

# Exploring the Paths to Improving the Quality of Ideological and Political Education in Universities from the Perspective of Experiential Education

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**Keywords:** Experiential education, ideological and political education, enhancement pathway

**Abstract:** Currently, the academic community is focused on the pressing issue of experiential education. To effectively improve the comprehensive qualities of university students, it is imperative to deepen the reform of experiential education and promote a rapid enhancement in the quality of ideological and political education in universities. In the construction of ideological and political courses in universities, it is important to fully leverage the advantages of experiential education, rationally apply the teaching ideas of Marxist theory, promote the deepening reform of in-class teaching, and create corresponding teaching platforms while expanding the construction of teaching staff. By strengthening the fusion of ideological and political education and experiential education, we may achieve an elevation of the quality of ideological and political teaching in universities.

## 1. Introduction

Currently, ideological and political education in universities is guided by Marxism. Through effective implementation of the educational policies, this form of education helps university students establish correct values regarding their outlook on life and the world. Furthermore, it is conducive to enhancing their comprehensive qualities <sup>[1]</sup>. In order to promote an elevation of the quality of ideological and political education in universities, morality education must be established as a teaching objective. This involves ensuring an effective combination of in-class teaching and extra-curricular experiential learning, enabling students to not only gain a mastery of fundamental theoretical knowledge, but also establish practical abilities. Through this approach, we may enhance individual student character and morality, equipping them with a high-degree of innovation spirit and ability.

## 2. Strengthening the Connection between Ideological and Political Theory Education and Experiential Education

At first glance, there appears to be a significant disparity between the university ideological and political theory courses and the experiential education model. Typically, people only use ideological and political theory as the foundation for classroom construction. Due to the highly principled and directional nature of the ideological and political theory course, it can leave students with an impression of being dull and rigid. Furthermore, many universities lack a comprehensive understanding of experiential education, often viewing it through a narrow lens that limits it to merely production or social practices. This reveals a simplistic and one-sided understanding of the importance of ideological and political theory in universities <sup>[2]</sup>.

Ideological and political theory and experiential education complement each other, with each playing a vital role in the other. The *Opinions on Further Strengthening and Improving Ideological and Political Education for University Students*, explicitly states that the leading role of classroom teaching in ideological and political education for university students should be fully utilized, and effective ways of ideological and political education for university students under new circumstances should be explored <sup>[3]</sup>. Therefore, universities should strengthen the combination of ideological and political theory courses and social practice to promote the improvement of contemporary university students' personal qualities. Theoretical and practical teaching are both important aspects of the

construction of ideological and political theory courses. Experiential education can reinforce students' mastery of theoretical knowledge and is conducive to the effective application of traditional theoretical knowledge in society<sup>[4]</sup>. In summary, universities should not only focus on Marxist theory teaching but also establish the concept of experiential education to promote their integration, fully utilizing the important roles of theoretical teaching and experiential teaching.

### **3. Deepening Classroom Teaching Reform and Laying a Solid Theoretical Foundation**

Providing ideological and political theory education to university students cannot be separated from the support of classroom teaching, which is also an important part of students' in-class practice. In the classroom teaching of ideological and political theory courses in universities, the interpretation of theoretical principles related to social issues is emphasized, promoting active student participation in actual teaching work to enhance their thinking and perceptual abilities towards social issues. Through classroom teaching, the political theory literacy of university students can be improved, laying a solid theoretical foundation for the smooth progress of experiential education. Therefore, universities must vigorously improve the quality of ideological and political theory classroom teaching to effectively enhance the effectiveness of experiential education work.

#### **3.1. Strengthening Teaching Content**

Inherent in the ideological and political theory curriculum is its high degree of truth. This is also the source of its attraction. Firstly, teachers need to fully recognize the importance and significance of "truth" and explain theories thoroughly in the actual classroom, enabling students to fully understand the powerful logical ability of theories themselves. Different ideological and political theory courses are interconnected, which is advantageous for the formation of the course's ideological system. The perfect ideological system can reflect the infectivity and conquest power of the individual. In the specific teaching process, university teachers need to balance the relationship between the relative completeness of the system and the emphasis on fundamental principles. They should not only avoid overemphasizing the integrity of the system but also not ignore it altogether and master the appropriate level of emphasis.

