

Enlightenment of Gagne's Teaching Theory to College Curriculum thought and Politics

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Abstract

As the main position of Ideological and political education, colleges and universities undertake the important task of improving the ideological quality of college students and cultivating successors of socialism with Chinese characteristics. The governance of Ideological and political education in Colleges and universities is an important part of national governance, so it is particularly important to carry out ideological and political education in Colleges and universities. To strengthen ideological and political education in college courses, we should constantly reform and innovate in practice, actively absorb various theoretical ideas, and provide guiding ideology for the practice of Ideological and political education in college courses. Gagne's teaching theory research is to combine psychology with school education and make outstanding contributions to the formation and development of teaching technology. Through the study of Gagne's theory, it is found that Gagne's teaching theory and specific operable teaching design technology have important research value for the development of Ideological and political courses in Colleges and universities. Through the use of literature research, questionnaire survey, qualitative research and other methods, this paper studies Gagne's teaching theory, takes the basic idea of Gagne's teaching theory as the guiding ideology, analyzes the problems and current situation of curriculum ideological and political education in college teaching practice, analyzes its reasons, combines the two, and summarizes the Enlightenment of Gagne's teaching theory to college curriculum ideological and political education. It is of great research value for educators, especially ideological and political educators, to study Gagne's theory in depth and obtain enlightenment from it in order to improve the level of higher education. Based on Gagne's teaching thought, this paper integrates ideological and political education into university classrooms, carries out curriculum ideological and political education, and improves the practical application ability of Ideological and political education in Colleges and universities. So far, many experts and scholars have put forward many opinions on the research of teaching theory as the guiding ideology. Ideological and political education in Colleges and universities is

a continuous circular process. Only by continuous research, learning and integration, can we find its pedagogy that meets the requirements of the development of the times, and apply it to education, so that the ideological and Political Curriculum in Colleges and universities should adapt to the modernization of national governance, and enhance the soft power of national governance modernization.

Keywords: Gagne's Teaching Theory, Curriculum Thought and Politics, Enlightenment, Political Teaching Mode, College And University Students

Introduction

Teaching theory refers to the theoretical guidance of exploring how to educate students to learn in the process of school teaching, so as to achieve a certain educational goal. The basic idea of Gagne's teaching theory is to pay attention to the external conditions designed by educators for the educated. Gagne believes that teachers can guide students to carry out phased learning by preparing teaching events in advance and carrying out different operating procedures. Therefore, Gagne puts forward that teaching design can occur at different levels and levels. No matter which teaching stage and link, Gagne emphasizes that teaching should be carefully and systematically planned according to the type of learning results and the stage of learning process. Gagne's teaching theory systematically explains the teaching stage through the measurement of teaching objectives, teaching process, teaching methods and teaching results. This chapter mainly analyzes Gagne's teaching theory from the following aspects.

Teaching Objectives

Gagne's teaching theory, he re examines the teaching objectives from another angle and classifies the teaching objectives into five categories. These five kinds of interdisciplinary learning results support and promote each other. Each subject of the school should specify specific teaching objectives according to the five learning results. It is worth noting that Gagne clearly proposed that cognitive strategies should be regarded as an important goal of teaching, which is a major development in the field of teaching objectives.

Teaching Process

As a teacher, he often needs to teach a course repeatedly. In order to improve the teaching quality, the design skills of teaching links are essential. According to the learning information processing theory, Gagne put forward a descriptive theory of teaching strategy. Gagne believes that teachers can choose the most suitable teaching method according to the type of learning results determined in the teaching objectives and the learning stage of a certain kind of learning at that time. The evaluation of teaching objectives and the expected results of teaching activities should be made clear before the measurement and implementation of teaching objectives.

Therefore, Gagne decomposes the psychological activities of the educated, applies the cognitive learning theory to education, combines psychology with pedagogy theory, and puts forward the "nine stages of teaching process" model.

