

Practical Analysis of Cultural Experiential Teaching in the Teaching of Ideological and Political Courses

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Abstract: Cultural experiential teaching is an important way and medium for organizing and carrying out the teaching of ideological and political courses, and such a teaching path has many obvious effects in enhancing students' cultural confidence, promoting students' character improvement and improving the teaching effect, but for the cultural experience is the teaching can not be applied at will, but we should carry out the cultural experiential activities in suitable scenes and platforms to promote the active participation of the students, to Let the students get more gains and show the charm of the teaching of the ideological and political course.

Keywords: Cultural experiential teaching; Ideological and political teaching; Practical analysis

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Accompanied by the development of the times and social change, there are more requirements for ideological and political education, cultural experiential teaching has a unique role in the teaching of ideological and political courses, which emphasizes the application of rich cultural elements and the formation of practical activities in order to help students to develop in-depth thinking and effective learning in the cultural context, to improve the students' ideological character and cultural self-confidence, the cultural experiential teaching focuses on the transmission of knowledge, but also emphasizes emotional resonance and the formation of values. Cultural experiential teaching pays more attention to the transmission of knowledge, but also emphasizes the resonance of emotions and the formation of values, which requires teachers to organize cultural activities, visit historical sites and participate in social services, to form a more comfortable and good experience, so that the effectiveness of the ideological and political education is more distinctive, this paper explores the specific application of cultural experiential teaching in the ideological and political course.

1. The Significance of Cultural Experiential Teaching in the Courses

(1) Enhancing students' cultural identity

First of all, cultural experiential teaching has diversified forms, including cultural activities and traditional festivals, as well as field trips, etc., which give students an immersive experience and enable them to feel the charm of culture. For example, we can organize students to visit local historical and cultural sites or let students participate in the production of handicraft works, so that students can better feel the historical value and concepts behind the culture, this mode inspires students to love the national culture, and promotes the formation of students' sense of pride. Secondly, with the help of cultural experiential activities, students are given the opportunity to deeply understand the socialist core values, for example, through community volunteering activities, so that students

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assume responsibility and form a sense of mission, which is difficult to realize by carrying out traditional theoretical teaching.

(2) Enhancement of students' intellectual and political literacy

First of all, carrying out cultural experiential teaching in the teaching of the ideological and political program promotes the formation of students' critical thinking. Students participating in cultural experiential activities need to carry out careful observation and profound experience, and need to constantly think and actively reflect on the problems, for example, when participating in social research activities, they need to analyze and collect data, and reflect on the close relationship between different social phenomena and cultural backgrounds, which is an important requirement for the core qualities of ideological and political courses. Secondly, cultural experiential teaching stimulates students' initiative and creativity. Compared with the traditional teaching mode, cultural experiential teaching pays more attention to students' practical development, especially through role-playing and drama performances, which gives students a platform for active participation, and students' understanding and awareness of ideological and political contents will be more comprehensive.

(3) Promoting integrated interdisciplinary literacy development

First of all, cultural experiential teaching promotes the close integration between the ideological and political courses and other disciplines, organizing cultural and artistic activities, requiring students to learn the knowledge content of the ideological and political course, and try to incorporate different knowledge such as historical knowledge, sociological knowledge, and artistic disciplines into the course, which enables students to open the bridge between different disciplines, and gives students a sense of coherence between the knowledge. Secondly, cultural experiential teaching helps students' practical ability to grow. Through participating in social service activities, students accumulate experience, understand the current situation of the society, and learn how to solve problems in the process of practicing, so it is an important way for students to develop their comprehensive literacy.

