



THE EFFECTS OF EXPERIENTIAL LEARNING PROGRAM ON LEARNING MOTIVATION  
OF FIRST-YEAR COLLEGE STUDENTS



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การศึกษามหาบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว  
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ปีการศึกษา 2566  
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE EFFECTS OF EXPERIENTIAL LEARNING PROGRAM ON LEARNING MOTIVATION  
OF FIRST-YEAR COLLEGE STUDENTS



DONG YANG

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF EDUCATION  
(M.Ed. (Educational Psychology and Guidance))  
Faculty of Education, Srinakharinwirot University

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THE THESIS TITLED  
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BY  
DONG YANG

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UNIVERSITY

-----  
(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)  
Dean of Graduate School  
-----

ORAL DEFENSE COMMITTEE

..... Major-advisor ..... Chair  
(Dr.Thammachot Aeamtussana) (Asst. Prof. Dr.Pinda Varasunun)

..... Co-advisor ..... Committee  
(Dr.Paradee Kambhunaayudhaya) (Assoc. Prof. Dr.Pasana Chularut)

Title	THE EFFECTS OF EXPERIENTIAL LEARNING PROGRAM ON LEARNING MOTIVATION OF FIRST-YEAR COLLEGE STUDENTS
Author	DONG YANG
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Thesis Advisor	Dr. Thammachot Aeamtussana
Co Advisor	Dr. Paradee Kambhunaayudhaya

This study aims to explore the effects of experiential learning on learning motivation in terms of the ideological and political education of first-year college students. In this study, 40 first-year college students from Jiuquan Vocational and Technical College were randomly divided into an experimental group and a control group, with 20 in each group. The experimental group was given experiential learning, the control group did not receive experiential learning. This study adopts quasi-experimental design and quantitative data analysis. The influence of experiential learning on the learning motivation in terms of ideological and political education among first-year college students was investigated using a pre-test and a post-test control group. The tools used in this study were as follows: (1) an experiential learning program can improve the learning motivation of ideological and political education of college students through four components: concrete experience, reflective observation, abstract generalization and active practice; (2) the learning motivation scale had a total reliability of 0.96. The data were analyzed using descriptive statistics, mean, standard deviation, percentage, a t-test for dependent samples and independent samples. After the experiment, it was found that the learning motivation in the ideological and political education of first-year college students in the experimental group was higher than the control group and before the experiment, with a statistical significance of 0.001.

Keyword : Learning motivation, Experiential learning, Ideological and political education

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background

For more than 100 years, the Communist Party of China has carried out ideological and political education in different ways, channels and carriers. Socialism with Chinese characteristics has entered a new era, calling for new development of ideological and political education. We are engaged in a great cause that has never been done before. Only by upholding integrity can we avoid losing our way and making subversive mistakes, and only by innovating can we grasp and lead The Times. Adhering to the right innovation is an inevitable requirement of ideological and political education based on national conditions, rooted in history, and adhering to the right path, and it is a natural move to cultivate new people of The Times (Bao, 2023).

The concept of ideological and political education refers to that the national ruling class exerts influence on the members of society with certain thoughts, political views and moral norms, and transmits the values, beliefs and practices of a specific culture to the younger generation through ideological and political education, and requires all people's thoughts and behaviors to meet the requirements of the social practice(Wang, 2005).

The importance of ideological and political education is an officially designated channel to understand the innovation of the socio-economic basis and the extremely productive relationship of productivity. It integrates compulsory theoretical courses, moral education and broader educational activities to shape students' daily life and play an important role in maintaining the unity and integration of contemporary China (Hao, 2010). All kinds of money worship and hedonism have a serious negative impact on the shaping of college students' values, preventing students from establishing correct values and lofty life ideals. The construction of college students' moral education is also inadequate, which goes against the inheritance and development of China's excellent national virtues, if this continues, the students' lack of civic quality and social responsibility will become greater and greater, and the lack of ideals of belief will

certainly make social subjects increasingly call for the urgency and efficiency of ideological and political education. (Wang, 2024).

It is important for students to fully participate in ideological and political education. However, in reality, teachers' lack of research on students' ideological status affects the pertinence of teaching, lack of understanding and research on teaching content weakens the quality of teaching, insufficient use of high-quality resources delays the extrinsic and intrinsic development of teaching, The summary of the teaching reform model lacks depth and reality, subjectivism exists in the promotion, the theory does not guide the practice well, and the practice effect does not reach the expected goal. Students simply listen to lectures passively and have few opportunities to participate in the social practice of ideological and political education (Han, 2024).

Such a single, uninteresting, rigid teaching method, lasting for a long time, not only can not fully show the diversity of ideological and political education learning content, interesting, will seriously hinder the learning motivation of students to learn ideological and political education. The author has long observed that this teaching method obviously reduces the learning motivation, and the learning motivation plays a very important role in the process of ideological and political education. Learning motivation is one of the important factors that determine the learning effect as well as the growth and development of students (Kate, 2024).

Under the stimulation of learning motivation, students show a strong interest in ideological and political education. In terms of professional knowledge, students are familiar with Marxist theory and ideological and political education. In terms of personality, students have "sincere, friendly and peaceful affinity for people, optimistic, cheerful and open-minded attitude toward life, self-consciousness, self-control, tenacity and decisive will quality, as well as keen and intelligent cognitive ability and creativity". In terms of ability, students respect teachers and are willing to accept teachers' teaching on ideological and political theories, which naturally generates the learning motivation for ideological and political theories (Lang, 2021).

However, the performance of learners' learning motivation is still not optimistic. The extrinsic learning motivation generated by social pressure, punishment and criticism, exam credits, etc., is not sustainable (Zulkifli, 2017); Long-term unpleasant teaching methods affect learning motivation. The unclear teaching objective dissolves the learning motivation. Ideological and political education content arrangement is not in line with students' interests, resulting in low learning motivation. Students, their parents and friends do not attach importance to ideological and political education and cannot stimulate learning motivation (Baharun, 2021).

If you want to have a good situation in stimulating learning motivation, then mixed learning is a choice that can't be bypassed. It is a choice that everyone agrees with for passive learning and skill improvement and strengthening (Nat, 2019). Online learning provides a large number of learning resources to stimulate learning motivation (Harjudanti, 2021). Teaching focusing on practical experience can maintain the persistence of learning motivation (Peng, 2023); Experimental inquiry and situational experience teaching method is a very effective teaching art in stimulating learning motivation (Gong, 2023).

Among the teaching methods listed above, the author prefers experiential learning that focuses on practical experience. Experiential learning means that learners directly contact the real society and learn through the cyclic process of concrete experience, reflective observation, abstract summary and active practice (Tate, 1978). Experiential learning allows for individualized development of students, greatly stimulates learning motivation and interest, supports students in unique and creative development, and exposes students to different approaches to how they acquire knowledge through concrete learning experiences.

In terms of using the learning motivation generated by experiential learning, the learning motivation generated by experiential learning stimulation is very important to the overall ability development of learners (Chan&Luk, 2020). In experiential learning, students have a more active attitude towards enjoyment and a higher participation in experiential activities. Through action and reflection, learning motivation is stimulated

and reinforced by positive and negative feedback in the process of problem solving and critical thinking (Montrose, 2002; Chan&Yeung, 2020).

Kolb(1984) has its own unique thinking in empirical learning. It puts forward four parts of the process components, it is named Concrete Experience(CE), Reflective Observation(RO), Abstract Conceptualization(AC) and Active Experimentation(AE). Experience, reflect, think and act. In a recursive process of experience, reflection, thinking and action, learners respond to the learning situation and what they are learning. Direct or specific experience is the basis of observation and reflection. These reflections are absorbed and refined into abstract concepts, from which new skills and knowledge are derived to provide guidance for the next experiential learning, and such a cyclic learning process contributes to the development of students' overall abilities.

Experiential learning can be recognized from two perspectives: one that takes place outside the classroom, called field experience, and the other that takes place inside the classroom, usually during school hours, called classroom learning (Chan, 2023). The first level is divided from the perspective of practice, including practice and understanding, cooperative education and skill mastery in social hospitals, police stations, schools, farms and other units. The second level is divided from the perspective of theoretical learning, including indoor sitcom performance, entertainment projects, case analysis, group communication, do-it-it-all practice and various types of group learning.

Kolb (1984) believes that the process of experiential learning has four steps, which can be understood from a theoretical perspective as follows: Step 1: Under ideal circumstances, learners should participate in a learning experience; Step 2: After the experience is over, accept various feedback information for reflection and thinking; The third step: abstractly summarize the theoretical principles contained in the practical activities; Step 4: The theoretical principles abstracted and summarized are used to guide the next experience activity, so as to form a closed loop of learning and realize cyclic learning.

This study focuses on the effect of experiential learning on the learning motivation in ideological and political education of first-year college students , and provides new educational methods and ideas for improving the learning effect of first-year college students. At the same time, this study will also produce beneficial reference for the application of experiential learning in other disciplines, and promote the innovation and development of education and teaching in general.

### **1.2 Research Objectives**

study the effect of experiential learning on learning motivation in the ideological and political education of first-year college students.

### **1.3 Research Questions**

Can experiential learning cultivate learning motivation in the ideological and political education of first-year college students?

### **1.4 Research Significance**

Learning motivation is the driving force of students' learning, which has a significant impact on the development, maintenance and regulation of learning activities. However, due to the impact of various social problems, college students' learning motivation is not very satisfactory. Therefore, it is necessary to strengthen ideological and political education to guide college students to establish correct learning motivation. Its research significance is mainly reflected in the following three aspects:

First, ideological and political education, which is valued by the state, plays a very important guiding role for young students, helping them to choose the right world outlook and values as well as their future job choices. Close-range and long-range motivation education is conducted to guide college students to deeply understand the intrinsic personal value and social significance of learning, and to urge students to closely link current learning with the cause of building socialism, which is conducive to promoting college students to establish correct learning motivation.



Second, by strengthening ideological and political education to help and guide college students to establish the correct learning motivation, it is conducive to college students to decide the correct learning direction and study effort, but also to improve their learning efficiency. Only with strong and correct learning motivation can students complete their learning tasks actively and proactively, and have the possibility to improve their ideological quality and improve themselves.

Thirdly, through mental health education and psychological tests, it is helpful to observe the change of college students' learning motivation, prevent the lack of learning motivation or decline of learning motivation, and promote college students to maintain and adjust their learning motivation.

### 1.5 Research Scope

#### Population:

The subjects of the study were 460 first-year college students of Jiuquan Vocational and Technical College.

#### Sample:

The sampling method selects simple random sampling to ensure that every individual is selected with the same probability during the extraction process. In the lottery box, there were three types of labels, of which 20 labels with the first type were the experimental group, 20 labels with the second type were the control group, and 420 labels with the third type were not participating in the activity. 460 students were drawn in turn to make 40 marked lots, and the students who drew 20 labels in the first category were the experimental group. The second group of 20 labels was the control group. To ensure the representativeness and reliability of the sample. Sample students have computer skills, agree to participate in the study and sign informed consent.

#### Variables:

The independent variable is experiential learning and the dependent variable is learning motivation in ideological and political education of first-year college students.

The definition of the above academic categories is explained as follows:

1. Learning motivation means that individuals balance their intrinsic needs, drives, extrinsic rewards and goals and other incentives according to self-mediated regulation, so as to generate the intrinsic motivation to guide, maintain and regulate learning behavior. Learning motivation can motivate people to study seriously, make learning activities more directional, and improve students' curiosity and attention in the learning process. Learning motivation includes intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to a person's underlying motivation or interest in learning a particular subject or skill, which may be derived from their curiosity, interest, values, or satisfaction with something unique, or it may be to achieve their academic or personal goals. At this time, learners will be strongly involved in learning, the key to hand challenge, curiosity, control and fantasy stimulation. Extrinsic motivation refers to the learning motivation generated by the evaluation and reward of others for a certain behavior, or the avoidance of punishment and pressure, such as obtaining extrinsic rewards or incentives in learning a specific subject or skill, or avoiding extrinsic punishment.

2. Experiential learning refers to placing learning in the center of learners' learning process, gaining experience from learners' practical and concrete experiences, then reflecting and observing, summarizing good experiences, drawing bad lessons, abstracting and conceptualizing these experiences, building new knowledge and skills, and guiding them in future practical activities. In order to help them better carry out active activities, the learning process of experiential learning will form a virtuous circle of learning methods, and its learning process steps are as follows:

Step 1: Concrete Experience. Teachers provide practical activities for learners with multiple senses to participate in indoors or outdoors, and learners participate in the learning practice in the form of observation, expression and action. This initial experience is the basis of the whole experiential learning process, in which rich learning materials are formed through various senses.

Step 2: Reflective Observation. After the specific experience, learners share their feelings and feedback with other learners who have experienced or

observed the same activity. Sharing a personal experience is only the first step, but a key part is to combine this sharing with other learners to discuss, communicate, and reflect on your own learning activities.

Step 3: Abstract Conceptualization. After the reflection observation, learners can, under the guidance of teachers, summarize the theory, principle or induction contained in the practice from the reflection and feedback, extract the essence, and integrate it in some way to help learners further define and recognize the results obtained in the experience, and abstract summarize the logical concepts and theories.