Teaching Methods

Gagne believes that learning is a spontaneous process. Teaching can not promote learning, but only accelerate and improve learning. In other words, no matter how valuable our curriculum is, it will not affect and change the relationship between subject and object. The teaching of students is to play an auxiliary function rather than leading. Therefore, in the teaching process, we should study how to better serve the subject and help the subject accept and understand knowledge. In his masterpiece "principles of instructional design", Gagne systematically expounds the design teaching, which includes teaching objectives, teaching process, teaching methods, selection of technology and media, measurement of teaching effect and so on. In view of this, Gagne put forward suggestions on mastering the eight stages of the teaching process: prompting the teaching objectives to arouse students' learning motivation, guiding students to understand the significance of the learned teaching materials, confirming that students have learned a considerable degree, providing contact opportunities for students to input the learned into long-term memory, checking whether students can retrieve and use the knowledge in memory by means of question and answer, designing new problem situations to test students' learning transfer ability After class, students should be comprehensively checked according to the teaching objectives, and finally let them know their achievements and encourage them in the form of feedback, so as to strengthen their learning.

Measurement of Learning Effect

In the measurement of learning effect, we should ensure diversity and effectiveness, and different types of learning results should use different evaluation methods and standards.

If Gagne's learning theory is complete, standardized and clear, and has strong guiding significance for theoretical research, then his teaching theory pays more attention to practicality. Teaching theory is more closely related to school education practice and has strong operability. Gagne's teaching theory research is the combination of psychology and school education, which has made outstanding contributions to the formation and development of teaching technology. Gagne's teaching theory and specific operable teaching design technology have important research value for the development of curriculum thought and politics in Colleges and universities.

Literature Review

Through literature analysis, it can be found that the concept of "curriculum ideological politics" appeared in the central document in December 2017, and then major colleges and universities across the country carried out the reform practice of "curriculum ideological politics". Since the concept of "Curriculum Ideology and politics" was put forward, domestic academic circles have carried out some research on it. The articles published mainly focus on 2018 and 2019, mostly on how to practice the teaching concept of "curriculum ideological politics" in professional courses, or how to practice the teaching concept of "curriculum ideological politics" in Colleges and universities. In addition, the relevant research on "curriculum ideological and political" focuses on explaining its connotation, combing its relationship with the ideological and political curriculum, finding the problems existing in the practice of the teaching concept of

"curriculum ideological and political" and putting forward the corresponding countermeasures. It can be seen from the following aspects:

On the connotation of "Curriculum Ideology and politics" : Experts and scholars have discussed the meaning, value connotation, importance and necessity of "curriculum ideological politics". For the research on the connotation of "Curriculum Ideology and politics", scholars have explained the meaning of "Curriculum Ideology and politics" from different angles. According to the types of courses applicable to "Curriculum Ideology and politics", it can be divided into two schools: one school believes that the teaching concept of "Curriculum Ideology and politics" is only applicable to courses other than ideological and political theory courses in Colleges and universities. For example, Qiu Renfu (2019) ideological and political theory course refers to the peripheral courses of Ideological and political theory; Jiwei (2019) believes that the implementation of the teaching concept of "curriculum ideological and political education" is a practical activity of relevant ideological and political education through general courses, professional courses and other courses. Another view is that the teaching concept of "curriculum ideological and political education" is applicable to all courses in Colleges and universities. For example, Weiguang (2018) believes that "curriculum ideological and political education" is to let all courses in Colleges and universities play the role of Ideological and political education, and all teachers in Colleges and universities guide students to internalize and externalize their knowledge in their hearts and behaviors; Deyi (2019) believes that all links of college curriculum reform should integrate college students' Ideological and political education into "curriculum ideological and political education", emphasizing that "curriculum carries ideological and political education" and "Ideological and political education lies in curriculum". Although experts and scholars have different definitions of "Curriculum Ideology and politics", scholars generally believe that "Curriculum Ideology and politics" is a new comprehensive curriculum concept. Under the guidance of this concept, all kinds of courses can realize knowledge teaching and value orientation. Although different scholars in academia have different definitions of the concept of "curriculum thought and politics", these definitions are similar. The key point is to distinguish whether the ideological and political theory course in Colleges and universities belongs to the course under the guidance of the teaching concept of "curriculum ideological and political" and can not be mixed. Through reading the literature, we can find that some scholars confused this concept, resulting in unclear levels and logical confusion, which affected the research on it. Based on the experience of other scholars and relevant scholars, this paper clearly defines the concept of "curriculum thinking and politics", and carries out relevant research.

