Exploration on the Experiential Teaching Model of Ideological and Political Courses in Higher Vocational Colleges

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Abstract. The teaching of Ideological and Political Education Course in higher vocational colleges is different from that in ordinary undergraduate universities. The teaching methods should be innovatively adjusted according to the characteristics of students in higher vocational colleges. Experiential teaching is one of the important ways to improve the effectiveness of Ideological and Political Theory Course, and it is explored to closely integrate the teaching methods with the characteristics of students in higher vocational colleges. The teaching mode is the key to realize the goal of Ideological and Political Course in higher vocational colleges.

Higher vocational colleges are an important part of China's higher education institutions. The educational goal of higher vocational colleges is to train skilled applied talents for the country. The ideological and political theory course is a compulsory course for higher vocational college students and an important educational guidance course to help them cultivate correct world outlook, outlook on life and values. Improving the effectiveness of Ideological and Political Course by experiential teaching is an important way to teach the course well. Constantly innovating experiential teaching mode has become an important subject that must be taken seriously in Ideological and Political Course teaching.

1. Introduction of Experiential Teaching

1.1 The Basic Connotation of Experiential Teaching

Experiential teaching refers to an innovative teaching mode, which is based on the requirements of the latest educational ideas, aiming at making students master knowledge, cultivating students' ideological and moral qualities, and comprehensively improving students' comprehensive abilities. Specifically embodied in the premise that the teachers are familiar with the textbook, closely integrate the content of the textbook with the reality, design a certain situation, students can participate in it through role-playing, so as to not only improve students' interest in learning, but also cultivate their ability to think and solve problems, and constantly improve teaching effectiveness, and then to achieve the goal of education.

1.2 Basic Characteristics of Experiential Teaching

First, students are the main body. Higher vocational colleges are the bases for training qualified socialist builders and successors for the motherland. Students are not only the audiences of Ideological and Political Courses, but also the main body of the courses. The purpose of Ideological and Political Courses is to help cultivate students' correct values. Experiential teaching is to let students break through the traditional audiences’ role. The college students should really participate in the teaching process as the main body.

Second, the teachers should respect students' individual ideas. The experiential teaching of Ideological and Political Courses in colleges and universities requires teachers paying attention to listening to students' inner thoughts and respecting their opinions, and then constantly adjusts the teaching methods to achieve good educational results. As an old saying, "There are 1,000 readers, there are 1,000 Hamlet", describes, different people have different opinions on the same thing, and the solutions to the same thing are different. So we cannot use a one-size-fits-all method to affirm
right and wrong. For the same thing, different students will have different solutions because of different angles of thinking. Teachers should respect the views of students, not only use the right and wrong to judge, but also guide the students with obvious wrong views, so as to stimulate students' enthusiasm for learning.

Third, such teaching methods will promote the exchange between teachers and students. Ideological and Political Courses in colleges and universities should break through the traditional way of theoretical knowledge inculcation and change the traditional scene of students' passive acceptance of knowledge. Experiential teaching can effectively help students turn passive into active, change the active and passive relationship between teachers and students into interactive relationship constantly strengthen the interaction between teachers and students in the classroom teaching activities. Teachers and students in secondary schools cooperate with each other to create a harmonious classroom atmosphere, which is conducive to improve the teaching effect and promote relevant knowledge into the ear, brain and heart.