Step 4: Active Experimentation. After the conclusion of the abstract generalization, learners use these theories to make decisions and solve problems, and apply these experiences in work and life, and the application itself will become a new experience, and in the actual work of their newly formed concepts and theories, so learners can continue to progress.

3. Ideological and political education refers to the social practice activities in which a society or a social group exerts purposeful, planned and organized influence on its members with certain ideological concepts, political views and moral norms, so that they can form ideological and moral qualities that meet the needs of a certain society or a certain class.

### **1.6 Conceptual Framework of the Study**

The purpose of this study is to explore effect of experiential learning on learning motivation in the ideological and political education of first-year college students. The following figure depicts the conceptual framework of the study and clearly expresses the relationship between the experiential learning and learning motivation in the ideological and political education of first-year college students:

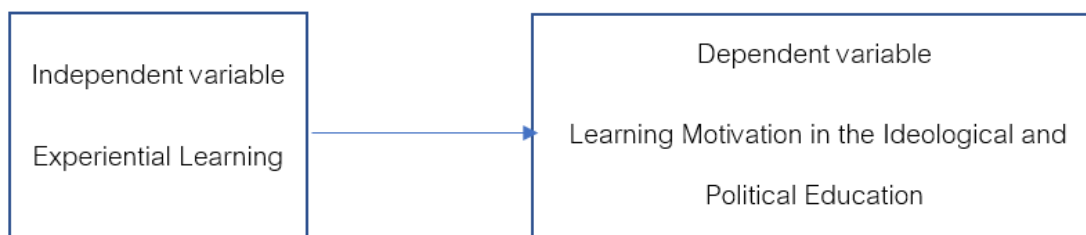


FIGURE 1 Research Framework

### 1.7 Research Hypothesis

1.7.1 After participating experiential learning, the mean scores of learning motivation of the experimental groups were higher than before participating experiential learning.

1.7.2 After experiment, the mean scores of learning motivation of the experimental group students who participated in experiential learning were higher than the control groups.

## CHAPTER 2

### LITERATURE REVIEW

Introduction to this chapter: The content to be expressed in this chapter, experiential learning as the independent variable, learning motivation in ideological and political education of first-year college students as the dependent variable, these two variables will be a complete and clear literature investigation and explanation. Each variable will be examined in the context of the scientific support of the relevant theoretical literature, and the existing research on the correlation of the two variables will be discussed and elaborated in depth.

1. Research basis of Learning Motivation in Ideological and Political Education
  - 1.1 Definition of Learning Motivation
  - 1.2 Importance of Learning Motivation
  - 1.3 Components of Learning Motivation
  - 1.4 Measurement of Learning Motivation in Ideological and Political Education
2. Research basis of Experiential Learning
  - 2.1 Definition of Experiential Learning
  - 2.2 The importance of Experiential Learning
  - 2.3 Design principles of Experiential Learning
  - 2.4 Functions of Experiential Learning
  - 2.5 Experiential Learning Design Procedure
  - 2.6 Framework of Experiential Learning
  - 2.7 Advantages and uses of Experiential Learning
  - 2.8 The Relationship between Experiential learning and Learning Motivation

#### **2.1 Research Basis of Learning Motivation in Ideological and Political Education**

##### **2.1.1 Definition of Learning Motivation**

Learning motivation is a force acting on or within an organism to initiate and guide learning behavior, that is, it has the characteristics of inducing certain learning

behavior, presenting a sense of direction and continuing such behavior, and it is the force that initiates action, determines the direction, and determines the toughness and intensity of action (Filgona, 2020).

Rafiola (2020) believes that learning motivation is a psychological tendency that guides and maintains the learning activities of the educated and tends to the goals set by the educator. In a good state of learning motivation, learners have a unique temperament, eager to understand the world, know the world, transform the world, in the process of transforming the subjective world and transforming the objective world to meet personal material and spiritual needs.

Nadya (2021) argues that learning motivation is a criterion that reflects input and contribution in the learning environment, and that proactive students engage in activities spontaneously without expecting any extrinsic rewards.

Van der Oord (2020) believes that learning motivation is the core of people's aspirations and achievements, the power that encourages students to face all difficulties and challenges, and learning motivation itself is a huge scope.

Lang (2021) believes that learning motivation factors include desire, desire, demand, appeal, interest, etc. In addition to motivation and interest, the rest can be collectively referred to as needs. As desire, demand, need and other words refer to the psychological tendency of people in a state of lack and strive to obtain satisfaction, there is no essential difference in connotation, therefore, learning motivation factors can be summarized as need and interest. Need is the basis of motivation, and motivation is the dynamic expression of need.

Learning motivation can also be regarded as the overall inner driving force of students in teaching activities, which cultivates and guarantees the continuity of learning activities, and provides direction for learning activities, so that students' learning goals can reach their expectations (Bhagat, 2020; Puspitarini, 2019; Wardani; 2020).

Borah (2021) believes that learning motivation is a process through which the learner's inner energy is directed to various target objects in the learner's own

environment. When people are motivated to learn, they will study tirelessly to achieve their wishes.

To sum up, learning motivation is a kind of spiritual force that comes from within and aims to complete the learning goals set by oneself to realize the value of one's life, and is stimulated by extrinsic material and spiritual temptations to help individuals better grow and adapt to society.

### 2.1.2 Importance of Learning Motivation

Wilson (1916) believed that when the learning motivation satisfies the individual needs of learners, provides the results that learners want, and helps learners to achieve their own clear goals, the learning motivation of learners will be further stimulated, and the learning motivation will be stronger.

Learning motivation is a set of intrinsic and extrinsic forces derived from individual existence. It is one of the fundamental factors for effective and useful learning and achievement. It is very important for initiating and facilitating learning and determines the form, direction, intensity and duration of learning. Bakar, 2017; Imakulata, 2019).

Gopalan (2017) believes that learning motivation can spread enthusiasm and make the acquired knowledge last for a long time. Both intrinsic and extrinsic motivation are necessary in the learning process. In terms of learning, if learning is a moving and rotating planet, then the learning motivation is the gravity of pulling the planet.

Wardani (2020) believes that students with intrinsic motivation show higher participation and initiative in learning. Students who are motivated by extrinsic motivation to participate in learning activities always expect to be recognized by the teacher to make him believe that what he is doing or what he is doing is correct, thus strengthening the learning motivation.

Rafiola (2020) believes that learning motivation is a motivation that exists in students as an effort to achieve their goals or achievements. Learning motivation, as a

kind of overall driving force, exists among students and makes learning desire come into being.

Lang (2021) believes that once the learning motivation of ideological and political education is formed, the acceptance of ideological and political education will not only start in a realistic sense, At the same time, it also ensures the realization of the established objectives in the learning process, and realizes their educational goals on such a platform and obtains the skills and knowledge endowed by education. The realization of all these good expectations is attributed to the good level of learning motivation. Learning motivation is the solid foundation to construct the perfect learning building and the compass to guide the direction of good learning. Provide necessary assistance to the learning process. All people who have achieved excellent academic results all have a prerequisite, that is, sufficient motivation to learn.

Chen (2022) believes that learning motivation is the intrinsic motivation that directly promotes students' learning. It can explain why students learn, how hard they work, and why they are willing to learn. Under the influence of current technology and media environment, the discussion of learning effect cannot be separated from learning motivation, which plays an important role in the finishing touch of learning effect. And research on it is conducive to learners' better learning in the technical support environment.

To sum up, learning motivation can help learners use existing skills and experience knowledge to acquire new skills and experience knowledge, and is a decisive factor to help learners achieve learning goals. The higher the learning motivation, the stronger the learning effect, the stronger the learning satisfaction, and the better the achievement of learners.

### **2.1.3 Components of Learning Motivation**

Motivation can be divided into two parts: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the individual's curiosity and interest in things caused by intrinsic driving factors, and believes that doing this thing can achieve self-satisfaction and obtain stimulation. Extrinsic motivation refers to the behavior of



engaging in an activity in order to obtain extrinsic income, which often conflicts with intrinsic motivation. Extrinsic motivation comes from outside the individual, and usually includes money, scores, recognition, praise, coercion, punishment, etc. (Ariani, 2013; Wardani, 2020).

Ryan(2020) believes that intrinsic motivation is a positive integrative tendency that leads to satisfaction and happiness based on interest and curiosity, while extrinsic motivation refers to actions taken for reasons other than intrinsic satisfaction.

To sum up, most researchers believe that learning motivation includes intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to a person's underlying motivation or interest in learning a particular subject or skill, which may be derived from their curiosity, interest, values, or satisfaction with something unique, or it may be to achieve their academic or personal goals. At this time, students will be strongly involved in learning, the key to hand challenge, curiosity, control and fantasy stimulation; Extrinsic motivation refers to the learning motivation generated by the evaluation and reward of others for a certain behavior, or the avoidance of punishment and pressure, such as obtaining extrinsic rewards or incentives in learning a specific subject or skill, or avoiding extrinsic punishment.

#### **2.1.4 Measurement of Learning Motivation in Ideological and Political Education**

Renzhong Peng (2021) designed a Chinese questionnaire to investigate students' learning motivation and learning effect in a learning environment. The questionnaire consists of two parts: the first part involves demographic information (school, major, gender), and the second part includes 20 descriptive items (descriptive items can measure both extrinsic and intrinsic motivation of ideological and political education, and the items used to measure extrinsic motivation are: first, good academic performance. Second, complete the task of ideological and political education; Items used to measure intrinsic motivation include: First, an interest in ideological and political education. Second, improve the practical ability of ideological and political education)

For students in this study to become more aware of themselves as learners, it is important that they are able to use experiential learning in a variety of situations to

improve their overall learning ability. The main research tool for measuring learning motivation is questionnaire survey, which adopts self-designed structured questionnaire, including intrinsic motivation and extrinsic motivation. The motivational scale was evaluated by three experts and analyzed for reliability among 40 students. So, it can be used.

The questionnaire prepared in this study (see Appendix 2) is SMTSL, which is used to measure learning motivation. Messick (1989), the author of the questionnaire, confirmed that the questionnaire includes content validity, structure validity and criterion related validity, and verified the validity of the structure through factor analysis. The standards-relevant validity of the SMTSL questionnaire was assessed using the Learning Attitude Test (Fraser 1981) and students' academic achievement scores from the previous and current semesters. The questionnaire content is set into six questions. The first question is Through classes in ideological and political education, I hope to gain an understanding of how the Party and the nation have developed. The second question is I take this course because it will provide me with certain principles about becoming a good citizen. The third question is I love to learn ideological and political education course because I would like to discuss political topics with my teacher and peer. The fourth question is the course of ideological and political education is a compulsory course set by the school, and I have to study it. The fifth question is ideological and political education courses have high credits, so I have to study. The sixth question is ideological and political education grades involve scholarship evaluation, so I must study. The measurement is divided into five levels. Students can tick the boxes of "strongly disagree", "disagree", "not sure", "agree" and "strongly agree". The score of each option is as follows: strongly agree: 5 points; Agree: 4 marks; Not sure: 3 points; Disagree: 2 marks; Strongly disagree: 1.

## **2.2 Research basis of Experiential Learning**

### **2.2.1 Definition of Experiential Learning**

Piaget's cognitive development is a unique landscape on the road to the study of learning dimensions. In this landscape, you can see the practical experience

and the concepts summarized in the experience, and you can see the reflection and the action after reflection. This landscape is also a unique landscape for the development of adult thinking. From the concrete of infancy to the abstract of adults, from self-cognition to reflective cognition. Cognitive development and experiential learning are the twin brothers of a maternal twin, and the learning process and social environment are also the twin brothers of a maternal twin, and they cannot leave each other for a lifetime. From the concrete to the abstract, from the active to the reflective, is the continuous interaction of adaptive development, occurring in successive stages, each of which generates new cognition and thus enhances the cognitive level of the learner (Kolb, 1981). Useful learning is the process of creating knowledge through the transformation of experience. Experiential learning is a holistic learning that integrates experience, perception, cognition and behavior. The learning process begins with the present experience, the collection and reflection of the observed experience and data, the analysis of the data, and the feedback of the analysis conclusions to the learners for modifying their own behavior. Experiential learning is considered to be a cyclic process that includes four stages: concrete experience, reflective observation, abstract generalization and active practice. Among them, if observation and reflection are a house, then direct concrete experience is the solid foundation of the house, practice is the only source of knowledge, and the experience derived from practice is evolved into new knowledge through the processing of abstract thinking of the mind to guide new practical activities to ensure the realization of the purpose of human transformation of the world. This learning method is to adapt to the objective environment in the process of transforming the subjective environment, so as to better stimulate the learning motivation to achieve the learning purpose. If learning is a house, then it is not only built by cognitive materials, the process of coordinating the comprehensive functions of human organisms is the process of learning, which cannot be separated from the most important four organic materials: thinking, feeling, cognition, behavior. The integration of these four materials constitutes a process of facing the world and transforming the world, and the adaptability to the environment is the process of transforming the

subjective world, that is, learning, specifically long-term learning to achieve long-term adaptation, and adapting to the ever-changing objective world through continuous learning. Only by constantly building perfect houses can we keep up with the pace of changes and development of The Times. (Rogers, 1969; Kolb, 1984). John Dewey described experiential learning as the transformation of impulses generated by specific experiences, sensory desires, into higher-level purposeful action. Learning as a feedback process hides the essence of learning. Experiential learning is a dialectical process combining experience and concept, observation and action (Kolb, 1984). Vision gives direction to the blind, and desire gives impetus to thought, which contains observation, thinking, judging, and thus developing learning in the process. Several educational psychologists, such as Piaget, who advocated cognitive development, Vygotsky, Carl Jung, and William James, agreed that the material of experience was a solid foundation for learning theory.