Problems and Countermeasures in the construction of "curriculum ideological and political" system : In view of the relevant problems existing in the course construction of Ideological and political course, experts and scholars focus on the deficiency of Ideological and political theory teaching materials and how to give "Ideological and political flavor" to various courses other than ideological and political theory course. In view of the problems existing in the implementation of the teaching concept of curriculum ideology and politics, scholars put forward corresponding measures from different angles and aspects. At present, there are many researches on the construction of "curriculum ideological and political" system or the realization path of "curriculum

ideological and political" in Colleges and universities. Deyi (2020) constructed the ideological and political course from the aspects of the reform of teaching methods, the establishment of excellent teachers and the carrier of network media. Weiguang (2019) believes that teachers are the key, teaching materials are the support, and system guarantee is an important countermeasure. In addition to the relevant empirical data and experience summary of the "curriculum ideological and political" construction approach after the "curriculum ideological and political" pilot in some colleges and universities in Shanghai, the implementation path proposed by most other scholars mainly stays at the imaginary level of "should", and there is no "actual" case demonstration and data analysis. Therefore, there is a lack of relevant practical cases and empirical data on the realization path of the course construction direction of Ideological and political course. The research of this paper is carried out on the basis of field investigation. Although there are few empirical data, it always follows the research ideas of "what can't be done, what can be done" and "taking the lead from different points and lines", and emphasizes that colleges and universities should gradually promote the implementation of the teaching concept of "curriculum ideological and political" and can't be eager for success. To some extent, it provides reference for colleges and universities to promote the implementation of the educational concept of "curriculum ideological and political education".

Exploring the significance of "Curriculum Ideology and politics : "Some scholars believe that "curriculum ideological and political education" is the need of the reform of educational ideas in Colleges and universities, the necessity of the development of hidden ideological and political education ideas in Colleges and universities, the essential requirement of the complexity of Ideological and political education itself, and the inevitability of the development of Marxist educational thought. It embodies "the coupling of curriculum systematization and synergy", "the unity of curriculum rational value and tool value" and "the integration of curriculum science education and humanistic education". Some scholars pointed out that the proposal of "curriculum ideological and political education" is the need to improve and strengthen ideological and political work, reflects the fundamental requirements of moral construction and education, and ensures that education runs through the whole process of education and teaching. They believe that "curriculum ideological and political education" is "the process of infiltrating ideological and political education into knowledge, experience or activities, and the unity of value rationality and instrumental rationality". Some scholars also pointed out that "Curriculum Ideology and politics" embodies diversified educational values, discipline education and personality development. Some scholars also believe that the ideological and political education of the curriculum is an upgraded version of the moral education of the curriculum, an important way for colleges and universities to ensure the correct direction of running a school, an important task and requirement of China's higher education, a responsibility to realize the whole process and all-round education, and a new normal of China's implicit ideological and political education.

At present, there are many explorations and researches on promoting curriculum ideological and political in Colleges and universities, mainly focusing on the theoretical construction, value connotation, the relationship between curriculum ideological and political and ideological and political curriculum, and the generation path of curriculum ideological and political. However, around the characteristics of different colleges and

universities, there is less research on the ideological and political construction system of characteristic curriculum. For example, our university lacks the ideological and political construction system of characteristic curriculum designed according to marine characteristics. In the process of curriculum ideological and political research, how to pay attention to the combination of school characteristic curriculum, strengthen the ideological and political construction of curriculum, and strengthen the organic combination of local curriculum, school-based curriculum and curriculum ideological and political has become an urgent problem for researchers and teachers (Xuzhi, 2019).