2. Practical Measures of Cultural Experiential Teaching in the Teaching of Ideological and Political Courses

(1) Developing thematic cultural activities to enhance cultural identity

Cultural experiential teaching in the theme of cultural activities is a very key component, to carry out the teaching of the ideological and political program can be completely with the help of a variety of forms, rich in connotation of the theme of cultural activities to help students establish a correct cognition, in particular, to strengthen the students' sense of identity for the excellent traditional Chinese culture, to promote the formation of the students' socialist core values, to help students establish a higher political literacy, to become a qualified successor. First of all, the school can design cultural activities around the theme of the ideological and political courses. For example, when it comes to the knowledge content of the Analects of Confucius, it can organize students to consciously form a team to carry out a reading and sharing meeting activity, in which they can talk about their own understanding of the classic quotations and their feelings, so that the students can have a higher sense of identity for the classic culture, and also produce some new ideas in the process of mutual exchanges and cooperation. They can also generate some new ideas during the process of mutual exchanges and cooperation, and collide with more unique sparks, which is helpful for the formation of students' diversified thinking. At the same time, the teaching work can be combined with the local characteristics of culture to carry out cultural activities with local characteristics, such as involving red culture, you can organize students to visit the local historical revolutionary sites, or invite the old party members who have experienced the deep connotation of the revolutionary story, to stimulate the students' patriotism and the spirit of collectivism, in the process of the students' personal experience, they have a more understanding and respect for the ancestors' work. In the process of students' personal experience, they have

a better understanding of and respect for what their predecessors did, and students' national sentiment rises. In addition, students can also be encouraged to participate in diversified campus cultural activities, such as cultural performances or thematic debates on campus, through the active participation of students to express their views on certain social phenomena and deep thinking about things, which is the key to the formation of students' sense of social responsibility and cultural identity.

(2) Introducing practical teaching to foster a sense of social responsibility

As a key form of cultural experiential teaching, practical teaching is mainly to guide students out of the classroom, towards the society, into the process of practice, in order to produce unique impressions and feelings, which is of great help to the cultivation of students' sense of social responsibility. First of all, schools should take the initiative to organize some social practice activities, including volunteer activities and community research activities, which can help students to go deep into the social reality, understand the needs of the society, get close to the people's life, so that the students' language skills and social communication skills can be exercised, and can also build a sense of mission and sense of achievement in the process of helping others. Secondly, off-campus practice courses can be organized, such as leading students to visit local outstanding enterprises, government agencies or social organizations, to understand the operation of these units and the social functions they undertake, and in the process of practice, the classroom knowledge learned by the students is reproduced, for example, in the study of Marxist economic theory you can lead the students to visit the local enterprises, so that the students can really see the enterprise's The connection between the operation and the development of the economy helps students to better grasp the principles of economics. Finally, students can also be encouraged to participate in social research, for research should choose to social hot issues to collect relevant data, prepare research reports, this way to give students an important medium of investigation and research, but also let the students for the analysis of social issues more thorough and clearer.

(3) Utilizing multimedia and network resources to enrich teaching content

Under the background of the information age, the application of informatization resources has been very common, and in the cultural experiential teaching, the multimedia and network resource system can be constructed to make the ideological and political courses vividly. First of all, multimedia technology can be used to produce vivid courseware and videos, especially combined with movies, documentaries and music, which are various forms of multimedia resources, to help students understand and memorize the course content, deepen their impression, bring them a double visual and auditory experience, and enable them to appreciate the national culture and the connotation of the excellent spirit. Secondly, online discussion and learning activities can be carried out by utilizing network resources, posting videos, articles or discussion topics related to the courses in the network, encouraging students to participate in them, and the network discussion gives students the opportunity to collide with each other, which strengthens students' deep understanding of the courses. Finally, virtual reality technology can be used to strengthen students' experience. In recent years, virtual reality technology has been promoted and expanded in the field of education, and the ideological and political courses can also use the VR technology to obtain more innovative teaching effects, providing students with an immersive experience of social phenomena and historical events, for example, VR technology can be used to design a difficult picture of the war of resistance, allowing students to experience the difficulties of the war of resistance and feel the impact of the war of resistance, and let students experience the difficulties of the war of resistance. For example, VR technology can be used to design the difficult images of the anti-war period, so that students can experience the difficulty of the war and the difficult course of social development, thus stimulating the emotional resonance of students and promoting the establishment of a high degree of identification with the socialist core values.

3. Conclusion

The teaching of the ideological and political courses requires the orderly organization and exploration of cultural and experiential activities, especially the use of multimedia and network resources to carry out practical teaching and thematic cultural activities, to create a more comfortable space for students to learn the ideological and political courses, to enhance the students' experience, so that ideological and political education can truly penetrate into the hearts of the students, and have a positive and active influence on the students, so that the students will be willing to consciously tell the story of China. The program will be held at the same time as the program for the students.

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