David Walker(2013) believes that experiential learning is the process in the process of building houses, continuous play and practice experience will bring different fun and knowledge precipitation, skills strengthening, vision broadening, and profound thinking., and their beliefs about themselves, others and society will be challenged, changed and strengthened, and then reflected on in a critical way.

Experiential learning often includes reflective learning, which can be defined in such a way that learners engage in specific activities, "experience" what is being learned, and have the opportunity to reflect on those activities. The learning process of analyzing one's own experiences by reflecting, evaluating, and reconstructing them, drawing meaning from previous experiences, and taking further action after reflecting on their experiences (Moore, 2010; Adams, 2018).

David Boud (2020) proposes that all learning necessarily involves some kind of experience, whether previous or present. Experiential learning focuses on learners' participation, takes learners as the center, and emphasizes direct participation, rich learning activities and learners' construction of meaning.

Experiential learning is a process of focusing on the overall ability development of students, improving the motivation of developing learners' overall ability, showing higher participation in activities, including assessment, feedback, understanding and considering students' perception in the design of learning activities, and promoting the development of overall ability, which are important clues to understanding experiential learning (Chan, 2023).

To sum up, experiential learning refers to placing learning at the center of the learning process of learners, gaining experience from their actual and specific experiences, then conducting reflection and observation, summarizing good experiences and learning bad lessons, abstracting and conceptualizing these experiences to construct new knowledge and skills to guide their future practical activities, so as to help them better carry out active activities. This learning process will form a virtuous circle of learning methods.

### **2.2.2 The Importance of Experiential Learning**

Learning is a house, and experience is the brick with which it is built. When learners watch others build houses, they themselves have to try to build houses, so they evolve their thinking on the experiences of others and their own experiences, and gain personal experience results from them, which is the result of learning (Dewey, 1938).

Learning in this matter is like building a house, the effect of building a house in the actual experience, of course, is better than sitting in the classroom to build a house in the mind, one is practice, the other is fantasy, no one can learn to swim in the mind, this is the advantage of experience. Learning in the process of experience can apply the current and past knowledge and skills to help them better transform the world and master new practical experience, so as to better obtain development opportunities and win the favor of more people. (Freeman et al., 2014; Gallant, 2016).

Climbing the ladder of integrated experiential learning can yield many fruits, such as increased enrollment, retention, and graduation. The picking skills strengthened in school are equally useful in the community, helping to increase employment of graduates, because students are better prepared for work, and also have access to

employment opportunities as internships, scholarships and services, which students are happy to achieve. The innovation of experiential education can bring more attention and financial support from the government and society, so that the reputation of the university is also improved, and the university is also happy to see the success, which is a win-win situation. (Wright, 2015; Panet, 2018).

Fenton (2016) believes that by deepening experiential learning, student recruitment and retention are effectively increased, and students' reputation in the employer network is improved. Experiential learning enhances the image of universities as socially responsible.

Experiential learning is a tree full of fruits, and learners can pick a lot of fruits, such as practical experience, searching for a better platform to show their ability of the network and information, in the process of picking the overall quality of exercise, cognition of the world, value judgment of the world, livelihood skills, interest exploration, confidence and pride of each other. The above fruits are all stimulation of learning motivation. Experiential learning facilitates the process of knowledge, meaning building and knowledge transfer. Experiential learning makes the learning process more effective by translating specific experiences into new learning situations, making it easier to understand the surrounding environment (Pan, 2018; Adams, 2018).

The learning outcome of experiential learning is conducive to the development of learners' overall ability. In experiential learning, students can have a more positive attitude to enjoy learning and show a higher level of participation in experiential activities, thus promoting the development of overall ability (Chan & Yeung, 2020; Chan & Luk, 2020).

To sum up, the importance of experiential learning can be summarized as follows: It can better make up for the disadvantages of traditional classes, help learners to transform the theoretical knowledge learned into practical activities, construct new experience skills through abstract generalization in new experience activities, increase the understanding and grasp of the knowledge learned in the past, improve the ability of

learners to solve practical problems and independent thinking, so as to better adapt to social development and gain advantages in survival competition.

### 2.2.3 Design Principles of Experiential Learning

Dewey (1938) introduced the concept of "experiential education", which focuses on problem solving and critical thinking rather than rote learning and mindful learning. Experiential learning involves gaining new knowledge and skills by doing something. Active and conscious reflection on experiences, emotions, actions, and reactions is essential to derive meaning from them. Positive reflection on experience, emotion, action and reaction is a kind of microscope, from which you can find self-evident meaning, which is the charm and unique advantages of experiential learning, the stimulation of learning motivation unconsciously, the mastery of knowledge and skills, all the good aspects in the subtle occurrence and development, until people find out. and any new education is achieved through experience, especially through real life experiences owned by individuals.

Kolb (2009) established six principles of experiential learning based on the work of a series of education scholars, which are as follows:

1. Learning is of course a process, not a result. In order to improve the learning effect, it is necessary to discuss and improve the learning environment in which the learners live. In this ideal learning environment, the learners must be given positive learning feedback, constantly stimulate their self-efficacy, thus generating intrinsic learning motivation and interest in the learning content, and the learning process unconsciously enters a circle of conscience. The continuous reflection and summary of learning experience is the process of continuous improvement of learning process and continuous generation of learning motivation, and gradually achieve the established learning goals

2. Learning builds on the past. All learning is a new learning based on the past, and learning in an ideal state is a process rather than a result. This process can elicit students' positive views and attitudes towards the prescribed learning content, generate great learning motivation under the premise of positive feedback, and

constantly correct their learning process in the process of being checked and tested. Generate richer learning motivation, and combine with learning strategies adapted to new situations to generate new knowledge and skills;

3. Feedback and acceptance of information. Learning requires the resolution of conflicts between modes of dialectic opposition adapted to the world. Both positive feedback and negative conflict are of great significance to the learning process, helping learners to identify and obtain the tools they want to achieve their learning goals. The practice of learning cannot be separated from feedback and reflection on information. Learning without reflection is like blind people walking and can only deviate from the right direction. Learners are required to correctly deal with the dialectical relationship between sensory experience and abstract thinking.

4. Be well-rounded. Learning is a holistic edifice, and the building of a edifice should not only be based on cognition, but also on thinking, feeling, perception and behavior, which should play a comprehensive role and coordinate with each other to build a solid edifice of learning, which includes practice after thinking, plan design for problem solving, and innovative development of established knowledge. If we can only use past knowledge to solve new problems, we will lose the opportunity to evolve. As a thinking mode from the Moors, Experiential learning is essentially a learning process that transforms the subjective world to adapt to the objective world. As a whole category, it highlights the direction of learning. In the dialectical relationship with the world, learning has a unique tension. The integration of feeling, the mastery of perception, the reflection of behavior, a series of integrated organic effects, through the grasp of the dialectical relationship between man and man, man and nature to grasp the whole potential law of the world. (e.g., thoughts, emotions, perceptions, etc.).

5. The process of learning is the process of interaction between man and nature, man and society. The stability of the communication process depends on whether learners have found a lasting mode of scientific communication, specifically, it is the correct learning method. Experiential learning helps learners to find the possibility of making and testing choices, and the feedback of this possibility can better help



learners to make judgment on practice after experiencing, so as to give positive feedback to themselves and help them make scientific decisions. In the process of learning, people constantly create themselves, change themselves, and create themselves to adapt to the learning process.

6. Learning is like two sides of a mirror. On the one hand, it is the study of existing knowledge, on the other hand, it is the development and creation of established knowledge. Only with the scientific understanding and correct grasp of the past can we make practical activities that meet the expectations. New knowledge is produced in the process of interaction between man and nature. Social knowledge is the objective accumulation of human's previous cultural experience, and personal knowledge is the accumulation of individual's subjective life experience. Knowledge is produced by the exchange of these objective and subjective experiences in a process called learning. Therefore, to understand knowledge, we must understand the psychology of the learning process. To understand learning, we must understand epistemology - the origin, nature, methods, and limitations of knowledge.

Kolb(2009) the learning model proposed by kolb is like the four sides of the positive direction, along with the direction of learning step by step, concrete experience, reflective observation, abstract generalization, guiding practice, the four processes are like the four sides of the positive direction, all of which are indispensable. It is in this process that learning produces vitality and resilience, and in the process of creativity produces the charm and significance of learning.

1. Experience phase. Learners acquire knowledge through direct or indirect experience. The finiteness of human life and the infinity of practical development require learners not to simply practice themselves in the process of learning. Learning is built on the basis of the past, including the experience of other learners. Without the mutual accumulation of stones, small stones can not become towering mountains after all.

2. Reflection phase. With the experience, learners will think or reflect on the experience after the experience, recall, clean up, integrate and share the knowledge fragments in the experience process, and classify and organize the limited experience;

3. Thinking stage. Practitioners with a certain theoretical knowledge background and a certain theoretical generalization ability will systemize and theorize the results of reflection, and this process will enter into the theorization of learning. This is the degree to which learners must understand the observed contents and absorb them into logical concepts.

4. Action stage. The final stage of the experiential learning circle is the action and practice stage, where learners test these concepts and apply them to strategizing and problem solving. This stage is the application and consolidation of the acquired knowledge, which is to test whether the learners really apply what they have learned, or whether they have achieved the effect of learning. If a new problem is found in the action phase, the learning cycle has a new starting point, meaning that a new round of learning circles begins to move again. It is in this constant cycle of learning that one's knowledge grows.

Experiential learning theorists starting with Dewey have recognized that learners must actively participate in their environment if they are to gain applied knowledge (Yardley, 2012). By connecting new experiences to previous ones - absorbing or adapting new knowledge - educators can guide students to understand their current and future workplace activities in personally meaningful ways.

Wright (2015) believes that experiential learning opportunities require students to play a personal role in the direction of learning through active participation. Students' key roles in experiential learning are: Students will engage with practical, social and personal issues; Students often need to be involved in difficult and challenging situations; Students will self-assess their progress or success in the learning process; Students will learn from the learning process and be open to change; Rely less on teachers and more on peers to develop skills and evaluate yourself objectively.

Experiential learning transforms learning design from a teacher-centered approach to a semi-structured approach that requires students to collaborate and learn from each other through direct experience related to real-world problems (Wright, 2015).

Chong (2021) As we all know, practice is the only source of knowledge, the acceptance and feedback of knowledge is the necessary link to obtain knowledge, is the key part of the correct understanding of things, with the effect of finishing the finishing touch. Without correct understanding and guidance, learning will lose its effect and significance, and become a joke in situ. The right feedback helps to obtain the right cognition, provides a powerful aid for self-reflection, and also helps learning to develop in a given direction.

Lee (2021) The effect of reflection in learning, like the human stomach juices, helps digest food. Reflection is to help digest the acquired knowledge. How to analyze and obtain the correct knowledge and eliminate the wrong knowledge is the efficiency of reflection. Evaluation and understanding is a stage of reflection, and correct evaluation is conducive to forward-looking understanding of things, so as to better achieve the expected purpose of practical experience, better reflect the effect of learning, and better stimulate the motivation of learning.

Chan (2023) proposes eight principles for experiential learning activities: "intention", "preparation and planning", "authenticity", "reflection", "orientation and training", "monitoring and continuous improvement", "assessment and evaluation", and "recognition".

To sum up, the design principles of experiential learning should include: 1) Prepare appropriate teaching content and teaching evaluation tools before learning; 2) Ensure that students are fully engaged in their studies; 3) Provide learners with preferred learning styles and diversified learning opportunities to help learners find their own learning style; 4) In the learning process to achieve a real dialogue with learners; 5) Timely feedback of good experience and bad lessons in learning activities to learners; 6) Learners' real reflection on their personal learning practices; 7) Summarize

experience after reflection and continue to learn new practices; 8) Form a good learning cycle.

#### 2.2.4 Functions of Experiential Learning

Rogers (1969) argues that experiential learning is a natural way of learning in which experience is considered Paramount, which can be validated and open to change, and ultimately realized, because the individual is emotionally and cognitively engaged in the learning experience, resulting in profound and lasting changes in his personality. experiential learning is a cycle that begins with experience, continues through reflection, and finally leads to action, which itself becomes a concrete experience of reflection.

Kolb (2001) The characteristics of experiential learning are as eye-catching as a beautiful four-wheel drive racing car, it has a lot of characteristics, the meaning of practice is like a tire, is a necessary component of moving forward, and learning without practice will only fall into fantasy. Experience is like an engine, get the fun of learning and master the skills of learning in the experience of pushing back. The meaning of observation is like a rear-view mirror, and observation from time to time can better grasp the learning environment and better grasp the information. The meaning of reflection is like a steering wheel, the right reflection makes the direction of progress more clear, to avoid the wrong road more and more. Of course, there is a deviation from the direction is certain, the mistakes in the learning process just help students understand what is right, there is no way to distinguish what is white without the contrast of black.

Wright (2015) argues that experiential learning positions learning as an ongoing process in which theory and practice are conceptualized and reconceptualized, with each spiral deepening students' understanding.