Research on Gagne's Teaching Theory : Through the collection of data, it is found that the research on Gagne's teaching theory is less and has a long time. With the emergence of teaching reform, the research results of these scholars are not suitable for modern college teaching. According to the research results in recent five years, most of them focus on the application research of a discipline or the research of Gagne's learning theory, mainly in 2018 and 2020. Through collecting data, scholars' research on Gagne's teaching theory can be roughly divided into several parts. The first is the analysis of Gagne's teaching design theory. Gagne's teaching design thought is relatively rich, but its core is reflected in several basic conclusions drawn from his long-term exploration, That is, there are different learning results and different learning conditions. For mastering different learning results, there must be different internal and external conditions. Gagne's teaching design thought is undoubtedly beneficial to improve the effectiveness of teaching. His main contribution is a detailed analysis of the conditions of learning and what teaching can do to support and promote learning, Sheng Qunli (1993). In the review of Gagne's instructional design theory, Zhou Xiaozhang comprehensively introduces and analyzes Gagne's instructional design theory system, reveals the core position of "learning results" in the system, and puts forward that we should actively absorb and make use of new ideas and technologies in order to continuously improve the theoretical research and practice of Instructional design(Xiaozhang, 2008).

The second is the analysis of Gagne's teaching theory. Ziqi (2021) believes that in reality, the teaching mode is more flexible than that in theory. The emergence of each new teaching mode is closely related to its era background. Baoqiang (2019) with the development of education and teaching theory and practical methods, more and more new teaching modes and methods have emerged. The teaching mode that meets the development needs of the times is the truly advanced teaching mode. Combined with the thought of "connecting and transforming" in Chinese traditional culture, we should localize the theory and form a new teaching model, which is conducive to strengthening our cultural self-confidence, realizing the combination of Chinese and Western teaching process theory, enhancing classroom vitality and promoting the improvement of teachers' professional level. Weiming (2008) Gagne is the main representative of information processing psychology in the two schools of cognitive psychology. His learning theory has promoted the combination of modern scientific psychology and pedagogy, and has brought great influence in the two systems of learning theory and teaching theory. Analysis of Gagne's learning theory: Sheffield (2018): Gagne combines teaching and learning and designs a set of instructional design principles and technologies based on learning theory. It provides theoretical guidance in the formulation of teaching objectives, the selection of teaching media and teaching

evaluation. Learning outcome theory helps to set teaching objectives. Use the theory of learning hierarchy to analyze learning situation. Learning process theory guides instructional design. Both help teachers use theory to guide.

Teaching, applying theory to teaching practice. It also makes teachers' existing experience find theoretical significance and better improve teachers' teaching ability.

In addition, most of them are studying the application guidance of Gagne's related theories to specific disciplines. For example, Yanchen (2020) Gagne's learning theory pays attention to learning levels and internal conditions, pays attention to systematic education and the role of teachers' guidance, and is an effective extension of control education. Learning stage and learning structure model have a far-reaching impact on China's education reform. The author analyzes the influence and Enlightenment of Gagne's learning theory on school education, which plays a positive role in promoting the optimization and modernization of Chinese teaching system. Yanjuan (2016) Gagne's cumulative learning theory has increasingly attracted the attention of educators. Its cumulative learning theory provides a strong theoretical basis for the selection and arrangement of chemical education contents and the selection and application of methods. Through studying the research results of scholars, it is found that Gagne's teaching theory does have very important guiding significance for the teaching mode of colleges and universities, which is worthy of further research and learning.