##### **3.1.1. University Teachers should Put Students First and Teach in Accordance with Textbooks in Actual Teaching**

To improve the timeliness and pertinence of educational and teaching work, it is essential to strengthen the linkage with the modernization construction and comprehensively understand the ideological reality of students. This will enable teachers to continuously advance the reform process of ideological and political theory curriculum. Furthermore, it is crucial to remain faithful to social practice and fully grasp the development of Marxist thought. Teachers must strive to efficiently apply various advanced theoretical ideas in practical teaching, effectively solving problems encountered in the process. It is imperative to face reality courageously and accept challenges with equanimity. Embracing a broad mind, they should respond to questioning from students and enhance communication and exchange. By doing so, they can create an environment in which both students and teachers advance together in their understanding of the profound ideas presented in the curriculum<sup>[5]</sup>.

##### **3.1.2. Strengthening the Construction of Curriculum System and Paying Attention to Marxist Theory**

It is imperative to fully integrate Marxist theory into the ideological and political education system for university students, while maintaining a reasonable understanding of the relationship between different courses, ensuring there are no theoretical knowledge gaps. Teachers must not only focus on the integrity and systematic nature of each course, but also fully comprehend their interrelationships, so that each subject is both self-contained and logically connected to other subjects. In addition, teachers must handle the relationship between history and theory properly, ensuring that their teaching is grounded in historical facts, while also using theory to interpret historical events, in order to avoid

major discrepancies between the two. Furthermore, it is crucial to be faithful to the textbook and not to indulge in arbitrary improvisation, while avoiding overemphasizing certain knowledge points over others. The relationship between educational goals and teaching methodologies must also be handled properly in order to promote the popularization of Marxist ideology, while resisting the temptation to pander to students' whims and allowing ideological and political theory teaching to become vulgarized.

### **3.2. Innovation of Teaching Methodologies**

In practical classroom teaching, university teachers should constantly innovate their teaching methodologies for ideological and political education, strengthen the selection of ideological and political theory course content, comprehensively analyze each student's individual characteristics, select suitable teaching methodologies, enhance the interest of classroom teaching, increase students' learning interest, and fully stimulate their enthusiasm. Additionally, teachers should continuously strengthen the social practice capability of university students, combine theory with practice, enrich classroom teaching content, focus on students' political life, stimulate their motivation to acquire political knowledge, create a good classroom learning environment, and continuously enhance their political participation consciousness. In the specific teaching work of ideological and political theory courses, teachers should fully implement a humanistic approach, establish a good and equal relationship with students, fully stimulate their motivation for autonomous learning, and truly express profound principles in ordinary language, promoting the popularization of Marxist theoretical education. Based on this, universities should continuously improve the effectiveness of classroom teaching and achieve diversification of teaching methodologies.

#### **3.2.1. Rational Application of Interactive Teaching Methodologies**

In order to empower themselves to pursue innovative teaching methodologies, teachers should fully utilize their competencies and actively explore targeted teaching practices. Scientific and rational application of interactive instruction, enhanced communication with students, and the encouragement of classroom participation can be leveraged to promote the expression of perspectives by students. By combining discourse and argumentation, teachers can encourage students to adopt a proactive attitude and sustain an engaging atmosphere in the classroom <sup>[6]</sup>. Teachers seeking to improve the instructional effectiveness of the course must emphasize the importance of a strong emotional connection with students. Additionally, the cultivation of each student's personal competencies, particularly their ability to express themselves orally, is critical. Finally, the observation of students' emotional states in the classroom is essential to detect any detrimental behavior and assist them with patient consolation and guidance <sup>[7]</sup>.