The characteristics of experiential learning include the following (Adams,2018) : First, learners relate to objective events and acquire knowledge and skills; Second, learners use their previous knowledge and skills to participate in the current learning experience and solve problems; Third, learners use previous experience to gain new experience in the process of problem solving; Fourth, learners

adapt to the new practice by abstract thinking, summarizing and modifying the previous experience; Fifth, learners must accept the guidance of educators; Sixth, in experiential learning, learners develop their senses, experience, skills, thinking and experience, and develop their overall skills.

To sum up, the functions of experiential learning include: 1) it can build up past theoretical experience with current learning activities, construct new theoretical experience through trial and error, experience, observation and reflection, deepen the understanding of all theoretical experience and guide the next learning activities; 2) Learners are actively engaged in learning and responsible for the results, creating new learning meanings and ensuring the authenticity of learning; 3) Establish and develop relationships with people and the world around you; 4) Pay attention to practical problems and the ability to solve practical problems; 5) Focus on the overall understanding of the learning content and cross-cultural, emphasizing inspiration.

#### **2.2.5 Experiential Learning Design Procedure**

Kolb (1975) describes the process thus: the experience of the here and now; Collect data and observations about the experience; Analyze the data; The conclusions of the analysis are fed back to the participants in the experience so that they can use them when modifying their behavior and choosing new experiences. The learner must constantly loop between these four parts, creating a "learning spiral of increasing complexity." (Kolb, 1984) The process of experiential learning is like four sides of the positive direction, which form a complete positive direction, that is, the process of experiential learning, along the lines of concrete experience, reflection and observation, abstract generalization and active practice respectively. In this positive direction, concrete experience and abstract concepts belong to one category, active practice and reflective observation room one category, each category represents two dialectical opposite orientations. Efficiency learning is to move forward step by step in such a positive direction. Abstract and concrete form a pair of dialectical relations, and two different perspectives and methods jointly constitute the unity of grasping the world. Either to understand things by symbols, which is the process of understanding, or to rely

on feelings and cognition, which is another process of understanding. Positive reflective dialectics is a kind of transformation, which represents the transformation of two opposite things in concept and practice, so that the understanding and practice can obtain positive operation and realize the meaning of existence in the positive direction.

1. Create a study space. First of all, it is necessary to establish a study space where you can concentrate and avoid distractions, so that the learner's body is comfortable and relaxed. Be aware of the thoughts that preoccupy your mind, and consciously set them aside for a few minutes and return to them when they are over.

2. Focus on the experience. Make an experience emerge in the space that the learner constructs. For example, you may discover a feeling or emotion in your body. Focus on this and harmonize it, trying to experience the emotional changes as vividly as possible. Do this in enough time so that distractions don't interfere with the learner's current feelings.

3. Move toward reflection. Stop and review what you have experienced in the past. Separate yourself and see yourself as an observer, watching and listening to what you have experienced. Don't try to explain these experiences at this stage. The best choice for the current state is to conform to it in the concept, and to pretend that you are driving such a concept to practice in your mind can be understood as a kind of imitation and transcendence of human instinct, because the level of thinking does not involve practice, but a change in the state of thinking, which will lead to a change in the state of practice in the future.

4. Conceptualize the experience. Now replay the reflection in your mind and try to define the experience. What is the learner's interpretation of their own feelings and experiences? Try to create a concept, word, or idea, theory that sums up all aspects of the experience.

5. Move to action. What actions can learners ultimately take? Actions can be big or small. You may want to tell others what you have experienced, and to see the other person's point of view. The learner's experience may provide a new insight, a

desire to try a new way, ask a question, or do something that will move them toward their goals.

6. Start a new round of learning. The learner's actions will create new experiences and feelings. These may be a little more targeted than the first cycle. Learners may wish to repeat the above steps to stimulate their motivation by using experiential learning again in order to achieve their overall ability development.

Other researchers have their own ideas about the design steps of experiential learning. (Bernard, 1989) points out that experiential learning is learning by doing, learning by reflection, and if we are to learn from what we do, we must pay attention to what we do and reflect on it.

Walker(1992) argues that experiential learning is a series of stages of learning, in which the learning event is preceded by some preparatory work, the actual experience itself, and then reflection to "report" what has happened to the learner. This includes two important aspects of Kolb model experience and reflection. Besides, preparing for activities is very important to study.

Enns(1993) believes that concrete experience is related to the activity of experience, reflective observation is related to examination, abstract conceptualization is related to interpretation, and active experiment is related to application.

Dean(1993) described the experiential learning process model in adult education as a series of stages in the development and implementation of experiential learning activities: planning, initiation, Internalization, generalization, tracking, and evaluation.

Lewis & Williams (1994) argues that Kolb describes experiential learning as a four-part process in which learners are asked to engage in a new experience, actively reflect on that experience, conceptualize that experience, and integrate it with past experiences.

To sum up, the four key factors of experiential learning are: first, to grasp the learning task as a whole and understand their learning goals; Second, we should produce real learning and devote ourselves to learning activities so as to gain

experience knowledge. Third, it is necessary to reflect on the acquired experience and knowledge and collect feedback information from all parties in time. Fourth, we should abstract and summarize the past experience knowledge and the newly acquired experience knowledge, integrate them into concepts, and construct new experience knowledge. The fourth is to use the newly constructed empirical knowledge to guide the next learning activity.

### 2.2.6 Framework of Experiential Learning

In 1975, David A. Kolb and Roger Fry created his famous four-element model: concrete experience, observational reflection, abstract concept formation, and testing in new situations. The learning process is built on four pillars: experiencing the experience, interpreting the experience, summarizing the experience, and applying the experience (see Figure 2).

The first step is experience. The need to acquire knowledge through direct contact with reality;

The second step is empirical interpretation. It refers to the understanding of phenomena through analysis and diagnosis, and the individual integrates sensation into perception to observe things and reflect phenomena.

The third step is to summarize experience. Refers to the connection between a real situation and a personal interpretation, through which it is conceptualized, connected, and rules and solutions are determined;

The fourth step: Apply experience. A period of personal experience or action that gives new meaning or experiences a new way of acting.



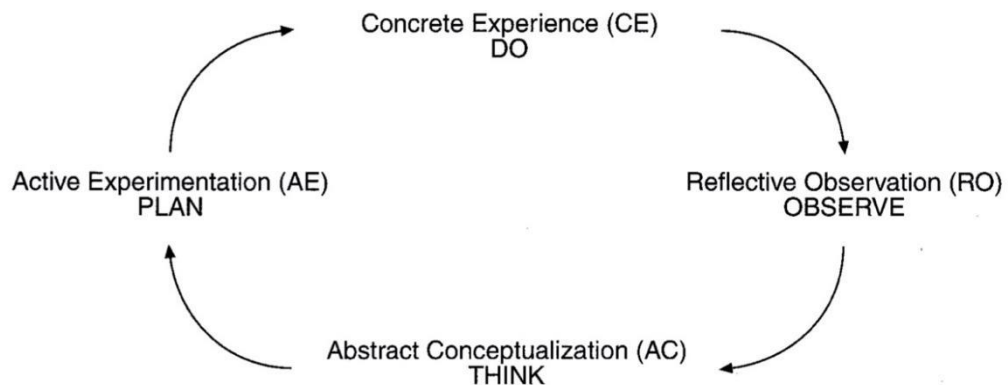


FIGURE 2 Experiential learning cycle diagram (Kolb, 1984)

There are two main axes behind this cycle: one is the abstract conceptualization - concrete experience (AC-CE) dimension, and the other is the active experiment - reflective observation (AE-RO) dimension. These reflect two main aspects of the learning process, corresponding to the two main ways we learn. The first is how we perceive or grasp new information or experiences, and the second is how we process or transform our thoughts (kolb, 1984).

Ayob (2011) argues that ways of perceiving experience include moving from being immersed in the experience and using the senses in a "concrete" way - to thinking "abstractly" using logic and reason. After perceiving the experience, we need to transform it, understand it; Here, individuals differ in their preferences for doing (active experimentation) and observing (reflective observation) (Fielding, 1994). When the two axes are aligned at right angles, four distinct areas are given, which can both be used to describe the student's preferred learning style (see Figure 3).

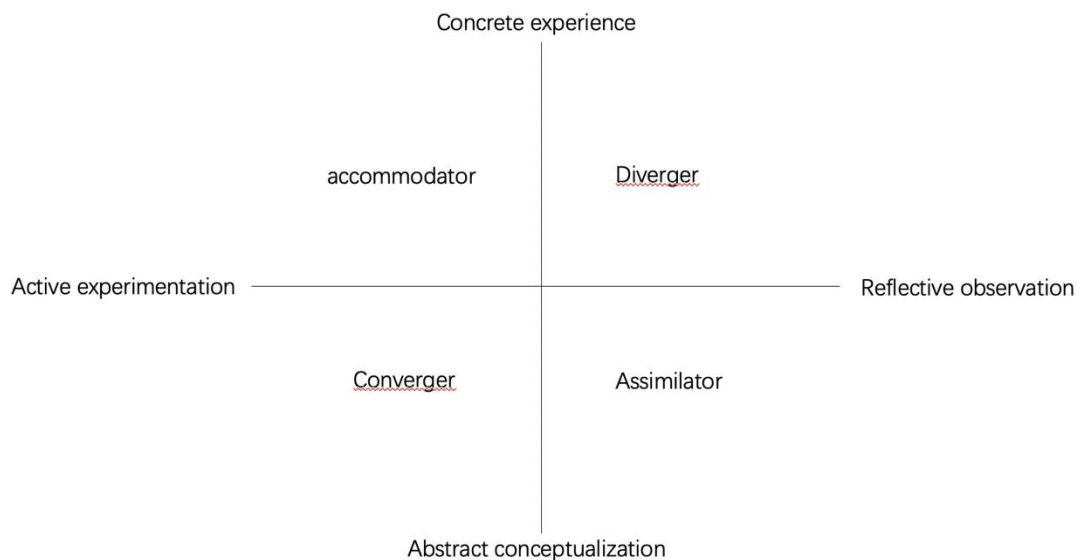


FIGURE 3 Characteristics of learning style (Kolb, 1984)

Students have a preference for a particular learning style and adopt different learning styles in different environments, but they tend to prefer certain learning behaviors. He identified four learning styles, each associated with different ways of solving problems, as follows (Kolb, 1984) :

1. Divergent type. This type of learner has unimaginitive thinking, can construct a colorful world of stars in his head, the image force can open up a beautiful world and human expectations, pay attention to thinking rather than practice, this type of learner can view the world from many angles, get different understanding, imagination is his information scout.

2. Assimilate. Learners of this type have the thinking ability of a cunning fox, and are good at handling all kinds of information comprehensively, so as to make the most comprehensive view of things and make the best choice. The logical ability to analyze things is like installing military radar, and the analysis of things is imperceptible. The control of logical ability makes them control the whole world like God playing with building blocks like army commanders. It has to be said that this is a logical dimensional

reduction attack, and logically it has already taken the lead in defeating potential opponents.

3. Comprehensive. Learners of this style have the same keen sense of smell as front-line combat soldiers, and know how to properly combine correct ideas with actual situations. The first requirement is to solve problems. Learners of this style prefer technical problems, from which they can seek ideas for solving problems and set an example.

4. Be inclusive. Learners who belong to this type have youthful and energetic impulses like children. They rely on intuition to obtain cognition and obtain correct understanding through trial and error. After acquiring mistakes, they make practical and empirical choices to deal with problems.

These four types are just like the four seasons in a year: spring, summer, autumn and winter. The seasons are not fixed, and each learning style is not fixed. Learning style is a kind of preference, which defines different people's learning styles according to their favorite styles to help them understand their real selves.

To sum up, the learning framework of experiential learning consists of the following main parts, which are described as follows:

All participants were randomly grouped and coded anonymously. In experiential learning: Intelligent learners will first observe the interactions between the learners around them and the educator in order to quickly gain the right understanding and thus get ahead of the learning. The first is to pay attention to whether the participants really understand the learning theme: student interaction, teacher-student interaction; The openness, solutions and ways of cooperation of the parties; The second is to assess students' academic performance. The variety of standards and design options that address the problem, whether they maintain a focus on the big picture throughout the process of solving the problem, whether they come up with workable design solutions, and whether they demonstrate an ability to put ideas into context and combine and synthesize them. The third is to collect students' feedback and experience through questionnaire survey. The results of the questionnaire were used to identify the

characteristics of students' use of creativity. The questions are set up to allow students to express their feelings in an experiential learning environment. Whether the students' feelings after participating in the experiment reflect the effect of experiential teaching, whether they have met the teachers' expectations before the experiment, and whether the students have developed the comprehensive ability of exchanging views, independent thinking, imagination and creation, open cooperation, communication and expression. The fourth is to conduct interviews, collect data and record statements. The fifth is the use of scales to assess students' ability development. Whether the ability development brought about by students' participation in experiential learning activities is cultivated and strengthened. Whether creative approaches to problem solving produce innovative solutions.

#### 2.2.7 Advantages and Uses of Experiential Learning

The comparison between experiential learning method and traditional lecture method shows that there is no significant difference between the two courses in short-term learning (Zhao, 2017). However, over the course of six weeks, the experience class showed knowledge retention, while the lecture class scores dropped significantly. The strong digestive ability provided by experiential learning helps learners digest knowledge and skills better, avoiding indigestion in the classroom, and having only a partial understanding of the knowledge or even being unable to understand it.