1.3 Significance of Experiential Teaching of Ideological and Political Courses in Higher Vocational Colleges

It is very necessary to carry out experiential teaching of Ideological and Political Course in higher vocational colleges, because higher vocational colleges have their own characteristics in many aspects compared with undergraduate colleges. We must use appropriate teaching methods according to their own characteristics to help achieve the educational goal of cultivating skilled applied talents in higher vocational education. The author should analysis experiential teaching method from the following aspects:

First, it is conducive to improving the teaching effect of Ideological and Political Courses. The purpose of offering Ideological and Political Courses in higher vocational colleges is to help students cultivate socialist core values, help students establish four consciousness, improve students' ideological and political quality, and train qualified socialist builders and successors for the country. Most of the Ideological and Political Courses adopt traditional teaching mode. Teachers instill knowledge mechanically into students. Some students are not motivated to learn and the phenomena of looking down at mobile phones in the classroom are common. Students' enthusiasm for learning has not been mobilized. If students are studying in this learning mode for a long time, they will lose interest in the course completely, and eventually will have a negative feeling towards the course, which will affect other students, and is not conducive to the realization of teaching objectives. However, in the process of experiential teaching, teachers will simulate various scenarios according to textbooks, get rid of the shackles of traditional teaching mode, students actively participate in various activities, experience various scenarios personally, constantly improve the mastery of knowledge, and then improve the teaching effect of Ideological and Political Courses.

Second, it is conducive to the cultivation of students' ideological and moral character. The aim of Ideological and Political Course is to cultivate students' qualified ideological and moral character. Traditional teaching methods can only enhance students' theoretical understanding, and can not internalize this understanding in mind and externalize it in practice. Therefore, the teachers must pay attention to experiential teaching. Because the content of experiential teaching scenario design follows the principle of "three closeness", that is, close to the classroom, close to students, close to life, and closely related to daily life learning of students. Students participate in it through personal experience and cultivate qualified ideological and moral character under the guidance of teachers. Experiential teaching is also closely related to social life, so that students will have more opportunities to contact the real society, gradually deepen their understanding of society, and constantly enhance their sense of mission to society. In experiential teaching, students will realize that in order to keep up with and adapt to the development of society, they must constantly enhance their ability to overcome difficulties, enhance their willpower and form their own unique social cognition.
2. The Dilemma of Ideological and Political Courses in Higher Vocational Colleges

2.1 Students' Enthusiasm and Interest in Learning is not High

Under the background of college enrollment expansion, the number of students in higher vocational colleges has greatly increased, and the challenge of teaching ideological and political courses in higher vocational colleges is also increasing. According to the survey, at present, most of the Ideological and Political Courses in higher vocational colleges adopt the method of joint class teaching. The number of students in each large class is about 100, and the number of students in small class is about 60 in some higher vocational colleges.

Because the Ideological and Political Theory Course is a compulsory course for college students, there are a large number of students, relatively few teachers. Because of the low teacher-student ratio, in college the use of traditional teaching methods has been popularized for a long time, which has greatly affected the teaching effect. The content of Ideological and Political Theory Course is theoretical and abstract. Some teachers cannot effectively combine theory with practice, which makes the classroom atmosphere dull and uninteresting. Relevant contents of Ideological and Political Courses are repetitive with students' learning contents in middle school, so many students think that the knowledge they have learned is unnecessary for them to study, and they lack novelty in learning contents. These factors lead to students' low enthusiasm and interest in learning Ideological and Political Courses.

2.2 Students' Learning Attitude is Incorrect

After intensive study in senior high school, college students are enrolled in the college and university, which not only open a new stage of life for students, but also begins a new journey of learning for them. Unlike the study and life in senior high school, universities need students to cultivate self-reliance ability in order to prepare for entering society. Compared with undergraduate students, students in higher vocational colleges still need to be strengthened in autonomous learning and self-management ability. Many students in higher vocational colleges are not adapted to college life after entering the college, and have not yet changed their learning style from the high school stage. Most students think that the college’s life is very relaxed and free, without any restraint. Because of the lack of effective supervisory learning environment in the senior high middle school, many students lack the ability to learn independently and self-restraint ability. Vocational college students pay attention to professional compulsory courses, despise professional elective courses, and ignore Ideological and Political Courses, resulting in the phenomenon of incorrect learning attitudes such as bowing heads in the study of Ideological and Political Courses.

