

Reform Path Analysis of Ideological and Political Teaching in Higher Vocational Colleges from the Perspective of Experiential Education

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Abstract: Higher vocational education is a significant channel to foster talents in the education field in China. It can train and provide a huge amount of practical talents with solid professional ability and excellent quality for the society every year, which is greatly essential to social progress. The ideological and political teaching is the basis for cultivating and improving the ideological and moral quality and professional ethics of students, and it is greatly important for the personal progress of higher vocational students. However, there are many deficiencies in the ideological and political teaching, seriously hindering the improvement of students' ideological level and comprehensive quality. The application of experiential education in ideological and political education can effectively deal with these problems. This paper analyzes the reform path of ideological and political education in higher vocational colleges from the perspective of experiential education, and then realizes the research purpose of promoting the quality of ideological and political education and promoting the comprehensive progress of students.

1. Introduction

Higher vocational colleges are the significant birthplace of training professional talents for the society, and greatly push the personal advances of students. The main teaching goal of ideological and political education is to lead the students in higher vocational education by publicizing and disseminating correct values, so as to help them form a correct outlook on life, values and career^[1]. Thus, ideological and political teaching is greatly essential to the progress of higher vocational education and the personal progress of students. However, according to the present condition of ideological and political teaching in China, although many higher vocational schools positively respond to the call of the national education policy to carry out teaching reform, there are still many shortcomings that influence the ideological progress and progress of students. The experiential education can develop teaching design based on students' studying needs and psychological characteristics. Applying it to ideological and political teaching can effectively push the teaching level and quality and push the overall progress of students.

2. Problems Existing in Ideological and Political Teaching Reform in Higher Vocational Colleges

2.1 Higher Vocational Teachers Lack Understanding of Experiential Education

Looking from the current condition of teaching, many teachers still adopt the teaching method of "teachers speak and students listen" to develop teaching activities in the actual teaching process because of the influence of traditional teaching concepts. This will not only fail to achieve good teaching results, but also reduce students' enthusiasm for ideological and political teaching activities to a certain degree^[2]. In addition, although some higher vocational schools closely follow the progress of education and they have applied experiential education in teaching, most teachers do not recognize the importance and role of experiential education, which leads to the failure to take the correct way to play the maximum value and role of experiential education in the actual teaching

process. While students are learning ideological and political knowledge, they can't feel the difference between experiential education and traditional education, which will affect the ideological improvement and comprehensive quality formation of students. The biggest reason why higher vocational teachers can't effectively apply experiential education in teaching is that teachers have a superficial cognition of experiential education, and even some teachers have a perfunctory teaching attitude towards experiential education in teaching. This has seriously hindered the improvement of level and quality, and further affected the comprehensive progress of students.

2.2 Students' Low Study Enthusiasm for Ideological and Political Teaching in Higher Vocational Colleges

Interest is the best teacher for students. The low enthusiasm of students for the current teaching activities is also a significant reason that hinders the improvement of higher vocational teaching. The ideological and political teaching has a strong theoretical nature, while in the traditional teaching, most teachers rely on books and textbooks to develop teaching activities. This kind of teaching method is not only disadvantageous for students to understand and master knowledge, but also reduces students' enthusiasm for studying. Moreover, most students who enter higher vocational colleges have poor academic performance or failed in the college entrance examination, while in the traditional teaching mode, teachers conduct a large number of theoretical knowledge explanations. This, to a certain degree, ignores the poor basic ability of students, resulting in the difficulty of understanding the content in the teaching activities of students, and thus dampens their enthusiasm for learning. There are also some higher vocational students who hold cognitive errors on education, and think the education has no importance for personal progress and professional progress. Driven by this kind of wrong mentality, in the ideological and political teaching, there will be students wandering, studying other courses, and even skipping classes.

2.3 Lack of Perfect Experiential Ideological and Political Teaching System

The experiential ideological and political teaching system is an significant foundation to push the reform and progress of teaching in the perspective of experiential education. Currently, although many higher vocational colleges apply experiential education to ideological and political teaching activities, it is only limited to supplement and assist the traditional teaching methods, and does not fundamentally recognize the shortcomings of traditional teaching, which seriously hinders the experiential education from playing its maximum value and role in teaching activities. In addition, traditional teaching methods have strong control over students, and students are in a passive status^[3]. The experiential teaching fully plays the role of students as the main body, and guides students to grasp the teaching knowledge and carry out learning activities through their own understanding. However, owing to the influence of traditional teaching concepts, some teachers think that experiential teaching can't play a good role in regulating higher vocational students, and will also lead to confusion in the management of higher vocational colleges. Under this background, the experiential ideological and political teaching system presents an imperfect state, which seriously hinders the reform and progress of teaching activities and is not helpful to the effective improvement of students' ideological quality.

