

Research on the Practical Experience Path for Improving the Patriotism Education Base

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Abstract: In order to give full play to the thematic position of patriotism education base in patriotism education, it is necessary to constantly improve the construction of patriotism education base and improve visitors' participation sense. Through focusing on the setting of situation, finding out the experience carrier and guiding the interaction in many ways, we can deepen and solidify the patriotic education. It covers the whole process of "experience education" from four aspects: creating platform, independent experience, guiding interaction, reflection and correction. This paper will take these four aspects as a starting point, to improve the path of practice experience of patriotism education base.

1. Introduction

In August 2019, the Propaganda Department of the Central Committee of the CPC issued the notice on further playing the role of national patriotism education demonstration base in major activities. Patriotism education base has played a more important role in the 70th anniversary of the founding of new China and in carrying out such major activities as "never forget the original intention and keep the mission in mind". How to "build an important position and vivid classroom for patriotism education and revolutionary traditional education, in order to cultivating and practicing socialist core values"? I think that "practical experience" is a good choice.

2. The practical experience in the patriotism education

The "practical experience" discussed in this paper can be understood as "practical education" in the process of patriotism education. That is to say, relying on the patriotism education base, visitors of the patriotism base can trigger their inner feelings through behavioral practice. Then, this kind of patriotic internalization will constantly reflected in the behavior of daily learning and life, and finally realize the "unity of knowledge and practice" of patriotism. Among the 300 questionnaires about degree of satisfaction issued by eight patriotism education bases in Bayinguoleng Mongol Autonomous Prefecture, I found that among the respondents, 24.3% of the respondents were most satisfied with "various exhibits", 10.5% of the "modern auxiliary means", 9.7% of the "vivid explanation", 47% of the "rich historical background" and 8.5% of the "others". That is to say, after visiting the patriotism education base, most of the respondents only left a general impression on the rich historical background of the base. However, there is almost no content that really impresses the respondents, touches their souls, and then affects their actions. Although the patriotism education base constantly mobilizes other factors such as modern auxiliary means, vivid explanation and exhibition mode, it lacks full participation of visitors in practice. This is like a lack of "yeast", unable to ferment and expand the output of patriotic education content, so it cannot leave more and more influence in the hearts of visitors.

In view of the problems existing in the construction of patriotism education base, I have the following suggestions on improving the path of practical experience of patriotism education base.

2.1 Focus on the Setting of Situation

Patriotism education base is different from classroom education and school education for visitors. One of the important reasons is that it has completely different education environment. Different

sensory feelings of the body will have a direct impact on the educational effect. The patriotism education base should enable visitors to feel the huge difference between the objective environment and the familiar environment in daily life after entering the base or even around the base, so as to produce completely different experience feelings in their subjective consciousness, and further deepen the experience and education effect. On the one hand, it is necessary to focus on the most prominent theme in combination with the actual situation of education base. The patriotism education base includes many types, such as local museum, special museum, martyr memorial hall, important historical events, etc., but each patriotism education base has its most prominent theme. For example, local museums should attach importance to local cultural characteristics, and special museums should attach importance to special historical evolution. On the other hand, we should strengthen the setting of situation on the premise of highlighting the theme. Situational setting is not a general environmental arrangement. The environmental layout is static, mainly including the general infrastructure of the base and the display of exhibition items. The situation setting is the combination of “emotion” and “environment”, which adds the emotional input into the objective environment arrangement. For example, among many patriotism themes, the theme of patriotism education base in Ju Comt is “red memory”, which aims to let visitors review the glorious history of the party, take the long march road again, and deeply feel that today's happy life is the result of countless martyrs' struggle at the cost of life and blood. On the other hand, from the architectural style of the base to the clothes of the staff, from the tunnel war, the mine war to the canteen of the people's commune, the setting of these links of the red memory patriotism education base in Ju Comt will restore the familiar plots in the film to the scene of the base. In this way, visitors' emotional experience in the base can resonate with the revolutionary history they have obtained in films, novels and elders' mouths bring “emotion” into the “environment” and deepen the patriotism experience.