2.3 Inappropriate Docking Between Teaching Purpose and Teaching Method

Ideological and Political Course is a compulsory course for cultivating students' correct world outlook, outlook on life and values. It is also a course for helping students buckle the first button in their lives. College students are in their youth, so this stage is the key period for them to form and establish correct world outlook, life outlook and values. The correct three outlooks are like the first button of the clothes. Only when it is correctly buttoned, the rest will be right. The correct three outlooks can guide college students to achieve their life goals. At present, there are many problems in the process of carrying out Ideological and Political Course teaching in some higher vocational colleges, especially in the teaching methods, most of which are still based on the teaching methods of theoretical instillation. Students passively accept the theoretical knowledge transmitted by teachers. Although students accept the theoretical knowledge, they do not convert it into correct values and moral behavior in social life practice. After passing the exam, the college students leave it behind their mind. Improper docking of teaching objectives and teaching methods will lead to the bad consequences of students' separation of knowledge and practice in the learning process.
3. Thoughts on the Path of Experiential Teaching of Ideological and Political Courses in Higher Vocational Colleges

The experiential teaching of Ideological and Political Theory Course in higher vocational colleges is different from that in undergraduate colleges. It should not only be based on the goal of training talents in higher vocational colleges, but also reflect the characteristics of higher vocational education. We can think about the path of experiential teaching of Ideological and Political Course in higher vocational colleges from the following three aspects:

3.1 Put the "Student-Oriented" Experiential Teaching Concept into the Ideological and Political Theory Curriculum of Higher Vocational Colleges

"Student-centered" experiential teaching concept is a brand-new modern educational concept advocated at present. The core of this concept is to fully respect the main position of college students in teaching, pay attention to students' perception of knowledge, focus on internalized ways to achieve the mastery of knowledge, ideological and political courses in higher vocational colleges. The teaching of the Ideological and Political Theory Course just needs to follow such educational philosophy.

In the process of teaching, we should break through the traditional "teacher-based" educational concept, advocate the "student-oriented" educational concept, advocate the concept of serving students, transform "teacher-oriented" into "student-oriented", transform "knowledge-based inculcation" into "knowledge-based perception", transform "teacher-lead" into "teacher-student interaction", and transform "knowledge imparting" into "overall knowledge shaping". In these changes, students' principal position is highlighted, and all-round concern for students' knowledge learning, sound personality, complete life growth and development is actively advocated. Effective combination of knowledge exchange and emotional exchange between teachers and students is emphasized to realize the rich development of teaching process. Under the guidance of the concepts of "student-oriented" and "teacher-student interaction", the experiential teaching of Ideological and Political Courses in higher vocational colleges should emphasize that teachers should pay attention to students' knowledge demands, integrate knowledge into situations, integrate situations into life, integrate life into thinking, integrate thinking into perception, and read through knowledge. Situational practice, interactive communication, realistic reflection and other links constantly promote the teaching of Ideological and Political Courses to achieve enrichment, interesting and other teaching effects, enrich students' theoretical and practical knowledge, and help students establish correct values in the process of learning process unconsciously.

3.2 Integrating Emotional Training into Experiential Teaching of Ideological and Political Courses in Higher Vocational Colleges

The experiential teaching of Ideological and Political Courses in higher vocational colleges should strengthen emotional experiential activities. The goal of offering Ideological and Political Courses in higher vocational colleges is to train talents who are "the unity of knowledge and practice". Emotion is the endogenous motive force to stimulate people's practical behavior. Experiential teaching enables students to feel a profound emotion in participating in scenario simulation. After experiencing this emotion, they can internalize their inner value. Ideas, promote their ideas and values to be sublimated, and become their firm values, and then correctly guide their practice. Essentially, the Ideological and Political Course has a strong political color, monotonous course content, combined with a single teaching method, the lack of emotional ideological and political course will make college students feel boring. Emotion is the lubricant of Ideological and Political Course teaching and the key to improve the effectiveness of Ideological and political education.