Methodology

In this paper, based on Gagne's teaching theory, the researchers use a combination of quantitative and qualitative methods to study the ideological and political teaching mode of college courses. Firstly, the qualitative method is used to explore the category of Gagne's teaching theory, including teaching objectives, teaching process, teaching methods, teaching effect measurement and so on; Then, using the qualitative research method, this paper finds the problems existing in the teaching practice of "curriculum ideological and political" and analyzes the causes of the above problems.

Finally, the quantitative method is used to explore the application and Enlightenment of college curriculum ideological and political teaching from Gagne's teaching theory. After the teaching reform, how to integrate the curriculum ideological and political construction into all aspects of college teaching, so as to prove the influence and value of college curriculum ideological and political reform based on Gagne's teaching theory and the realization of College Teaching Reform Based on curriculum ideological and political. Give full play to the role of curriculum ideological and political education, explore the practice of college curriculum ideological and political teaching from the perspective of Gagne's teaching theory, and interpret the value of "curriculum ideological and political", so as to more effectively promote the construction of college teaching mode and promote the all-round development of College Students and social progress.

Results and Discussion

With the progress and development of the times, people have a higher demand for the quality of education, and the ideological and political theory course plays an important role in China's education. With the increasingly detailed division of disciplines and majors, the cross integration between various courses seems to be gradually decreasing. Most educators believe that ideological and political education is only the matter of teachers of Ideological and political theory courses and ideological and political theory courses, while teachers of other courses and courses have nothing to do with it, resulting in the phenomenon of insufficient attention and unconsciousness of school ideological and political education in other courses. There is no doubt that curriculum ideological and political education is not only an important direction of the development of Ideological and political education in the new era, but also a key link of educational reform in the new era.

In order to better understand the difficulties of college curriculum ideological and political construction, this paper formulates the specific interview questions and questionnaire of college curriculum ideological and political construction. By collecting the relevant understanding and attention of college students to curriculum ideological and political education, this questionnaire seeks the difficulties and current situation of curriculum ideological and political education in the teaching mode in the new era, analyzes the reasons for its existence, and actively seeks countermeasures. It is of great significance to give full play to the ideological and political education function of various courses, promote the parallel development of curriculum ideological and political education and ideological and political courses, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor, It is of great significance to meet the people's needs for a better life and realize the Chinese dream of the great rejuvenation of the Chinese nation.

Form 1A questionnaire survey on College Students' Ideological and Political Courses

Question	Never True	Usually Not True	Somewhat True	Usually True	Always True
1.What do I know about Ideological and Political Curriculum.	45.45%	0%	54.55%	0%	0%
2.In the study of various subjects, I can feel a lot of Ideological and political elements of the course.	54.55%	45.45%	0%	0%	0%
3.I know the difference between "Ideological and Political Courses" and "Ideological and Political Courses".	9.09%	18.18%	18.18%	36.36%	18.18%
4.I am more likely to accept the course of Ideological and political	0%	0%	9.09%	63.64%	27.27%

5. I think the ideological and political education of the course has had a great impact on me	0%	0%	0%	63.64	36.36%
6. Ideological and political education in the course will resonate with my thoughts	0%	0%	0%	63.64%	36.36%
7.the way of education has a great impact on my curriculum thinking and politics	0%	0%	9.09%	45.45%	45.45%
8.experienced professional teachers' forced ideological and political education in class (forcibly insert ideological and political education with little relevance)	0%	9.09%	0%	72.73%	18.18%
9.usually read or understand books or articles related to ideology and politics	54.55%	0%	0%	45.45%	0%
10. Ideological and political education can promote my professional course learning	0%	0%	0%	45.45%	54.55%
11.in my impression, teachers often embed ideological and political elements	36.36%	54.55%	0%	9.09%	0%
12.courses with ideological and political elements are more attractive to me	0%	0%	0%	63.64%	36.36%
13.I think it is necessary to integrate ideological and political elements into various disciplines	0%	0%	0%	63.64%	6.36%
14. I think the grade of Ideological and political course is very important	9.09%	18.18%	18.18%	27.27%	27.27%
15.I think the current curriculum teaching is very helpful for me in shaping my world outlook, outlook on life and values	0%	9.09%	0%	54.55%	36.36%
16.teachers will intentionally talk about Ideological and political topics or the truth of being a man and doing things, and convey content of value shaping	36.36%	27.27%	27.27%	9.09%	0%
17.teachers often combine the course content to deeply	36.36%	54.55%	0%	9.09%	0%