Riding the four-wheel drive racing car such as experiential learning can help students speed up on the learning track better, Improving academic performance is like sailing along the river, with the blessing of learning motivation, learning is as easy and simple as a game, and the understanding of knowledge and skills, like the game's secret, is attractive to learners. The application of skills and knowledge is generated and developed unconsciously by learners, and further mastering new cognition after practice constantly pushes learning to a new stage, resulting in the accumulation of new knowledge and skills. In the correct learning track, learning is like a fish in water and relaxed, and the achievement of such a good state is all attributed to learning motivation. Remember to stimulate the learning motivation and improve the learning

attitude. That's the beauty of experiential learning this all-wheel-drive car(Luk, 2020; Cecilia2023).

Learners sit in this car called experiential learning, you have to open the driving mode, you have to start the application of knowledge learned in the past and the application of current knowledge, regardless of the driving experience, such driving is meaningful. Through this meaning, no matter the so-called positive or negative, students develop their own cognition, generate their own views on the solution of problems, exercise their action, observation, thinking and practical power, find the best way to solve problems, and maintain their positive attitude even if there is no solution. Learn to accept information feedback from various channels, improve yourself in information acceptance and reflection, understand all kinds of information, make abstract generalization and scientific cognition, and show your knowledge accumulation in the next experience. This is the charm of experiential learning ( Specht, 2023).

Kong (2021) sees experiential learning as a powerful tool to bring about positive change in academic education, enabling learners to apply what they learn in school to real-world problems. Experiential learning encourages learners to be flexible learners, incorporating all possible learning styles into full cycle learning and bringing effective skills and meta-learning competencies.

Sabtiawan (2022) believes that learning activities using experiential learning learning models can create new experiences and prepare for problems and difficulties in the real world. Experiential learning stimulates curiosity, memory, and the ability to ask questions and get answers based on natural phenomena, topics, and goals, ultimately leading to better learning outcomes.

Chan(2023) believes that now is an era where all kinds of information are like stars in the sky. People do not lack access to information, but lack the opportunity and wisdom to practice information, and make different judgments and choices for different situations. This is very important for the test of wisdom.

Strage(2023) believes that if the purpose of learning is to transform the objective world, the ability to transform the world comes from the improvement of one's

own skills, and it is difficult for traditional learning to cultivate such ability, after all, no one can create a beautiful world in the brain of the classroom, but experiential learning can provide a certain degree of vision. In this kind of experience, students can gain the meaning and fun of learning, which is the charm and unique advantage of experiential learning.

To sum up, the advantages of experiential learning include: 1) Help students better understand concepts and retain knowledge; 2) Provide learners with good opportunities to use knowledge and wisdom to solve practical problems and develop their own creativity; 3) Help learners to better establish a strong connection between empirical knowledge and multiple perspectives of the real world; 4) Help learners to reflect on the premise of action, summarize in the process of reflection, learn positive experience and negative lessons, promote the development of social adaptability, and help students to build self-confidence, necessary social skills, production skills and a good state of mind; 5) Learn to collect feedback and learn the value of failure.

#### **2.2.8 The Relationship between Experiential Learning and Learning Motivation**

Experiential learning learns through action, in which students make informational connections with the process of objective environmental change, in turn stimulating learning motivation and becoming more responsible for their own learning, which makes a closer link between learning engagement, practice and reality, through interaction, critically evaluating course material, and engaging with the topics being taught. By allowing learners to apply classroom knowledge to real life, students have a more active attitude towards enjoyment and show higher participation in experiential activities, thus promoting the overall ability development. The learning motivation generated by experiential learning stimulation is of great importance to the overall ability development (Salas, 2009; Afida, 2012; Chan&Yeung, 2020; Chan&Luk, 2020; Kong, 2021).

In an experiential learning conducted by Boston University in the United States in 2016, the stimulating effect of experiential learning on learning motivation can be well observed, which is elaborated as follows (Boston University, 2016) :

To stimulate students to gain an in-depth understanding of the origin and development of the common law, the legal system of the English courts, the system construction of criminal and civil proceedings and the obvious results; Examine the development of the English legal profession and its adaptation to modern society, including the acquisition of qualifications, a vocabulary of practice, a basic familiarity with current legal trends and local legal characteristics, as well as options on how to access legal aid within the English legal system; To understand, examine, and criticize the popular, scientific, and open nature of contemporary judicial and legislative forms.

Target: Pre-law students in the law program of Boston University London Internship Program.

Role: This kind of experiential learning provides comprehensive and effective activity content. In terms of experiential content, the first is the learning of theoretical content. A series of lectures and discussions help learners lay the foundation for theoretical familiarity. Then the practice of the legal base is investigated, and the comparison of the Anglo-American legal system is made, in which the considerable progress of the British legal system in theory and practice is described. This course is required for pre-law students in the internship program. In the dual design of theoretical study and practical experience, I can get a basic familiarity with the past history and today's development of the British legal system, understand its system design and operation procedures, understand its uniqueness in career development, justice and legislation and take the lead in setting an example, which has a huge impact on the construction of the rule of law in the world. Theoretical learning and field experience, like the wings of a bird, help law learners in their learning activities like a fish in water, and better swim in the legal ocean. This experiential learning design is taught from eight perspectives: the uniqueness and leadership of the British legal system; Select newspapers related to the construction of the rule of law to read and share, discuss and summarize in the group; Field study and visit of the national legislative and judicial machinery; Second week of field trips and study visits to the Royal Courts of Justice, the National Legislative Machinery, London; Fourth week of field studies and Tours at the

Capitol; An experiential tour of the Old Bailey is scheduled for Week 6; Experiential learning in the Magistrates' courts is scheduled for week 7.

Results: From theory to practice, from simple to in-depth, from history to contemporary, from classroom to court, it covers multiple dimensions of experiential learning, reflecting the dialectical relationship between knowledge and action, helping to cultivate students' critical thinking to take shape and develop, helping to form and develop legal knowledge and logical thinking, and helping to understand the professional strategy of rule of law construction. Whether to set up a "business steering committee" and professional research institutions, the professional direction of lawyers and teams, The organization and construction of the professional team of the law firm, the research and publication of professional articles, the writing and editing of professional works, the output promotion of professional products, the drafting and publication of professional standards, the updating and optimization of professional guidelines, the development and updating of professional directions, the holding and development of professional forums, and the selection of classic cases. The participation of lawyers and lawyers' teams in the public knowledge management of law firms, the contribution of professional precipitation and the citation of professional achievements. In terms of system design, it is necessary to adapt to the current objective reality and the process of building a law-based government, including in the scope of major administrative decisions, legal procedures and other key systems, it is necessary to pay attention to timeliness and pertinence, and ensure that this system is feasible and effective. To the general expectations of society, the majority of administrative organs have the conditions to achieve, put forward clear norms. For those that are difficult to do at this stage or that only a few localities can do, we will encourage local exploration and practice and gradually promote them. There is also room for provisions that need to be adapted to local conditions, and for legislation in local or related fields. Institutional arrangements have also been made for emergency and special situations. This can ensure that the procedure is in line with reality, can do, through efforts can do, it must be standardized. Activities in the actual judicial organs



provide motivation for students' learning. In the moot court, students experience the fun of justice on the one hand and the dignity of justice on the other. At the same time, they learn knowledge, broaden their horizons, stimulate their learning motivation, develop interest in the rule of law culture, and understand that the judicial culture has laid the institutional foundation for the establishment of the influence and mechanism of constitutional culture. It is necessary to continuously consolidate the achievements of constitutional culture construction in practice, and take the constitutional culture construction as an opportunity to comprehensively promote the orderly progress of various work of the rule of law.

To sum up, the relationship between experiential learning and learning motivation can be summarized as follows: experiential learning can apply the learned experience knowledge to the next learning activity through reflection, summary and abstract generalization, improve the overall ability development of learners in the process of solving practical problems, achieve learning goals, and greatly stimulate learners' learning satisfaction and learning motivation.

## CHAPTER 3

### METHODOLOGY

Introduction to this chapter: The third chapter mainly introduces the research methods, including six parts. The first part is the research design, which adopts quasi-experimental design with experiential learning as the independent variable and learning motivation in ideological and political education of first-year college students as the dependent variable. The study design divided the sample into experimental and control groups. After the pre-test, the experimental group adopted experiential learning and the control group adopted traditional teaching. The two groups compared the post-test results to explore the effect of experiential learning on the learning motivation in ideological and political education of first-year college students. The second part is the selection of population and samples. From 460 students, 20 were selected by random sampling to participate in the control group and 20 in the experimental group. The third part is the research tools, including the experiential learning program and the learning motivation scale tested and modified by three experts. The fourth part is the research procedure, which adopts the experimental research method and is divided into three stages: pre-test, experiment and post-test. The fifth part is data collection, including the collection of two groups of pre - and post-test data. The sixth part is data analysis, which uses SPSS statistical software for data analysis. In terms of quantitative data, descriptive statistical analysis and paired T-test were used to compare and analyze the learning motivation data of the experimental group and the control group.

#### 3.1 Research Design

This study adopted a quasi-experimental design, with experiential learning as the independent variable and learning motivation in ideological and political education of first-year college students as the dependent variable. The research design divided the samples into experimental group and control group. After the pre-test, the experimental group adopted experiential learning. The two groups compared the post-

test results to investigate the influence of experiential learning on the learning motivation in ideological and political education of first-year college students.

### 3.2 Population and Sample Selection

#### Population:

The subjects of the study were 460 first-year college students of Jiuquan Vocational and Technical College.

#### Participant:

The sampling method selects simple random sampling to ensure that every individual is selected with the same probability during the extraction process. In the lottery box, there were three types of labels, of which 20 labels with the first type were the experimental group, 20 labels with the second type were the control group, and 420 labels with the third type were not participating in the activity. 460 students were drawn in turn to make 40 marked lots, and the students who drew 20 labels in the first category were the experimental group. The second group of 20 labels was the control group. To ensure the representativeness and reliability of the sample. Sample students have computer skills, agree to participate in the study and sign informed consent.

### 3.3 Research Tools

Two parts of the instrument are used to acquire research data. Using experiential learning program, quantitative data were obtained by pre and post test of learning motivation scale. An expert-reviewed learning motivation scale was used to measure the impact of experiential learning on learning motivation.

#### 1. Experiential learning program

The program is to create a dynamic and open teaching situation for students according to their learning interests and intrinsic needs, and according to their teaching goals and requirements. Students acquire knowledge and skills by actively experiencing, exploring, discovering and solving learning problems. According to the existing curriculum resources and their own learning experience, they adopt different learning methods and learning processes to form a free and open learning style and

realize the two-way construction of learning object and self. It consists of four steps, each of which includes an assessment. They engage, explore problems, create solutions, execute plans, and test concepts.

In the first step, the teacher announces the significance of the practical activity before the teaching activity begins, and requires students to understand and practice it, and students must think and summarize it. Then the students began to experience learning, "visit the agricultural industrial park", "visit the cultural exhibition hall", "science and technology support agriculture", "visit the model", "historical show performance", "special knowledge competition", "subject investigation and research", "red song singing", "sentiment painting", "special lecture I speak" and "video live recording", which belongs to the specific experience stage.

The second step is to reflect and summarize the spirit and significance of this theoretical preaching and sending science and technology to the countryside, and to summarize their own performance in theoretical preaching and science and technology to the countryside. Organized discussion and exchange of feedback, or diary writing, observation and reflection on the practice content, which belongs to the observation and reflection stage.

In the third step, the teacher evaluates the students' professional performance, theoretical preaching ability, practical activity performance and organizational discipline performance according to the students' reports, and the students make a summary, which belongs to the abstract conceptualization stage;

In the fourth step, students make an abstract summary and lay the foundation for participating in the next social practice activities with new practical ideas, and change the bad learning experience in the past, which belongs to the active practice stage.

## **2. Learning motivation scale**

The content validity of the questionnaire was assessed using an item-objective agreement index (IOC) and reviewed by three experts in the relevant field. Items with scores higher than or equal to 0.500 are retained. The items in the

questionnaire were carefully revised according to the IOC scores of the experts. Then two pilot tests were conducted on the complete questionnaire, which proved high reliability. The scale value of the whole questionnaire is 0.96, which has high reliability.

TABLE 1 Validity and reliability of learning motivation scale

Scale	N of Items	IOC	ICTC	Cronbach's Alpha
Intrinsic motivation	10	0.670 - 1.000	0.500 - 0.901	0.960
Extrinsic motivation	10	1.000	0.957 - 0.960	

This study use questionnaire as the main research tool to understand the impact of experiential learning on the learning motivation in ideological and political education of first-year college students. The questionnaire will be self-designed and structured, including intrinsic motivation and extrinsic motivation. The learning motivation Scale is used to assess the learning motivation of the respondent. Three experts evaluated and analyzed the students' learning motivation scale for reliability (Table 2,  $\alpha=0.960>0.800$ , high reliability). So it can be used.

