and actively carry out learning with lasting and stable ideological and political classroom attention to ensure the smooth completion of ideological and political courses. Most studies have shown that the four main factors that affect the attention of college students in ideological and political classrooms and their order of influence are the teaching level and teaching methods of ideological and political teachers, the difficulty of ideological and political courses, the physical and mental state of students, and the order of ideological and political classroom teaching (Tian, 1996). This requires college students to be able to maintain a long period of deliberate attention in the ideological and political classes, and to set up the corresponding content of the ideological and political courses. Therefore, improving the concentration and stability of college students' attention in ideological and

political classrooms is one of the key points of classroom teaching for teachers of ideological and political courses in colleges and universities.

Analysis of the Relationship Between the Explicit Behavior of Teachers in the Ideological and Political Classroom and the Attention of College Students in the Ideological and Political Classroom

Starting from external factors, in order to study the relationship between teacher behavior in ideological and political classroom teaching in colleges and universities, the explicit behavior of teacher ideological and political classroom teaching is divided into visual, auditory, lecture content, teaching method, affinity, and carrier. Seven measures are taken to further enhance the concentration of students' attention in ideological and political classrooms and reduce the rate of hidden skipping in ideological and political classrooms. The following four suggestions and measures are put forward for teachers' ideological and political classroom teaching behaviors.

Further Enhance the Practicality of Ideological and Political Classroom Teaching Content

In the teaching of ideological and political courses, it is closely connected with the social reality and adheres to the teaching concept of "to apply what you have learned and to promote learning". Specific measures: One is to expand the proportion of case analysis in the ideological and political teaching courseware, and the choice of company cases and incident cases should be typical and extensive; the second is to closely integrate the theoretical knowledge of ideological and political education textbooks with the current industry regulatory policies or relevant regulations of industry self-regulatory organizations combination to ensure the real-time and standardization of knowledge application; third, the explanation of professional course business knowledge should be closely integrated with the new situation of industry development to ensure that the business knowledge mastered by students has real-time innovative characteristics. In addition, the selection of the content of each chapter of the ideological and political course textbook is based on the principle of the continuity of the application of knowledge after students enter the society. Generally speaking, the compilation of ideological and political textbooks is relatively comprehensive in the framework structure, but for college students, they will only directly or indirectly come into contact with a part of the knowledge framework of the textbook when they are engaged in work. General explanations are sufficient in politics teaching, and the focus should be on the practical aspects of knowledge and ability application in the work.

Adhere to the High Mental State in Ideological and Political Classroom Teaching and Become a Habit

To some extent, college ideological and political teachers repeat basically the same ideological and political teaching work every day, and even teach the same or several courses for many years. The passion for work will disappear normally, and it comes from all aspects of life. With the interference of problems, ideological and political teachers may bring negative emotions into the ideological and political classroom within a certain range. This will inevitably affect the effect of ideological and political classroom teaching. Therefore, it is recommended to cultivate a positive mental state into a lasting mental habit.

Pay attention to the Mental Health Problems That May Exist Among Some Students Who Hide Truant in Ideological and Political Classes

Paying attention to the physical and mental health of students is not only the job of the school level or the class teacher and counselor. Every teacher, including the ideological and political teacher, has the responsibility

and obligation. From the above analysis, it can be seen that there are many reasons for students' hidden skipping in ideological and political classes, and there are even deeper psychological problems, such as the students' family, life, interpersonal communication, physical condition, and other factors. Events or things that affect the mental health of students. At this time, ideological and political teachers need to take the initiative to conduct equal and candid exchanges with students, and if necessary, work with the head teacher or department leader to help the student get out of the psychological shadow.

Other Control Measures

In ideological and political classes, most college students have the experience of using mobile phones frequently or occasionally. With the sharp drop in the price of mobile phones in recent years, almost everyone currently owns a mobile phone in college students. Coupled with the popularity of smart phones, it is reasonable to believe that the proportion of college students using mobile phones in the current ideological and political classroom will only increase. It is really worrying. Therefore, in order to control this situation, it is necessary for schools to take relevant measures. For example, placing mobile phone signal shielding devices in the classroom on the premise of not endangering the health of students.

Conclusion

To sum up, the rapid development of information technology in the new media era not only provides technical application support for higher talent education and training, but also has a certain negative impact on college students' learning, including ideological and political theory courses. The problem of hidden skipping classes is becoming more and more serious in the current college education system. Colleges and universities should grasp the pulse of the times, apply new media information resources to the construction of college students' ideological education, strengthen positive education guidance, optimize the education system, strengthen the diversified development of education, solve the problem of college students' hidden truancy, and promote the healthy development of talent education and training in colleges and universities.

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