explore the story, law and spirit behind it						
18.if the content and teaching method are appropriate, I am willing to learn ideological and political knowledge in the course	0%	0%	9.09%	45.45%	45.45%	
19. I think that in the long run, the introduction of Ideological and political education into curriculum teaching is more conducive to learning	0%	0%	0%	45.45%	54.55%	
20.I think that classroom teaching in the way of curriculum thought and politics has a positive impact on the learning of professional course knowledge	0%	0%	0%	54.55%	45.45%	

The problems in the ideological and political teaching mode of college courses analyzed from the questionnaire are as follows:

Lack of deep understanding and wide application of Ideological and political teaching mode in Colleges and Universities. At present, the ideological and political construction of curriculum is still in the exploratory stage, the educational concept it advocates has not been rooted in everyone's heart, and colleges and universities and teachers still lack deep understanding and attention to it. On the one hand, colleges and universities do not have a thorough understanding of curriculum thought and politics and lack of subjective initiative. On the other hand, the promotion of Ideological and political education in Colleges and universities is not enough, and the integration of Ideological and political education into teaching mode is not paid enough attention.

The orientation of curriculum thought and politics is not clear; Out of the importance of Ideological and political education, some colleges and universities compress the class time of professional courses, forcibly implant the content of Ideological and political courses in professional courses, and turn professional courses into auxiliary courses of Ideological and political courses, which is wrong. Higher education is an educational institution for cultivating professional talents. It emphasizes the specialization and professionalization of a certain field. In order to integrate ideological and political elements, we can not arbitrarily compress the teaching content and duration of professional courses. The course of Ideological and political education does not take up the time of professional courses with ideological and political courses, nor does it understand "all-round education" as all staff talking about Ideological and political courses. The course of Ideological and political education is not to let professional teachers talk about part of the content of Ideological and political education, but to scientifically and reasonably design educational ideas and means in the teaching of professional courses, and integrate the core ideas and elements of Ideological and

political education into them. Some colleges and universities and educational subjects believe that they have completed their teaching tasks by speaking professional courses well. There are still some college teachers' understanding of "curriculum thinking and politics" is not in place and can not attract enough attention.

The teaching staff of Ideological and political courses is not perfect Curriculum ideological and political education advocates full staff, whole process and all-round education, which shows that the subject and scope of education have been expanded, and the composition of teachers of curriculum ideological and political education has become rich and diverse. Age, educational background, political outlook, moral quality, cultural literacy, values and so on will become the influencing factors of whether the curriculum ideological and political education can truly implement the fundamental task and goal of "Building Morality and cultivating people". The curriculum of Ideological and political education requires not only the excellent knowledge level and ability level of teachers, but also the excellent political consciousness and values. At present, the team of college teachers implementing curriculum ideological and political education is not perfect, so it is necessary to strengthen publicity, management and training. Curriculum ideological and political education is from the perspective of the comprehensiveness of talent training and ideological and political education. If teachers have no political belief and good teachers' ethics and style, how to talk about ideological education and how to implement ideological and political education and talent training.