3. Reform Paths of Ideological and Political Teaching in Higher Vocational Colleges from the Perspective of Experiential Education

3.1 Build A Professional Ideological and Political Teaching Team

Only when teachers have a deeper understanding of experiential education can they effectively apply experiential education in teaching, and then push the level and quality of teaching to the maximum extent. In addition, the teaching level and teaching methods of higher vocational teachers also affect the understanding and mastery of knowledge of higher vocational students to a certain degree. Therefore, leaders of higher vocational colleges are supposed to fully focus on the education and teaching level and ability of teachers, and strengthen their cognition of experiential education^[4].

First of all, college administrators should keep up with the progress of the times and make a specific analysis of the teaching work of teachers, so as to develop targeted education and teaching training. This can lay a good teaching foundation for better teaching activities. Secondly, college administrators are supposed to strengthen the publicity of experiential education among the teachers, and guide the teachers to study experiential education by setting up incentive mechanisms, so as to effectively promote the teachers' views and emphasis on experiential education. Finally, college administrators should also encourage the teachers to improve and innovate the experiential education, so that it can better adapt to the teaching objectives of higher vocational colleges and better promote the progress of higher vocational education. However, it should be noted that the teachers should fully understand and master the learning basis and learning needs of students when carrying out the improvement and innovation of experiential education, so as to effectively promote the pertinence of teaching activities and push the comprehensive progress of students.

3.2 Create Experiential Ideological and Political Education Classroom to Stimulate Students' Interest in Learning

Innovating the experiential ideological and political education classroom is an significant way to push the reform of ideological and political education in the perspective of experiential education. Meanwhile, it can stimulate students' interest in studying, push the participation and interaction of teaching, and effectively cultivate and push students' ideological and moral quality and professional accomplishment. During traditional teaching, teachers often give lectures on the podium and students play mobile phones on their seats^[5]. The creation of experiential teaching classroom can fully mobilize the participation of students in the classroom, let students follow the teaching rhythm of teachers, and then improve the efficiency and quality of ideological and political teaching. First of all, teachers in higher vocational colleges can introduce typical cases or their own experiences related to the actual life of students according to the specific teaching contents. This can not only enable students to fully recognize and master the ideological and political teaching contents through examples, but also increase the richness and interest of the classroom contents and attract students' attention. Secondly, higher vocational teachers can also use information technology to assist teaching. For instance, they can find relevant videos, documents, pictures, etc. according to the specific teaching content, strengthen students' experience of learning, and improve their ideological quality.

3.3 Improve the Experiential Ideological and Political Education System

Higher vocational colleges should also improve the experiential ideological and political education system, and push the reform and progress of higher vocational education in the perspective of experiential education^[6]. A perfect experiential ideological and political education system can ensure the smooth progress of experiential teaching activities, and also can effectively regulate the progress of experiential teaching activities through a standardized education system, so as to realize the maximum value and role of experiential education in ideological and political teaching. First of all, college managers should break the shackles of traditional teaching concepts and improve the experiential teaching system and management system according to the actual progress and teaching objectives of the school^[7]. In this way, we can form an ideological and political education system that conforms to the current level of teaching progress in higher vocational colleges, and promote the smooth progress of ideological and political teaching activities. Secondly, higher vocational colleges are supposed to set up a teaching management and supervision system to manage and standardize the experiential ideological and political teaching activities and ensure that the experiential teaching methods are implemented. Meanwhile, it can also improve and adjust the experiential teaching system according to the current teaching feedback and students' learning needs, and promote it to provide better teaching management services for the implementation of experiential teaching activities.

4. Conclusion

Through the above discussion, we can find that experiential education is of great importance to push the level and quality of ideological and political teaching. This is not only the inevitable trend to meet the needs of social talents, but also the proper meaning of improving the ideological and moral cultivation of students and promoting their all-round progress. Therefore, higher vocational colleges should push the level and quality of education by building professional teaching teams, innovating experiential teaching classrooms, and improving experiential ideological and political education system in the perspective of experiential education, so as to push the comprehensive progress of students.

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