TABLE 2 Reliability statistics of the learning motivation scale

Reliability Statistics	
Cronbach Alpha	Number of Items
0.960	20

In the questionnaire, students collected their responses by selecting the option that corresponded to their opinion from "strongly agree," "agree," "not sure," "disagree," or "strongly disagree." "Strongly Agree" means they strongly agree with the description. "Agree" means that they generally agree with the description, but they may withhold some of their other opinions; "Uncertain" means they are not sure whether the description is true; "Disagree" means they disagree with the description; "Strongly

"disagree" means that they strongly disagree with the description and that they have other thoughts and opinions that are relevant to them. Score positive statements as follows: Strongly agree :5; Agree :4 marks; Not sure: 3; Disagree :2 marks; Strongly disagree :1. Here are some details of the questionnaire.

TABLE 3 Learning motivation scale

ITEM	Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
1. Through classes in political and ideological education, I hope to gain an understanding of how the Party and the nation have developed.					
2. I take this course because it will provide me with certain principles about becoming a good citizen.					
3. I love to learn ideological and political education course because I would like to discuss political topics with my teacher and peer.					
4. The course of ideological and political education is a compulsory course set by the school, and I have to study it.					
5. Ideological and political education courses have high credits, so I have to study.					
6. Ideological and political education grades involve scholarship evaluation, so I must study;					

### 3.4 Research Procedures

This study adopts the experimental research method, which is divided into three stages: pre-test, experiential learning intervention and post-test. The specific process is as follows:

#### Step 1: Pretest

Before the experiment, a prediction was made for 20 students in the control group and 20 students in the experimental group to check the reliability and validity and understand their basic motivation level. In this study, the learning motivation scale was adopted, and students scored the questionnaire on 1-5 points according to their actual situation. The higher the score, the stronger the learning motivation for ideological and political education, and all subjects entered the next step of learning and testing after completing the test.

#### Step 2: Experiment

In this phase, test students will receive an experiential learning-based intervention to explore its impact on motivation for learning ideological and political education. This study takes the teaching content of ideological and political education as an intervention tool for experiential learning, including "visiting agricultural industrial park", "visiting cultural exhibition hall", "supporting agriculture with science and technology", "visiting model figures", "historical show performance", "special knowledge competition", "subject investigation and research", "red song singing", "perception painting", "special lecture I will speak", "video live recording", and so on. Through the sensory design of personal experience, subjects are guided to actively participate in learning and improve learning motivation.

#### Step 3: Post-test

After the experiential learning, all the tested students were post-tested to understand the change of students' learning motivation in ideological and political education. The post-test was measured using the same learning motivation questionnaire as the pre-test. The subjects were asked to rate each question on a scale

of 1-5 according to their actual situation. The higher the score, the stronger the learning motivation in this dimension.

### 3.5 Data Collection

The experimental and data collection procedures were as follows:

First, the researchers used the learning motivation questionnaire to understand the current score of the learning motivation of the first-year college students and the results before the test.

Secondly, after participating in experiential learning, students will take the experiential learning motivation questionnaire again to understand the motivation after the test.

### 3.6 Data Analysis

SPSS statistical software was used for data analysis in this study. For quantitative data, descriptive statistical analysis and paired T test were used to compare and analyze the learning motivation data of the experimental group and the control group.

The researchers conducted independent sample t test analysis on the pre-test data of the experimental group and the control group, and obtained the mean and t values of the two groups. After the experiment, the two groups were re-tested, and the data of the two groups were T-tested to obtain the average values of the control group and the experimental group. The researchers compared the average values of the two groups before and after the test, and found that after the experiment, the average score of the experimental group was higher than that of the control group, and the average value of the experimental group was higher than the average value of the pre-test. Through the paired sample t test analysis, it is concluded that there are significant differences between the experimental group before and after the test, and there are significant differences between the experimental group and the control group in the post-test scores.



## CHAPTER 4

### RESEARCH RESULTS

Introduction to this chapter: The fourth chapter mainly introduces the research results. This chapter lists in detail the pre-test and post-test data of the experimental group and the pre-test and post-test data of the control group. By comparing the pre-test and post-test results of the experimental group, the average value changed significantly and sig value was significant, completing the verification of the first research hypothesis. By comparing the post-test results of the experimental group and the control group, the average value gap is large and the sig value is significant, completing the identification of the second research hypothesis.

#### 4.1 Descriptive Statistics

The study collected data from 40 first-year college students who were randomly assigned to an experimental or control group. Two sets of descriptive statistics are calculated as follows:

TABLE 4 Analysis of the differences in learning motivation between the experimental group and the control group before the experiment

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Data description: pre-test results						
Variable	Group	N	Mean	Standard Deviation	t	P-Value
Learning	control	20	2.790	0.224	-1.701	0.355
Motivation	experimental	20	2.735	0.134		

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According to the T-test results of independent samples in Table 4, the average values of the two groups before the test were 2.735 for the experimental group and 2.790 for the control group. The significance test of learning motivation difference between the two groups was 0.355, significantly greater than 0.050. Before the

experiment, there was no difference in learning motivation between the experimental group and the control group.

TABLE 5 Analysis of the differences in learning motivation of the experimental group before and after the experiment

The results of the experimental group before and after the experiment						
Variable	Group	N	Mean	Standard Deviation	t	P-Value
Learning Motivation	Pretest	20	2.735	0.160	-7.721	0.001
	Posttest	20	3.580	0.134		

As can be seen from Table 5, after experiential learning in the experimental group, the average value increased from 2.735 to 3.580, and the significance test of the difference in learning motivation before and after the experiment was 0.001, which was significantly less than 0.050. After experiential learning, the learning motivation of experimental group of students was different. On average, the level of motivation after experiential learning was higher than that before the experiment. This indicates that experiential learning intervention positively affects the learning motivation of first-year college students in ideological and political education.

TABLE 6 Analysis of the differences in learning motivation before and after the experiment in the control group

The results of the control group before and after the experiment						
Variable	Group	N	Mean	Standard Deviation	t	P-Value
Learning	Pretest	20	2.790	0.224	-1.439	0.063
Motivation	Posttest	20	2.845	0.227		

According to Table 6, it can be seen that after the traditional learning in the control group, the average value only increased from 2.790 to 2.845, and the significance test of the difference in learning motivation before and after the experiment was 0.063, which was significantly greater than 0.050. There is no significant statistical difference in learning motivation in the control group after traditional learning.

TABLE 7 Analysis of the differences in learning motivation between the experimental group and the control group after the experiment

Data description: post-test results						
Variable	Group	N	Mean	Standard Deviation	t	Sig.
Learning	Control	20	2.845	0.145	7.543	0.003
Motivation	Experimental	20	3.580	0.128		

According to the T-test results of independent samples in Table 7, the average value of the experimental group after experiential learning is 3.580. The average value of the control group after traditional teaching was 2.845. The significance test of learning motivation difference between the two groups was 0.003, which was significantly less than 0.050. This shows the difference in learning motivation between the experimental group and the control group. It can be seen from the mean that the motivation level of

the experimental group is higher than that of the control group. This indicates that experiential learning intervention has a positive effect on the learning motivation of the first-year college students in ideological and political education.

In general, descriptive statistics show that experiential learning has a positive impact on learning motivation in the ideological and political education of first-year college students.



## CHAPTER 5

### CONCLUSION AND DISCUSSION

Introduction to this chapter: The fifth chapter mainly introduces the conclusion and discussion of the thesis, including six parts. The first part is the research goal of the thesis. The second part is the research hypothesis; The third part is the research method. The quasi-experimental design is used to compare the two sets of data to verify whether experiential learning has an effect on the learning motivation of first-year college students in ideological and political education. The fourth part is the research conclusion and discussion, which shows that the results are consistent with the hypothesis through data comparison, and introduces how the results and processes of experiential learning improve learning motivation. The fifth part is the practical enlightenment, which is the verification of students' learning vision, experience accumulation, understanding of the real situation of society and skills and knowledge. The sixth part is the long-term suggestions, which help students build a curriculum that can stimulate their learning motivation by building campus culture, encouraging students to participate in the research and development of various social issues, and expanding the third class.

#### 5.1 Research Objectives

Comparing the scores of the experimental group and the control group, after participating in the experiment, the change of the learning motivation in the ideological and political education of first-year college students.

#### 5.2 Research Hypotheses

5.2.1 After the experimental group participate in experiential learning, the average score of learning motivation in the ideological and political education of first-year college students is significantly higher after the experimental group participates in experiential learning than before.

5.2.2 After experiential learning, the average score of learning motivation in the ideological and political education of first-year college students in the experimental group was significantly higher than that in the control group without experiential learning.

### 5.3 Research Method

This study adopts quasi-experimental design, with experiential learning as the independent variable and learning motivation in ideological and political education of first-year college students as the dependent variable. The study design divided the sample into two groups: experimental group and control group. After the pre-test, the experimental group adopted experiential learning, the control group adopted traditional teaching, and compared the post-test results. The purpose of this study is to explore the influence of experiential learning on the learning motivation of first-year college students in ideological and political education.

In this study, the total average scores of pre-test and post-test were compared to examine students' learning motivation.

### 5.4 Conclusion and Discussion

#### 5.4.1 Conclusion

Hypothesis 1: After the experimental group participate in experiential learning, the average score of learning motivation in the ideological and political education of first-year college students is significantly higher after the experimental group participates in experiential learning than before.

The results showed that according to the pre-test results, the average learning motivation of the control group was 2.790 points, and the average learning motivation of the experimental group was 2.735 points. After the traditional teaching, the test was redone. The average learning motivation of the control group was 2.845, and that of the experimental group was 3.580. On average, the motivation level of the experimental group was higher after the experiment than before the experiment. This result is consistent with the previous hypothesis. In other words, the average score of

learning motivation of the experimental group after experiential learning was higher than that before experiential learning. Independent samples were used for t test, and the t value was -7.721,  $P=0.001$ .

This indicates that experiential learning positively affects the learning motivation of first-year college students in ideological and political education. This finding is consistent with previous research showing that experiential learning improves student engagement and motivation (Seibert, 2021). The results support the first hypothesis.

Hypothesis 2: After experiential learning, the average score of learning motivation in the ideological and political education of first-year college students in the experimental group was significantly higher than that in the control group without experiential learning.

The results showed that the learning motivation of the experimental group scored 3.580 higher than the control group's 2.845. According to the above hypothesis, the average score of learning motivation of the experimental group after participating in experiential learning is higher than that of the control group. Independent samples were used for t test, and the t value was 7.543,  $P=0.003$ . This shows that experiential learning intervention has a positive effect on the learning motivation of ideological and political education of first-year college students. This finding is consistent with previous research that experiential learning can positively affect student motivation (Madao Month, 2022). The results support the second hypothesis.

#### 5.4.2 Discussion

Hypothesis 1: After the experimental group participate in experiential learning, the average score of learning motivation in the ideological and political education of first-year college students is significantly higher after the experimental group participates in experiential learning than before.

Comparing the difference between the experimental group's learning motivation level before and after the test, the results show that the learning motivation level of ideological and political education has been improved after experiential learning, which

confirms that experiential learning is an effective means to improve the learning motivation of ideological and political education. The results support the first hypothesis.

The experiential learning used in the experimental group was developed according to the experiential learning, and its process was five steps. The first step is concrete experience. The purpose is for teachers to guide students to visit various exhibition halls, theme museums, farms, teaching bases and other practice places to receive various sensory experience. Translating words into concrete feelings is more conducive to students' mastery of knowledge. Enable learners to gain feelings and knowledge in the experience materials provided, and lay a foundation for the next step of observation. Teachers set questions, students think. The second step is to reflect on the observations. The goal is for learners to learn in reflective observation what knowledge is contained in the experiential material and what ideas the videos are intended to convey. After thinking, we discuss the topic, combined with the videos, pictures, explanations, talk about their own feelings, and record the content. The third step is abstract generalization. The purpose is to refine the material of gratitude into words through abstract summary, and arm the mind with scientific thoughts. Organize students to share their feelings and discussion results. Other students listen carefully to the shared content, and make up, modify and supplement their own records in time while listening to others. After the sharing, the students were organized to reflect on the learning content. Accept feedback while sharing your own views with other students and adding your own answers. The fourth step is active practice. Purpose: To put the summarized theories and viewpoints into practice and see if these knowledge and skills are really mastered. In order to test the learning effect, several questions are set up in the book requiring students to answer briefly, write down the answers, and check by the teacher after the end. The fifth step is the summary, which requires students to have a preliminary understanding and familiarity with the content, laying the foundation for the detailed explanation of the next lesson.

This effect comes from a rich content experience. Experiential learning enables students to trigger emotional experience in a specific experience atmosphere and helps



students quickly understand the teaching content. It is not only the acquisition and transfer of knowledge, but also the process of acquiring knowledge from experience, transforming knowledge and creating new knowledge. Students experience, feel and understand what they learn and apply it in practice. Improve students' learning effect, stimulate students' learning interest and creativity, and enable students to achieve comprehensive and harmonious development in the learning process (Kolb, 1984).