2.2 Identify the Experience Carrier

Experience usually comes from two aspects: body and mind. The practical experience of body mainly comes from subjective participation. Therefore, to make the patriotism education base leave more practical experience for visitors, it is necessary to improve the participation of visitors. At present, most of the patriotism education bases adopt the traditional way of commentator explanation and visitor listening. That is to say, it is mostly unilateral “output” and “input” in whole process, lacking of interactive experience. Therefore, the patriotism education base should create at least one or two hands-on items in each theme unit to improve the participation of visitors. The content or theme of such experience link should not be too rare and remote in setting, and should be connected with the daily experience of visitors. The content should be what most visitors have heard but not seen or seen but not done in daily life or mass media, which is more likely to arouse the interest and curiosity of visitors. For example, Liupan Mountain Red Army Long March scenic spot launched the experience project of “six ones” revolutionary tradition and patriotism theme education, which are respectively “taking a long march road, reading a long march history, reviewing an oath, having a special party class, singing a red song and eating a Red Army meal”. Moreover, the experience carrier of the soul is mostly obtained through the resonance in the commentator's explanation, the interaction between visitors and the overall arrangement of the visit activities. However, the factors that lead to the difference of visitors are very complicated. The factors that are easy to grasp by patriotism education base are the interpreter's explanation mode, explanation tone, and whether the explanation words can be combined with the current social facts or hot spots, so as to arouse the interest and empathy of the visitors, and finally get recognition and resonance in their hearts. For example, some of the commentators in Liupan Mountain Red Army Long March Memorial Hall are descendants of the Red Army. With feelings of “Long March Spirit” from their blood and the little things happened to their elders, they can infect and influence the visitors.

2.3 Guide and Interact in Many Aspects

In the specific situation of patriotism education base, visitors are inspired by factors such as practice. But this kind of emotion is fragmentary and perceptual. The feedback is too scattered and perceptual. It needs rational guidance and interaction to sort it out, and then integrates the purpose of patriotism education into the visitors' perception feedback. In terms of guidance, one of them is the guidance for the organizers of collective activities. When government institutions, social organizations and enterprises visit patriotism education base, they usually choose a specific time points, such as National Day, Party Building Day, Army Building Day, May 4th Youth Day, Tomb-sweeping Day, etc. They also choose to visit the base on a specific theme day, such as the “never forget the original intention and keep the mission in mind” theme education activity which currently being carried out all over the country, or the “5 + X” theme party day activity, etc. Regardless of the specific time or theme, the organizer should combine the educational theme of the patriotism education base with the theme expected by the unit. The organizer should prepare the activity plan in advance and set up interactive links such as discussion and exchange after the visit to strengthen the effect of education. Another kind of guidance is for scattered visitors, which is mainly reflected in the staff of patriotism education base. This kind of visitors have stronger subjective autonomy, that is to say, they have certain expectations and cognition in their minds before the visit. Base staff should strengthen the interaction between commentators and such visitors, so as to achieve the purpose of information output. In addition, the staff can also increase the interaction with visitors by organizing seminars, exchange meetings, questionnaires and other ways, so as to achieve the purpose of enhancing the educational effect.

2.4 Internalize and Deepen the Content of Education.

It is very important for the visitors of the patriotism education base to internalize, deepen and solidify their own patriotism emotion after visiting. This requires the patriotism education base to take some extension measures to achieve this goal. First, we can use modern information technology to build a website for the patriotism education base. We can build 3D online memorial hall or museum, or even use VR technology to build virtual online patriotism education hall. In this way, visitors can feel and recall the visit process at any time, review the contents of the patriotism education base for many times, and strengthen their sensory effect. Secondly, the base can release the new trend of patriotism education base through official WeChat subscription, WeChat subscription of star commentators, short videos, etc, or release small knowledge that needs to be supplemented in the process of patriotism education, so as to provide necessary theoretical support and interactive platform for deepening the patriotic feelings and cognition of visitors. Moreover, patriotism education base can implement the grand theme of patriotism into concrete actions, so as to solidify the patriotic feelings of visitors. Patriotism education base can collect Volunteer Interpreters to let ordinary visitors experience the experience of explaining for others. The base can also organize activities that are consistent with the theme of the base, such as forums, lectures, tours, and even micro video shooting, etc. In the activity, visitors can be invited to exchange feelings, trigger thinking and influence behavior. That is to say, the patriotism education base is only the platform and starting point of the patriotism education. Although the visitors have finished their visit, patriotic education cannot be stopped.

3. Conclusion

In order to make better use of the resources of patriotism education base and carry forward the spirit of patriotism better, it is particularly important to improve the practical experience path of patriotism education base. Of course, patriotism education base can continuously enrich its practical experience mode by holding research tour, signing cooperation with universities and enterprises, etc. However, the four aspects listed in this paper, such as focusing on the setting of situation, finding out the experience carrier, guiding and interacting in many ways, deepening and solidifying the internalization, basically constitute a complete closed-loop of experience education.

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