

The Practice of Experiential Teaching in the Course of Ideological and Political Theory

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Abstract. Experiential teaching method has advantaged that traditional teaching methods do not have. It can use various forms to inspire students to think independently, and plays an irreplaceable role in the initiative and autonomy of participating in teaching. At the same time, it can fully improve student's ability to analyze and solve problems when analyzing and researching the materials provided by cases and the process of situational experience, putting forward opinions, making judgments and making decisions. In the process of implementing experiential teaching, teachers will constantly update the teaching content, remain highly sensitive to the problems in reality, constantly seek suitable teaching cases, design situations and arrange practice from social practice, so as to keep teaching activities in an active and progressive state, constantly weed out the old and bring forth the new, and improve teaching quality and teaching level.

Keywords: Experience teaching, Situational experience, practice.

1. Introduction

Ideological and political theory course is the main channel of Ideological and political education for college students. Its emphasis and difficulty are how to internalize scientific theory into student's quality and externalize quality into good behavior. However, due to its strong theoretical nature, some teachers teaching methods are traditional and outdated, and they are too pursuing the integrity of content and theoretical depth, often ignoring the flexible use of various teaching methods, which easily leads to students' low interest in learning.

Experiential teaching means that in the course of curriculum implementation, teachers carry out teaching activities purposefully and planned to guide students to actively participate in activities by creating reasonable situations. Combining with the reality of life, through their own feelings and perceptions, students can understand and produce emotions, acquire knowledge, develop ability, generate meaning and cultivate good character in the process of personal experience. Experiential teaching activities generally have five links: situational guidance, participation in experience, discussion and sharing, summary and evaluation, and practical activities. It helps to attract students to actively participate in the teaching process, explore and study problems, and achieve teaching purposes.

In the course of Ideological and political theory, if only some theoretical knowledge is taught to students without necessary experience and sublimation, then theory can only exist in the brain and stop in the mouth, but cannot be transformed into corresponding quality and behavior. In order to teach the course of Ideological and political theory, it is necessary to touch students' emotions and enhance their internal motivation, and then urge students to use this motivation to develop their potential and expand their quality most effectively. The implementation of experiential teaching method in Ideological and political theory course can improve the effectiveness of teaching.

2. Analysis of Learning Situation

At present, college students are "after 00". Most of them are only children. They have strong self-awareness and are reluctant to listen to other people's sermons. They tend to deny others. Born in the period of rapid development of Internet technology, they have a broad vision, quick thinking, especially good at change, easy to think in isolation and one-sided way, and lack of deep understanding of things. Most of them grew up in the era of "reading pictures", thinking more about what they felt, rather than understanding and analyzing things. In order to make students enjoy and benefit from ideological and political theory course for life, we must adopt the method that can

promote perceptual experience and rational cognition, carry out theoretical practice, and achieve emotional internalization, so that the theory of socialism with Chinese characteristics and the correct world outlook, outlook on life, values and outlook on labor can be deeply understood and stably and lastingly recognized.

The unity of knowledge, faith and action of College students, the generation, development and maturity of human virtue, can not rely solely on "inculcation". It is not "granted" by the outside world, but constructed by the subject itself in the interaction between the subject and the object. It relies heavily on the subject's experience, understanding and practice. Experiential teaching design should design and select appropriate situations, cases, practices, creations and sharing activities according to teaching objectives, teaching contents and students acceptance, so as to attract students to actively participate in the teaching process, explore and study problems, and achieve teaching objectives.

3. The Practice of Experiential Teaching in the Course of Ideological and Political Theory

The experiential teaching method pays attention to students participation. Through case analysis experience, role-playing experience, sharing experience, operating experience, practical experience and so on, students can be guided to go deep into practice, based on perceptual materials, which can easily make students realize a leap from perceptual to rational on a certain issue. For teachers, with the participation of students, there will be a definite goal and specific object to analyze practical problems, so as to have flesh and blood, avoid empty preaching, and facilitate the leap from rationality to practice of a certain theory, so that students can realize the important guiding role of theory in practical work, and the enthusiasm and initiative of learning theory will be improved. If the situations and cases selected by teachers are typical and rich in content, involving different levels, it is also convenient for students to think from different perspectives, in order to find solutions to problems.

3.1 The Main Problems of Experiential Teaching.

Through the practice of experiential teaching, we can give full play to the advantages of experiential teaching: first, it is conducive to the play of student's main role. In short, the role of student subject refers to the emergence of students as the main body of learning activities in the process of teaching, so as to give full play to their creative potential. Second, it is conducive to harmonious teacher-student relationship and student-student relationship. Experiential teaching emphasizes the two-way emotional communication between teachers and students, which helps to close the distance between teachers and students. In experiential teaching, let students participate in activities and share experiences first, and then teachers summarize and evaluate, which can better promote students understanding of teaching content, enhance teachers' and students' feelings, and harmonize the relationship between teachers and students. Third, it is conducive to arousing interest in learning. Experiential teaching focuses on arousing students experience, bold innovation in teaching and vivid classroom. In learning, music, color, video and other means can be used to fully mobilize students' various senses, teaching forms are diverse, vivid and flexible, the classroom atmosphere is relaxed and lively, so it is easy to stimulate students' interest in learning.