After participating in experiential learning, students can deeply integrate with real life by visiting real places such as museums, farms, and revolution halls. Various experiential activities can stimulate students' learning motivation. Good ideological and political education gave him inner character, and positive learning motivation gave him the power to continue to move forward. The blessing of character and ability helped him achieve his goals in life. Teachers prepare and inform students of different experience content in the early stage, and students have a basic understanding of the characteristics, problems and needs of the content. Based on this, students design a solution based on the needs found during the experiential activity, and then demonstrate the problem-solving process. One of the reasons for organizing class discussions is to get feedback and group comments. Teachers organize role play in the exhibition hall or simulated farm to experience the real operation of society, so that students can more truly experience the psychological changes behind the role and get close to the real society. At the same time, students can exercise and develop their social skills and the vocational skills needed to solve problems in a safe, simulated environment. Learners learn how to establish effective communication and trust relationships with society, how to ask for help in the absence of skills, how to make appropriate decisions and actions in complex situations, make the most of all available help, constantly improve their practical abilities and enhance their sense of life experience through reflection and commentary in role play and discussion. (Lynne Montrose, 2002)

In experiential learning, teachers require students to conduct group discussion and group sharing after reflection and observation. In this way, students must analyze and discuss problems according to the situation, make use of the collected information

and working memory, sort out relevant knowledge in a clear and organized way, use flexible cognition, integrate all knowledge points, and draw conclusions. Plan and define plans, and strictly enforce plans, constraints and controls. This result indicates that experiential learning can improve students' learning motivation level in ideological and political education. It can be seen that a person's level of learning motivation can reflect the level of ideological and political education, and the level of learning motivation is positively correlated with the level of ideological and political education (Alice Y. Kolb, David A. Kolb,2017).

Hypothesis 2: After experiential learning, the average score of learning motivation in the ideological and political education of first-year college students in the experimental group was significantly higher than that in the control group without experiential learning.

The results showed that there was a significant difference between the experimental group and the control group. The results also support the second hypothesis.

It can be seen from the experiential learning, which includes the reinforcement theory of Skinner, who attaches great importance to reinforcement in learning, strengthens the expected response through positive reinforcement, removes unpleasant stimuli through school-level reinforcement, and makes students respond positively to improve learning efficiency through the application of positive reinforcement in teaching. Experiential learning is precisely the application of reinforcement theory(Skinner, 2019). After the experimental group participated in experiential learning, they got positive feelings in the specific experience stage. In the reflection and observation stage, positive feedback is obtained through different types of communication; in the abstract and generalization stage, teachers summarize and summarize the various teaching resources in the experience place, transforming negative abstract feelings into intuitive positive feelings; in the active experiment stage, students can verify their learning of knowledge and skills in order to make adjustments, strengthen self-efficacy, and obtain

positive reinforcement. Students can get positive reinforcement in all the above four stages, thus stimulating learning motivation.

The key to experiential learning lies in the specific experiential practice environment, and interaction with people is the key. (Adams, 2018) Learners are placed in an unfamiliar environment where they feel pressured to develop new skills, apply new knowledge, and expend a lot of energy to solve problems. It is generally accepted that the generation of knowledge comes from flexible real-world "action" rather than rigid books, "knowledge in action." Through the experience, observation, feeling and reflection in the social context, students can understand the ideological and political education knowledge such as fairness, justice and rights, and try to construct new knowledge (Kolb, 1984). In experiential learning, students gain knowledge and skills through practice in a variety of exhibition halls and themed venues. The generation of these new knowledge is inseparable from the real social life, rather than the generation of classrooms and books. Compared to most classroom theoretical knowledge, practical knowledge is more intuitive, emotional, easy to understand, and reflects on practice more deeply than classroom learning can ever achieve (Alice Y. Kolb, David A. Kolb, 2009).

### **5.5 Implications for Practice**

Firstly, experiential learning can help broaden students' learning horizons, hire experts, scholars and successful entrepreneurs with deep understanding of the social ecosystem, and provide students with opportunities for case teaching, field observation and project experiential learning. Each case involves a series of experiential challenges in which students discuss or debate in small groups, assess experiential opportunities, and propose solutions based on their perceived abilities and the nature of the environment they face. Even more important is the establishment of service learning programs, where students can visit, serve and learn in social enterprises, promote social change projects, and gain first-hand experience.

Secondly, experiential learning can help expand the opportunities for students to gain experience. Educators explain the concepts, theories and knowledge of social

experience to students, and create an environment for students to constantly interact, confirm, reflect on and distinguish their subjective experience and social experience, so that students can "stand on the shoulders of giants" and build personal cognition and knowledge of social experience.

Thirdly, experiential learning can help students understand the real situation of social operation, create real experience situations with high-quality internship projects as the carrier, awaken students' empathy for social issues, and create life-changing insights in the experience. Students will undertake a four-week internship in industries such as healthcare, energy, finance, technology and telecommunications to learn about the culture, business environment and social norms of different industries. Provide students with the opportunity to meet face-to-face with stakeholders such as CEOs, entrepreneurs, government officials, and industry experts.

Fourthly, experiential learning can enhance the opportunity for students to practice and test their knowledge in real situations. Students' associations are used as a platform to set up simulated experience situations so that students can show their personal abilities in collective discussions. Invite social entrepreneurs and other stakeholders to speak, engage extensively in community activities, and organize service-learning experiences to enhance students' motivation and interest in learning and make up for the shortcomings of the first class.

## **5.6 Recommendations for Future Research**

Firstly, Further research should consider suggesting that the college should form a cultural atmosphere of "serving the society", so that students can cultivate their sentiments and feel empathy for social problems, and thus be more willing to take the initiative to enhance the willingness to change society through social experience. Through internship programs and clubs for all students, we can create an experience situation of "serving society", enhance students' understanding and commitment to social issues, and enhance their willingness to experience society.

Secondly, Further research should consider and suggest the formation of a relatively complete experiential education curriculum system, in which social experience

courses are integrated, and together with experiential basic courses, advanced courses, industry-specific courses, etc. form a specialized and integrated cognitive experience platform, which can greatly meet the individual needs of students in different disciplines.

Thirdly, Further research should consider linking with general education. By integrating existing public charity, social responsibility and other related courses, a general course on social experience should be set up for all students, so as to enhance students' understanding and recognition of social experience and stimulate students' sense of social responsibility; Secondly, it is connected with professional education. Add social experience elements to the basic courses of majors, for example, guide students to pay attention to social shortcomings and explore how to apply professional knowledge to solve these problems creatively; Experience and practice projects are set up around the professional core curriculum, including social experience modules, so that students can master skills in practice and promote social development with professional knowledge.

Fourthly, Further research should consider and suggest that colleges and universities should combine their own scientific research advantages and regional development characteristics to set up a special "ideological and political social experience" for major social problems in the fields of poverty alleviation, elderly care, disability assistance, ecology, education, medical care and other fields, encourage students to actively apply, and supplement with corresponding financial support. Support and support public welfare societies and clubs on campus, and encourage students to spontaneously organize, discuss and think about issues related to social experience. A variety of social experience awards will be established, and special financial and social capital will be comprehensively used to provide funding for teachers and students to participate in social entrepreneurship research, competitions and practices.

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APPENDIX

## Validity and Reliability of Learning Motivation Scale

Variable Scale	N of Items	Item	IOC	ICTC
Intrinsic motivation	10	1	1.000	0.876
		2	0.67	0.831
		3	1.000	0.659
		4	1.000	0.739
		5	1.000	0.500
		6	1.000	0.901
		7	1.000	0.901
		8	1.000	0.739
		9	1.000	0.695
		10	1.000	0.886
Extrinsic motivation	10	1	1.000	0.555
		2	1.000	0.593
		3	1.000	0.501
		4	1.000	0.526
		5	1.000	0.739
		6	1.000	0.501
		7	1.000	0.739
		8	1.000	0.901
		9	1.000	0.715
		10	1.000	0.849

### Learning Motivation Scale

The purpose of this questionnaire is to study the measurement of learning motivation in Ideological and political education of first-year college students in China. Informed consent has been obtained from the relevant authorities and participant data will be collected and processed anonymously. Thank you for taking time out of your busy schedule to participate in this survey.

The questionnaire consists of 20 questions. Please answer the questions according to the contents of the questionnaire. Please note that there is no right or wrong answer; You should provide your honest opinion or experience. There is no need to discuss the questionnaire questions with others. After completing this questionnaire, please submit it directly to the researcher. Thank you very much for your cooperation.

ITEM	Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
1. Through classes in political and ideological education, I hope to gain an understanding of how the Party and the nation have developed.					
2. I take this course because it will provide me with certain principles about becoming a good citizen.					
3. I love to learn Ideological and Political Education course because I would like to					

discuss political topics with my teacher and peer.					
4. I enjoy participating in ideological and political class because I would like to analyze the current political situation.					
5. To better support the acquisition of Ideological and Political Education, I can interact with my peers and provide comments at any time and place.					
6. I like this course because it can be used in my future work.					
7. I hope to enrich my knowledge about ideology and politics.					
8. I can better break through the classroom, strengthen contact with the whole society, and broaden my experiences.					
9. I can comprehensively apply all the knowledge and skills that I have learned from this course.					
10. I like this course					

because I am interested in politics in China.					
1.The course of Ideological and Political Education is a compulsory course set by the school, and I have to study it.					
2. Ideological and Political Education courses have high credits, so I have to study.					
3. Ideological and Political Education grades involve scholarship evaluation, so I must study;					
4. If I want to work in government departments and institutions so I need to accumulate this course.					
5. I put a lot of effort into this course to acquire excellent students.					
6. I pay attention in this course because I need to pass the exam.					
7. I pay more attention in this course because a teacher praises me for being smart.					

8. I intend to pay attention to my studies because I want to earn good grade.					
9. I study political and ideological course since the teacher does not put any pressure on me.					
10. Employers place a high importance on Ideological and Political Education, therefore I enrolled in the course.					

### **Experiential Learning Program**

Experiential Learning is an emerging educational approach that taps into students' curiosity for hands-on experience. Experience elements and mechanisms are integrated into education, various types of practical activities are combined with teaching content, and knowledge and information transfer are made more vivid through experience, observation, reflection and practice. Experiential Learning breaks the traditional model of one-way teaching. Introduce interactivity, competition and interest in the teaching process, increase the experience and participation of teaching activities, enhance students' learning motivation, make students actively participate in continuous and in-depth learning, and achieve learning goals.

In this study, Experiential Learning based learning aims to create a safer challenge or scenario for students, enabling them to learn new knowledge and skills in this new challenge or scenario. Through constant repetition, students can never understand and grasp the main points. Immediate feedback on learning outcomes can identify learning blind spots, and through experience, they can be easily identified and corrected quickly.

This study will use the self-designed experiential learning program as an experimental tool based on experiential learning. The program will consist of five components: learning objectives, course content, learning tools, teaching steps, and learning assessments.

Time		sections	Section 1
The name of the situation (Chapter, unit, or project name)	Introduction The historical process and theoretical achievements of the Sinicization of Marxism		
Teaching tasks (Project Title)	The historical process and theoretical achievements of the Sinicization of Marxism	Lesson time allocation	2 class hours
Pedagogical purpose	Through teaching, students can grasp the formation process, main content, spiritual essence, historical status and guiding significance of the theoretical achievements of Marxism in China, and strengthen their confidence in the path, theory, system and culture of socialism with Chinese characteristics.		
Teaching Objectives:	Knowledge Objectives	Competency Goals	Emotional goals
	Through experiential learning, students can understand the basic concepts of Marxism and the basic concepts of the Sinicization of Marxism.	Learn the combination of universal truth and concrete reality.	Stimulate learning motivation and guide students' love for Marxism.
Key difficulties	<p>Teaching Focus:</p> <p>Marx and Marxism</p> <p>Why and how is Marxism Sinicized?</p> <p>What are the "results" of the Sinicization of Marxism?</p> <p>What is the "significance" of the Sinicization of Marxism?</p> <p>Teaching Difficulties:</p> <p>Why is Marxism Sinicized?</p> <p>How to Sinicize Marxism?</p>		



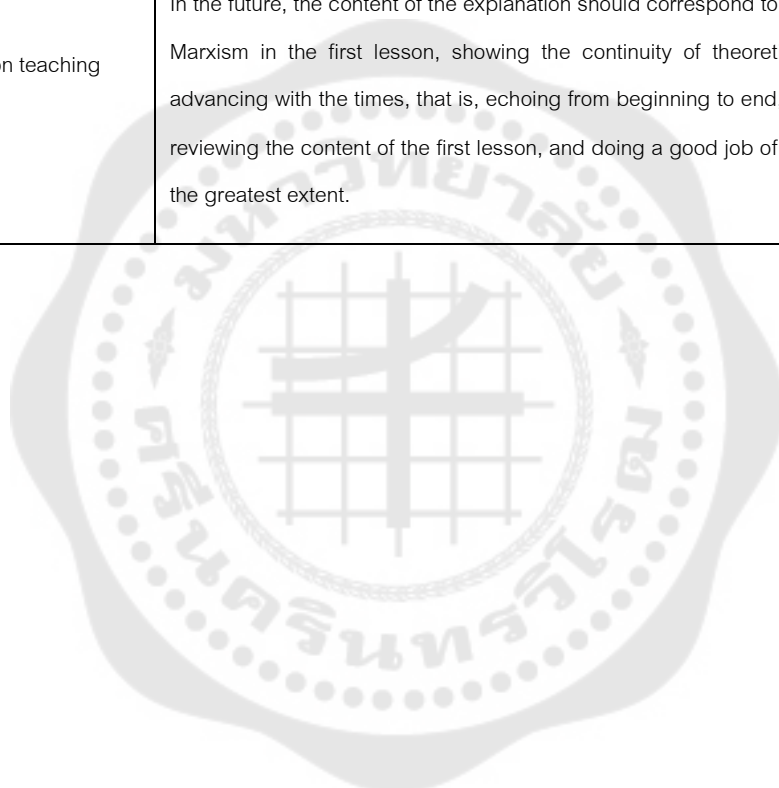
	<p>What is the "significance" of the Sinicization of Marxism?</p> <p>Difficulties to solve:</p> <p>Using the teaching method, the explanation method, the discussion and analysis method, and the case data, the theoretical analysis and discussion break through the difficulties.</p>		
Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	1.Teaching courseware 2.Audio and video materials 3.Teaching plans 4.Related network resources		
Resources	<p>"Important Literature since the Founding of the Party (1921-1949)", Central Literature Publishing House, 2011 edition</p> <p>Xi Jinping: "Speech at the Conference Commemorating the 200th Anniversary of Marx's Birth"</p> <p>3. National Network of Ideological and Political Work in Colleges and Universities: <a href="http://www.sizhengwang.cn/">http://www.sizhengwang.cn/</a></p> <p>4. Communist Party of China News Network: <a href="http://cpc.people.com.cn/">http://cpc.people.com.cn/</a></p> <p>5. People's Daily Online: <a href="http://www.people.com.cn/">http://www.people.com.cn/</a></p>		
Teaching Content (Description)		Instructional design	
Teaching process			
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Classroom content	remark