Conclusion

Through the research and study of Gagne's teaching theory and the investigation of the current situation of curriculum thought and politics in Colleges and universities, the enlightenment to curriculum thought and politics is summarized as follows:

Promote the transformation of the concept of curriculum ideological and Political Education Gagne's proposition "Teaching is a series of events that affect learners in a way to promote learning" □ For teachers of Ideological and political theory What they do is not only to let students master the basic principles of Marxist theory Help them establish a correct world outlook, outlook on life and values, and more importantly, teach them how to learn Cultivate their ability to analyze and solve problems by using the basic principles of Marxism So as to improve their ideological and political quality and their ability to distinguish right from wrong. This requires abandoning the injection teaching mode in the teaching of political theory We must make a fundamental change from book-based and knowledge-based academic education to people-oriented and people-oriented innovation ability, and shift the focus of teaching to the cultivation of students' ability and the improvement of Ideological and political quality. Only when the educational concept is changed can the position of Ideological and political theory course in Ideological and political education in Colleges and universities be straightened out Give full play to the moral education function of Ideological and political theory, carry out ideological and political education smoothly and effectively in Colleges and universities, and cultivate qualified talents who adapt to social progress and people's all-round development.

Further refine and clarify the educational objectives Gagne believes that the quality of learners can be divided into congenital, acquired and natural development. Only the acquired quality is directly involved in new learning. This part of information can be extracted and transferred, which is a necessary part of new learning. In the goal of "all-round development", moral education mainly involves emotion and cognition; Intellectual education includes speech, wisdom and cognition; Aesthetic education covers cognition, emotion, attitude and other aspects; Sports can be attributed to physical quality, skill transfer and other aspects. It can be seen that Gagne's five kinds of learning results highly summarize all the contents of the "four educations". In the teaching of Ideological and political education, students should acquire five learning results in a purposeful, planned and organized way, which is unified with the objectives and requirements of "four education" and the training requirements of "all-round development".

In the educational policy of "four educations", the traditional educational forms of intellectual education and physical education are relatively specific, the means are relatively rich, easy to teaching practice, and it is convenient for teachers to obtain feedback through specific behavior test, so as to ensure the learning effect and education quality. However, moral education and aesthetic education are complex and abstract, the traditional form of education is relatively single, and teachers have no specific methods and ways to obtain teaching feedback. Gagne's five classification of learning results can well explain and support the content of moral and aesthetic education. The five learning outcomes are interrelated and influence each other, and are completely unified together, which is convenient for defining, investigating, designing teaching and obtaining feedback. For example, intelligent skills, motor skills and cognitive strategies are the basis of attitude, and attitude determines the learning direction of intelligent skills and cognitive strategies. In Ideological and political education, we can decompose the feedback investigation of moral education into three dimensions: intellectual skills, motor skills and cognitive strategies. In each dimension, we can carry out detailed design, refine and quantify stimulation in a targeted and planned way to obtain feedback. It can be seen from the above that Gagne's classification theory of learning results provides a scientific and effective theoretical basis for the refinement of the teaching objectives of the "four education".

Innovative teaching methods Gagne's result classification theory divides the learning results into five categories, and fully considers the five components of the five categories of learning when designing the teaching objectives. For different learning results, different teaching methods are used for different students, that is to say, the use of teaching methods should be "specific analysis of specific problems". For example, in teaching practice, the teaching method of combining inspiration and discussion is used. Gagne believes that teaching is to arrange appropriate teaching situations for different learning types, stimulate students' interest and provide suitable external conditions for students' learning. Therefore, in terms of teaching methods, blindly indoctrination will only make students lose their interest in learning. In order to make the ideological and political theory course lively, we should pay attention to the teaching method of combining inspiration and discussion, properly set questions according to the classroom content, inspire students to think and guide students to discuss.

Improve the teaching system in Colleges and Universities First of all, the adjustment and updating of teaching materials help to stimulate students' interest in learning Enable students to combine the theories in books with major and minor events around them Enhance the teaching effect. Although in the actual operation process, some teachers respond that the usability of the new teaching materials is not strong. however These attempts have promoted the reform and development of Ideological and political theory course, and the opinions of teachers also provide a good reference for the continuous adjustment of the content of our teaching materials in the future.

Secondly, Gagne believes that although learning will still occur without teaching, to ensure efficient teaching, the guiding role of teachers in teaching can not be ignored. Its role will directly affect the teaching effect, so we should pay close attention to the construction of teachers.

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