

Application of experiential teaching in practice of ideological and political theory course in universities

Lu ma
XiJing University
Xi'an 710123, China
malu@xijing.edu.cn

Abstract—With the continuous advancement and development of quality-oriented education, teachers should actively integrate teaching process and methods in the teaching system of ideological and political theory courses in universities, highlight the significance and value of practical teaching, and enhance the teaching effectiveness of ideological and political theory courses so as to lay a solid foundation for integrated development of college students. This paper analyzes the feasibility and specific teaching carrier of experiential teaching practice in the ideological and political theory course, and focuses on the specific practice path.

Keywords—*Experiential teaching, practice, ideological and political theory course, carrier*

I. INTRODUCTION

In the university curriculum system, ideological and political theory courses have very important educational value and status[1,2]. Teachers should combine practical teaching process and teaching points to give lessons with practical significance to ensure that students can further understand ideological and political concepts and thus constrain their learning behavior and the conduct of life[3]. The setting of the ideological and political theory course provides an important development space and platform for the experiential teaching implementation process. On the one hand, from the analysis of the curriculum system of the ideological and political theory course, it not only comprehensively analyzes knowledge emotion, personal accomplishment and social cognition, but also establishes corresponding teaching system inside and outside the classroom to ensure that students can establish correct values in the process of learning[4]. Teachers can improve students' emotional attitudes and values with the help of corresponding teaching guidance. On the other hand, from the setting structure of the ideological and political course theory course, the experiential course system is personalized, which can effectively improve the learning experience of students in the implementation process, and teachers can guide students to get true feelings and cognition in the experiential course, laying a solid foundation for students to internalize the theoretical content of ideological and political courses[5,6]. The setting of the college ideological and political theory course is a curriculum structure that fits the characteristics of students' physical and mental development and moral cognition, and has certain sociological value[7,8]. Based on the guidance of college students' observation, memory and thinking ability, teachers can effectively construct a complete teaching system, thus ensuring the optimization of students' subjective consciousness and fundamentally improving students' learning effects.

II. THE CARRIER OF EXPERIENTIAL TEACHING PRACTICE IN IDEOLOGICAL AND POLITICAL THEORY COURSES IN UNIVERSITIES

In the process of applying experiential teaching practice in ideological and political theory courses, in order to maintain the teaching effect, it is necessary to build a more effective teaching path to ensure that the advantages and values of the carrier can be exerted.

In the process of establishing the teaching system, teachers should reform and upgrade the traditional teaching methods to ensure that they can combine the experience of college students and the needs of life practice, effectively improve the learning experience of students, and optimize learning feeling and effect of students in the classroom.

The foundation of practice is to extend the instructional theory to extracurricular activities, so as to establish a teaching framework with more practical teaching value and significance, and to ensure that students can truly experience rich campus activities. For example, when explaining the relevant knowledge of ideological and moral cultivation and legal basis, teachers can organize students to carry out patriotic speech activities, or organize students to watch movies with revolutionary theme and participate in singing contest of revolutionary songs, to create a good educational atmosphere.

Teachers should improve students' knowledge application level with practical social activities, strengthen students' will and quality, establish a sound framework of transforming theoretical knowledge into life knowledge, guide students to find problems and solve practical problems in the process of personal experience, and effectively improve the overall quality of students.

III. THE PATH OF APPLYING EXPERIENTIAL TEACHING PRACTICE IN COLLEGE IDEOLOGICAL AND POLITICAL THEORY COURSES

A. Optimize Teaching Methods

In the course of practical courses, teachers should combine the basic academic conditions of students, complete the teaching philosophy of ideological and political theory education, comprehensively optimize the focus of experiential teaching and teaching process, and apply scientific teaching carrier to improve the significance of teaching practice. The corresponding teaching mechanism is established from two levels: classroom experience teaching method and extracurricular experience teaching method.

First, the classroom experience teaching method as shown in table I

TABLE I. THE CLASSROOM EXPERIENCE PRACTICE TEACHING METHOD IN THE IDEOLOGICAL AND POLITICAL THEORY COURSE

No.	Method	Concrete content	Process
1	Situational experience	According to the predetermined teaching contents and objectives, the actual situation of college students is connected to carry out the immersive contextualized experiential teaching, and realize the teaching objectives of self-education and perfect personality	①create situation ②Situational
2	Interactive experience	Change students' ideas and values with the help of interactive education, and use thinking guidance to improve students' personal quality and optimize communication effect	①Communication and cooperation ②Classroom discussion ③Topic of debate
3	Life narrative experience	Use life story to present the experience, experience and pursuit, create the realm of virtue, and establish the classroom system full of emotion and effectiveness	① Create an equal and tolerant classroom atmosphere ②Design For Feeling ③Guide students to form a positive attitude

Second, the teaching method of extracurricular experience as shown in table II:

TABLE II. THE EXTRACURRICULAR EXPERIENCE PRACTICE TEACHING METHOD IN THE IDEOLOGICAL AND POLITICAL THEORY COURSE

No.	Method	Concrete content	Remarks
1	Life experience	Integrate the practical life to develop the ideological and political education; Use the necessary values to guide students to improve their overall level	
2	Practical experience	With the help of practical activities, students can walk out of class to establish purposeful and planned social practice activities, so as to ensure that students can gain real feelings in the process of participation and form the interaction of moral cognition	①Pay attention to practical purposes ②Personal safety
3	Model experience	Use role models to carry out the corresponding teaching work ①Invite role models to speak up ②Teachers indirectly introduce role models to guide students in the description of the power of role models	①Typicality ②Awareness of character ③learnability
4	Reading experience	According to students' learning demands, effectively read relevant teaching materials and increase experience	①be rich in emotion ②Strong reading experience
5	Virtual network experience	Establish an online platform to guide students to express their emotional experience through online media	QQ group, weibo, blog, BBS, WeChat public accounts