#### **3.2.2. Rational Application of Case Teaching Method**

Drawing conclusions based on concrete case studies and analyzing them can promote the integration of theoretical and practical teaching, which in turn enhances students' abilities to analyze and solve problems while shifting from passive to active learning. Furthermore, regularly organizing evaluations of exceptional teaching cases and teachers, and establishing a thorough evaluation system that prioritizes students' ideological and political theory literacy, can continuously enhance their problem analysis skills and teach them appropriate approaches to problem resolution.

## **4. Building an Extracurricular Teaching Platform**

### **4.1. Establishing a Platform for Experiential Education to Enhance Teaching Effectiveness**

Extracurricular teaching activities serve as an extension of ideological and political theory classroom instruction. They are advantageous in bridging the gaps in theoretical knowledge within ideological and political education and facilitating deep self-awareness and societal recognition amongst university students. Thus, such activities enhance the effectiveness and practicality of ideological and political theory instruction, ultimately providing powerful guarantees for the realization of practical student development objectives. In practice, teachers must thoroughly

comprehend the content and characteristics of ideological and political theory instruction, comprehensively understand societal realities and individual student needs, and clarify the objectives of classroom instruction. Additionally, scientific and rational use of appropriate teaching methodologies, the formulation of mature and comprehensive teaching plans, and strengthened classroom instruction management are crucial. Convergence of ideologies, political theory instruction goals, and actual instruction content must be fully realized, and the establishment of a scaled social practice base will effectively support extracurricular practical activities for students [8].

## **4.2. Building an Educational Practice Platform to Consolidate Teaching Results**

### **4.2.1. Co-constructing a Practical Platform for Campus Cultural Education**

The planning and implementation of campus cultural activities should be jointly accomplished by teachers of ideological and political theory courses and cultural activity organizers. These collaborative efforts enable ideological and political teachers to actively participate in campus cultural activities, effectively combining campus culture with ideological and political theory during the participation process. Furthermore, various cultural societies and other representative humanistic societies should actively organize educational events to foster students' humanistic spirit and cultivate their personal cultural literacy. This approach can successfully create a unique and characteristic campus culture brand, and leverage new media and networking technologies to spread campus culture. Additionally, multiple channels such as books, radio, and newspapers can be utilized to establish ideological and political education platforms, provide answers to student concerns, strengthen communication between teachers and students, and increase the impact of classroom instruction.

### **4.2.2. Co-constructing a Practical Platform for Ideological and Political Education**

Ideological and political theory teachers must play an active role in the development of *Ideological and Political Theory Practical Courses*. They must supervise and encourage students to participate in extracurricular activities and social investigations, ultimately extending the theoretical instruction of ideological and political education among college students. Teachers must persist with theoretical instruction and the practical development of students' viewpoints, guide students to participate in various thematic educational activities, and enhance students' autonomous learning abilities. Through practical activities, students can increase their understanding of society and develop the ability to correctly analyze and approach social issues, enabling a comprehensive understanding of various social phenomena [9]. Thematic education has excellent contemporary relevance and a rich and vivid content, thereby promoting students' autonomous participation and facilitating full immersion into these activities.

### **4.2.3. Co-constructing a Practical Platform for Network Based Education**

Ideological and political theory teachers can construct a teacher-student network interaction platform to strengthen contact with students, broaden channels for communication and exchange, and decode network information during classroom instruction. Currently, the internet has become a crucial channel for students to acquire external information [10]. Teachers can seize timely hot topics in ideological and political theory classroom instruction and conduct deep analyses and exchanges with students regarding such topics. Teachers should actively respond to various queries raised by students, guide students to achieve a correct understanding of hot events, and eliminate the adverse effects of negative network information on students to the greatest extent possible.

## **5. Conclusions**

In summary, experiential education, as a problem of current focus in the academic world, should be given due attention by universities, teachers, and students themselves. Improving the quality of ideological and political theory practical teaching does not mean that traditional classroom theoretical instruction is replaced by practical teaching; instead, the two should be effectively integrated using scientific teaching methods to educate students and enhance their ideological and political literacy. Ideological and political instruction in universities guided by experiential education is a relatively

systematic engineering project that requires close collaboration among universities, teachers, and students to form a powerful driving force for experiential education. Therefore, all parties must work together to achieve this goal.

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