In order to achieve this effect, Ideological and Political Theory teachers should constantly enrich the emotional elements of the classroom, cultivate and strengthen their emotional control ability and enhance their emotional control level in the classroom through a variety of ways. This requires the Ideological and Political Theory teachers to make efforts in the following three aspects: first of all,
they should have a strong positive emotional feeling and appeal. In the experiential teaching classroom, teachers play an important role. They are the trigger and driver of emotions in the whole classroom, and the trigger of students' emotions. The amount and depth of students' emotional input is closely related to teachers' emotional initiation and guidance, which is also directly related to the improvement of classroom effect. Second, the teacher should have clear and fluent language expression ability; have a more emotional penetrating tone color and quality. Language is not only the most direct expression of teachers' thoughts, but also the externalization and traction of teaching emotions. In the experiential teaching of Ideological and Political Theory, teachers should use language close to students' reality to stimulate students' emotions, and then successfully guide students' emotions, and increase students' emotional investment in the course. Third, we should have certain classroom control and better ability to deal with emergencies. When emotions are integrated into the classroom activities, there will be varying reflection of emotion, teachers should control the details of the whole classroom activities and grasp the emotional development of all students.

3.3 Embedding Practical Activities in the Experiential Teaching of Ideological and Political Courses in Higher Vocational Colleges

The most prominent feature of experiential teaching of Ideological and Political Courses in higher vocational colleges is to embody practicality, so that students can achieve the harmony and unity of the three teaching objectives of "knowledge and skills, process and methods, emotional attitude and values" in specific practical activities. Therefore, in the experiential teaching of Ideological and Political Courses in higher vocational colleges, the teachers must pay attention to practicality. They can do a good job in the following three aspects:

First of all, higher vocational colleges should do a good job of system guarantee for experiential teaching and create a good practice environment for the teachers and college students. Higher vocational colleges should pay attention to the social practice teaching process in experiential teaching, establish an effective system for the overall operation of practical teaching, and do a good job of system guarantee for the smooth development and actual effect of practical teaching. At the same time, higher vocational colleges should carefully formulate and rationally plan the social practical teaching syllabus and arrangement of the practical hours, provide fund to ensure the practical teaching and ensure the smooth development of practical teaching.

Secondly, teachers should fully guide students to actively integrate into social practice activities. The teachers should educate students by guiding students to actively participate in all aspects of social practice activities, letting students experience various forms of practice, building a communication platform for students, letting students think positively in the interaction, training students to calmly deal with problems in practice, and cultivating students' ability to solve problems. In practical teaching, teachers should play a good role in guiding students to listen more, see more, communicate more and think more, so that students can deepen their understanding of theoretical knowledge under the guidance of teachers, and grasp the practical process accurately.

Finally, the teachers should adjust the practical teaching activities according to the real ideological dynamics of college students. With the development and change of the times, the ideological trends of college students are also changing. The concrete content and practice mode of practical teaching in experiential teaching should also change accordingly. Only by keeping pace with the times, constantly exploring and innovating the experiential teaching mode of Ideological and Political Courses closer to the study and life of college students in higher vocational colleges can we achieve teaching goal. To better achieve the goal of "the unity of knowledge and practice" of Ideological and Political Courses in Higher Vocational colleges, the teachers should constantly explore and innovate the experiential teaching mode.

4. Summary

In short, the experiential teaching of Ideological and Political Courses in higher vocational colleges is an important method to achieve the goal of education in higher vocational colleges. In
the experiential teaching, the teachers should always pay attention to the educational concept of "student-oriented", the educational principle of "practice as the source", the educational method of "thinking as the heart", and constantly innovate the thinking of higher vocational colleges. It is hoped that the experiential teaching mode of political course will better help to realize the goal of cultivating skilled applied talents in Higher Vocational colleges.

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Reference