B. Create a Teaching Environment

In the practice system of the college ideological and political theory course, teachers should combine the students' actual learning needs and effectively carry out teaching activities to ensure that students can participate in an effective interactive system and create a good teaching environment for students to guarantee the practical meaning of the experiential classroom and lay a foundation for the comprehensive progress of teaching efficiency. Teachers should actively communicate with students in teaching, and actively carry out corresponding guidance work for students. At present, most of college students are born after 1990 or 2000. They have strong personality and active thinking. It requires teachers to upgrade the practical significance of teaching content, fully respect and affirm the students' opinions and suggestions, and effectively guide students to participate in the classroom structure, reform the traditional assessment system, therefore, a more timely incentive method can be established. Teachers should change the traditional teaching mode, effectively integrate students' psychology and cognitive structure and create a more targeted teaching framework to ensure that students can move into teaching role, thus expressing their own opinions and ensuring that students' learning interest can be stimulated on the basis of respecting students' development and a more efficient classroom structure is formed. At last, an autonomous learning model was designed based on

the absorption of Bandura's personal, behavioral, environmental interaction determinism and self-regulation thinking, Autonomous learning model based on the absorption of Bandura as shown in figure 1.

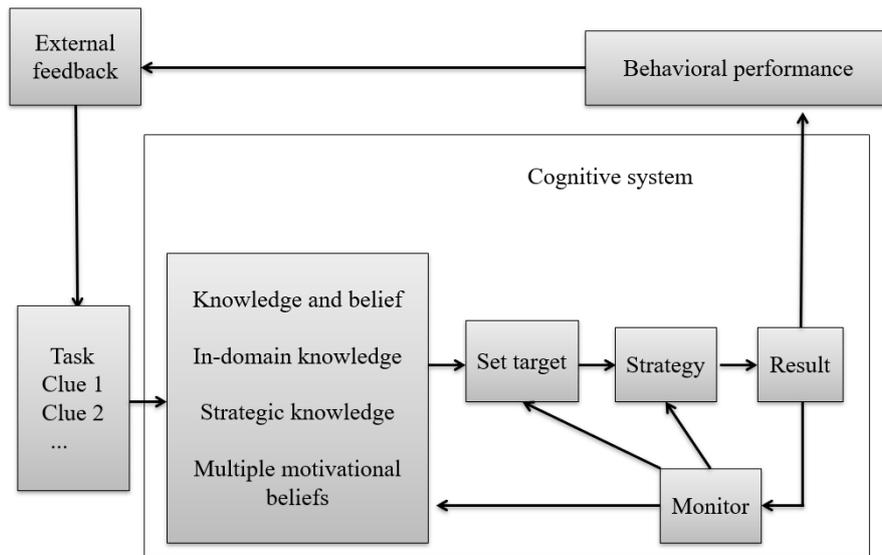


Figure 1 Autonomous learning model based on the absorption of Bandura

IV. CONCLUSION

In the university curriculum system, ideological and political theory courses have very important educational value and status. Teachers should combine practical teaching process and teaching points to give lessons with practical significance to ensure that students can further understand ideological and political concepts and thus constrain their learning behavior and the conduct of life. In brief, in the process of establishing the applied experiential teaching practice system in the course of university ideological and political theory, the teacher should combine the basic needs of students to construct a more complete practical teaching plan and promote the overall progress of students' comprehensive quality.

REFERENCES

- [1] Hickcox, L. K. (2002). Personalizing teaching through experiential learning. *College Teaching*, 50(4), 123-128.
- [2] Rocha, C. J. (2000). Evaluating experiential teaching methods in a policy practice course: the case for service learning to increase political participation. *Journal of Social Work Education*, 36(1), 53-63.
- [3] Kotval, Z. (2003). Teaching experiential learning in the urban planning curriculum. *Journal of Geography in Higher Education*, 27(3), 297-308.
- [4] Senbel, M. (2012). Experiential learning and the co-creation of design artifacts. *Journal of Planning Education & Research*, 32(3), 449-464.
- [5] Hartwell, S. (1995). "promoting moral development through experiential teaching". *Clinical L.rev*, 1(3), 505-539.
- [6] Adamson, K. A. (2012). Piloting a method for comparing two experiential teaching strategies - clinical simulation in nursing. *Clinical Simulation in Nursing*, 8(8), e375-e382.
- [7] Alexander, C. , Sheeler, R. D. , Rasmussen, N. H. , & Hayden, L. (2015). Teaching an experiential mind-body method to medical students to increase interpersonal skills: a pilot study. *Acad Psychiatry*, 39(3), 316-319.
- [8] Holtslander, L. F. , Racine, L. , Furniss, S. , Burles, M. , & Turner, H. (2012). Developing and piloting an online graduate nursing course focused on experiential learning of qualitative research methods. *Journal of Nursing Education*, 51(6), 345.