Under the experiential teaching mode, a good interaction between teachers and students, students and students has been formed, which obviously improves student's participation in the classroom, strengthens students' enthusiasm in learning ideological and political theory, and changes the original dull classroom atmosphere. Students learning status has also been improved. In the classroom, there are often heated discussions. In this way, teachers can accurately grasp the students concerns and timely solve the existing problems, which is conducive to teachers' in-depth understanding of students learning, thinking and ability in the process of teaching, and pay attention to the development of each student, so as to truly achieve tailor-made clothes and teach students in accordance with their aptitude. At the same time, students are actively involved in classroom teaching and learning, which gives students more space to think independently, realizes good teacher-student interaction and promotes student's rapid growth.

3.2 The Concrete Application of Experiential Teaching.

(a) Case analysis experience: Teachers give examples in teaching, provide students with specific situations, and put forward relevant questions for the case, so that students can analyze the case. Through vivid examples, it directly acts on its senses, creates the feeling of being in the situation for students, and makes them rise from perceptual knowledge to rational knowledge through analysis and judgment.

(b) Role-playing experience: This means that teachers create situations according to real life, let students play a certain role, and perform live performances and simulations in the classroom. Students use the language and action corresponding to the role to perform and think, so as to understand the emotional attitudes, values, ways of thinking and psychological state of different roles, and then get real feelings and experience. Not only do performers have inner experiences, but also the hearts of the viewers ripple.

(c) Sharing experience: In the process of teaching, the teacher asks the students to talk about their experience and experience to their study group or the whole class.

(d) Operational experience: Teachers design learning projects according to specific teaching content. In the process of teaching, the students complete the corresponding projects, or after experiencing the related activities in class. Through the completion of learning project tasks, let students think and summarize some problems.

(e) Practical experience: Teachers encourage students to create, so that they can continue to study the teaching content in their conceptual works, penetrate the theoretical essence, and gain the deepest experience in actual creation and real feelings. Creative experience method not only makes students interested in teaching content voluntarily and consciously, but also helps to stimulate students innovative potential and thinking ability.

Through the exploration and implementation of experiential teaching, we can promote the interaction of teaching, highlight the main position of students, and enhance the affinity of Ideological and political theory classroom.

3.3 Basic Principles of Experiential Teaching

(a) Careful selection of cases. The choice of cases should have strong authenticity and typicality. Authenticity means that the selected case should be a real case in real life. Typical performance shocks people's soul and has the function of inspiration and guidance.

(b) Create a reasonable situation. According to the characteristics of the times, select the representative situation. Students use the language and action corresponding to the role to perform and think, so as to understand the emotional attitudes, values, ways of thinking and psychological state of different roles, and then get real feelings and experience. Not only do performers have inner experiences, but also the hearts of the viewers ripple.

(c) Encourage sharing and practical experience. Encourage students to share their growing experience and participate in social practice.

(d) Carefully organize case analysis and situational experience analysis. On the basis of selecting cases and designing situations, students should be carefully organized to participate in exchanges and discussions, analyze cases and situations, give full play to students principal position, and create a good classroom atmosphere. Help students understand the concepts, theories and knowledge points of this course, and improve their ability to analyze and solve problems.

(e) Make a good summary. On the basis of case and situation analysis, communication and discussion, we should make a good summary. Summarization refers to the induction of individual and scattered opinions of students in the course of exchange and discussion by means of teachers prompting, guidance and summary comments, so as to unify students' thoughts into correct ideological understanding, to raise them to the height of theory, and to help students master the basic theory and related knowledge of this course.

3.4 Experiential Teaching Scheme .

(a) Carefully select cases and classroom situational experience. The selected cases and situational experience in teaching all come from real life and have authenticity and concreteness. In this way, the theory that the teacher wants to tell can be perceived, and it is no longer an invisible and intangible "heavenly book". Students will also feel that the knowledge they have learned is no longer a list of words, an empty content, or a loss of nothing. It is easy to arouse their resonance by bringing the practical problems concerned by students into the classroom and letting them personally participate in the experience, analysis and discussion. At the same time, it also finds a suitable point for integrating the theory of Ideological and political theory with practice, so that students can consciously use the theory they have learned to understand and solve social practical problems. Make students have a sense of reality and concreteness about what they are talking about.

(b) Emphasizing the improvement of teacher's quality. Experiential teaching method requires teachers not only to fully grasp the content of case, situational design, but also to pre-design the discussion process. In the process of discussion, teachers flexible organizational ability and resourceful response ability are also needed. For example, in the teaching process, in order to enable students to experience the situation, analyze cases, master theory, exercise and improve their comprehensive ability, teachers must be prepared for cases, and the cases provided to students must be effective and stable. In the discussion, the procedure of discussion should be designed beforehand. According to the teaching objective, the corresponding case teaching form is determined. In the process of commentary, it is more necessary to grasp the pertinence, aim at the target and find out the problem points. All these put forward higher requirements for teachers knowledge structure, ability structure and professional structure.

(c) Summarize carefully and do a good job of research among students. According to students feedback, the teaching process should be adjusted in time.

The application of experiential teaching method in Ideological and political theory teaching, along the basic train of thought of "activity-experience-comprehension-internalization", realizes the leap from accepting morality, discovering morality to constructing morality, which is of great significance to the improvement of Ideological and moral quality and the cultivation of healthy personality of College students.

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