<p>Task implementation (70 minutes)</p> <p>I. The Proposal and Connotation of "Sinicization of Marxism" (30 minutes)</p>	<p>The first step is concrete experience.</p> <p>Objective: To enable learners to gain feelings and knowledge in the experience materials provided, and to lay a foundation for the next step of boredom and observation.</p> <p>The teacher shows a video about Marx's life and work, and the students watch it.</p> <p>Students visited the Marxist Network Museum through VR virtual technology, and while watching, they communicated with each other, exchanged feelings, and truly experienced the situation in which their lives were in danger of war and revolution in the past.</p> <p>At the end of the viewing, the teacher asked the question: What do you think of Marxism?</p> <p>Students think about the problem.</p> <p>The second step is to reflect on the observation.</p> <p>Purpose: To allow learners to gain in reflective observation what knowledge is attached to these experience materials and what ideas the videos are intended to convey.</p> <p>After thinking about it, everyone discussed the theme, combined with the videos, pictures, and explanations they saw, and talked about Marxism in their minds.</p> <p>The group records the discussion in a notebook.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To refine the material of gratitude into words through abstract summary, to arm the mind with scientific thoughts.</p> <p>Organize students to share their feelings and discussion results, and other students listen carefully to the shared</p>	<p>(1) What is Marxism?</p> <p>Marxism is a theoretical system about the general laws governing the development of nature, human society, and human thinking.</p> <p>In a narrow sense, it is a system of basic theories, basic viewpoints, and doctrines founded by Marx and Engels.</p> <p>Broadly speaking, Marxism also includes the enrichment and development of Marxism by later generations, that is, Marxism that is constantly developing in practice.</p> <p>The publication of the Communist Manifesto in February 1848 marked the formation of the scientific system of Marxism.</p> <p>Ponder: Why did China choose Marxism?</p> <p>(2) The proposal and evolution of "Sinicization of</p>
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<p>II. The Theoretical Achievements of the Sinicization of Marxism (35 mins).</p>	<p>content, and make up, amend, and supplement their own records in a timely manner while listening to others' sharing.</p> <p>After the sharing, the students were organized to reflect on the spread of Marxism in China and the practice process of China's choice of Marxism. Accept feedback while sharing your own opinions with other students and supplement your own answers.</p> <p>Marx and Engels made great sacrifices for the cause of human communism, and guided students to abstractly summarize their feelings and answers, and the teacher explained.</p> <p>As far as the Chinese revolution is concerned, Chairman Mao led countless revolutionary martyrs to sacrifice their precious lives for the cause of peace, and countless revolutionary martyrs fought against counter-revolutionaries under the guidance of scientific theories. In particular, in the detours taken by the Chinese revolution, Chairman Mao correctly integrated the basic theory of Marxism with the reality of the Chinese revolution, cleared up the erroneous ideas on the road of the Chinese revolution, and won the victory of the revolution.</p> <p>The fourth step is to actively experiment.</p> <p>Purpose: To put the theories and ideas summarized into practice, to see whether these knowledge and skills are really mastered.</p> <p>The content of this lesson hopes that students will be able to learn the scientific, open, and popular nature of Marxism.</p> <p>Scientificity can guide students to establish a scientific attitude towards the things around them, and eliminate superstition and blind obedience.</p> <p>Openness can lead students to realize that people's practical</p>	<p>Marxism".</p> <p>1. The early leaders of the Party promoted the practical exploration of the Sinicization of Marxism</p> <p>2. The twists and turns of the early exploration of the Sinicization of Marxism</p> <p>(3) The connotation and necessity of the Sinicization of Marxism</p> <p>Sinicizing Marxism is an objective requirement for solving China's practical problems.</p> <p>The theoretical achievements of the Sinicization of Marxism</p> <p>(1) The theoretical achievements of the Sinicization of Marxism</p> <p>In the historical process of China's revolution, construction, and reform, the Sinicization of Marxism has achieved two historical leaps and produced two major theoretical</p>
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	<p>activities will not stop, and the knowledge activity page will not stop, so they need to constantly improve their understanding.</p> <p>The people's nature can guide students to realize that the pursuit of the cause must rely on the broad masses of the people, and that people are the most permanent and solid force and the source of strength to create history.</p> <p>In order to test the learning results, several questions are set up requiring students to answer briefly in the notebook, write down their answers, and the teacher will check them after the end:</p> <p>First question: What do you understand as Marxism?</p> <p>Second question: What is the role of Marxism in today's society?</p> <p>Summary: The main content of this lesson introduces the basic meaning of Marxism and the meaning and general content of Chinese-style Marxism. Students are required to have a preliminary understanding and familiarity with these contents, which will lay a foundation for detailed explanation in the next lesson.</p>	<p>achievements:</p> <p>The first historical leap took place during the period of the New Democratic Revolution – the formation of Mao Zedong Thought.</p> <p>The second historical leap occurred in the new period of reform and opening up, the formation of a theoretical system of socialism with Chinese characteristics.</p> <p>Including: Deng Xiaoping Theory, the important thought of "Three Represents", the Scientific Outlook on Development, and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era.</p>
<p>Assessment and evaluation (5 minutes)</p> <p>Summary (3 minutes)</p> <p>Assignment assignments</p>	<p>Organize students' speeches and mutual evaluations and teachers' comments.</p> <p>Teachers and students work together to summarize and sort out the content of this lesson</p> <p>Collect short stories from the life of Mao Zedong to learn</p>	<p>Group peer evaluation</p> <p>Listen carefully and take good notes.</p> <p>Record and understand the</p>

(2 minutes)	about the life of the great man and prepare for the next class	content of the work.
Reflection on teaching	In the future, the content of the explanation should correspond to the basic principles of Marxism in the first lesson, showing the continuity of theoretical development and advancing with the times, that is, echoing from beginning to end, always reviewing and reviewing the content of the first lesson, and doing a good job of knowledge memory to the greatest extent.	



Class		weeks	
Time		sections	Section 2
The name of the situation (Chapter, unit, or project name)	Chapter 1 Mao Zedong Thought and Its Historical Status Section 1: The Formation and Development of Mao Zedong Thought		
Teaching tasks (Project Title)	The formation and development of Mao Zedong Thought	Lesson time allocation	2 class hours
Pedagogical purpose	Through teaching, students can understand the historical conditions and process of the formation and development of Mao Zedong Thought, comprehend the thoughts of great men, feel the charm of great men, and establish the feelings of learning from and respecting great men. Learn to look at things with a dialectical method and establish a Marxist world outlook.		
Teaching Objectives:	Knowledge Objectives	Competency Goals	Emotional goals
	Learn about the formation of Mao Zedong Thought.	Master the impact of knowledge on practice through Experiential Learning.	Guide the study of the noble and great personality of the chairman and stimulate the students' motivation to learn.
Key difficulties	<p>Teaching Focus:</p> <p>The process of the formation and development of Mao Zedong Thought</p> <p>Teaching Difficulties:</p> <p>The historical conditions for the formation and development of Mao Zedong Thought</p> <p>Difficulties to solve:</p> <p>Using the teaching method, the explanation method, the discussion and analysis method, and the case data, the theoretical analysis and discussion break through the difficulties.</p>		
Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment

Teaching resources	1.Teaching courseware 2.Audio and video materials 3.Teaching plans 4.Related network resources		
Resources	1. Mao Zedong's Collected Works, Vol. 2, 5, 6, People's Publishing House 2. Xi Jinping: "Speech at the Symposium to Commemorate the 120th Anniversary of the Birth of Comrade Mao Zedong" 3. National Network of Ideological and Political Work in Colleges and Universities: <a href="http://www.sizhengwang.cn/">http://www.sizhengwang.cn/</a> 4. Communist Party of China News Network: <a href="http://cpc.people.com.cn/">http://cpc.people.com.cn/</a> 5. People's Daily Online: <a href="http://www.people.com.cn/">http://www.people.com.cn/</a> 6. Xinhuanet: <a href="http://www.xinhuanet.com/">http://www.xinhuanet.com/</a> 7. Guangming.com: <a href="http://www.gmw.cn/">http://www.gmw.cn/</a> 8. Chinese government website (WeChat ID): zhengfu		
Teaching methods	1. Teaching method 2. Multimedia presentation and interactive method 3. Discussion method 4. Homework practice thinking method	Teaching methods	Multimedia teaching
Teaching process			
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
Organize teaching (5 minutes)	Maintain discipline, count people, etc	Get into class quickly	
This week's domestic news (10 minutes)	Please come up to the stage to talk about the news, and the teacher will comment and supplement	Get involved in the event	

<p>New course import (5 minutes)</p>	<p>"A brief biography of Mao Zedong".</p> <p>【Play Song】 Dongfang Hong, introduce the theme of this lesson.</p>	<p>Listen carefully and think positively</p>
<p>Task implementation (70 minutes)</p> <p>I. Historical Conditions for the Formation and Development of Mao Zedong Thought (30 minutes).</p>	<p>The first step is concrete experience.</p> <p>Purpose: By visiting the exhibition hall, the abstract content to be learned in this lesson will be displayed through concrete pictures and videos, so as to be more intuitively understood.</p> <p>Teachers organize students to visit the exhibition hall. Communicate with the revolutionary soldiers who participated in the fight against the United States and assisted the DPRK, pay high respect to them, present golden flags, and cultivate the good study habits of the role models who learn positive energy.</p> <p>Students watch the video experience materials played by the teacher, the content is probably the life of Mao Zedong Thought germination, development, maturity, and continued development, and organize students to watch together about the chairman's study from childhood, university study, participation in work and revolution after graduation, and dealing with the Kuomintang reactionaries in middle age. Japanese imperialism, winning the War of Liberation, and making great achievements in socialist reform and socialist construction after the founding of the People's Republic of China, a series of videos have an emotional impact on students, thus attracting students' interest and reverence for the president.</p> <p>Teacher setting question: What do you think of Chairman Mao's life?</p> <p>Students think around questions.</p>	<p>Section 1: The Formation and Development of Mao Zedong Thought</p> <p>1. The process of the formation and development of Mao Zedong Thought</p> <p>(1) The formation of Mao Zedong Thought</p> <p>During the First Civil Revolutionary War, Mao Zedong took Marxism-Leninism as the guide, conducted in-depth investigation and study of reality, and put forward the basic idea of the new democratic revolution; during the Agrarian Revolutionary War, the Chinese Communists, with Mao Zedong as the main representative, adhered to the basic principle that Marxism-Leninism must be integrated with the concrete reality of the Chinese revolution, and gradually opened up the revolutionary road of encircling the cities from the countryside and seizing political power by armed force in the concrete practice of exploring a new road for the Chinese revolution. Mao</p>



<p>II. The Formation and Development of Mao Zedong Thought (40 min)</p>	<p>The second step is to reflect on the observation.</p> <p>Objective: To mobilize students' learning initiative and attention by setting questions, to convert the specific experience just now into mental work, and to maximize the role of experience.</p> <p>The teacher asks the question: In the face of different revolutionary problems in different revolutionary periods, the chairman wrote many classic works on practical problems, and these works are still of guiding significance to our lives today, what are the problems encountered in each period of Mao Zedong Thought, and how are the problems solved?</p> <p>Organize students to start a discussion nearby, and they can discuss with each other how they feel about watching the video, discuss the questions raised by the teacher, and record them in detail in their notebooks.</p> <p>Third, abstract generalization.</p> <p>Purpose: By inviting students to share the results of group discussion, on the one hand, to test the learning effect, on the other hand, to give learners motivation, to maintain the stability of learning, so as not to lose their attention.</p> <p>In the process of student discussion, pay attention to the appearance of each student's discussion, and select a few students who have a lively discussion to share. At the same time, a few students who are not particularly attentive and a little absent-minded are selected to share as a warning to the students.</p> <p>Teachers are invited to share their own discussion results, and teachers can grasp the students'</p>	<p>Zedong put forward and expounded the idea of encircling the cities from the countryside and seizing power by armed force in such works as "Why Can China's Red Regime Exist?" "The Struggle in Jinggangshan", "A Spark Can Fire the Plain", and "Opposition to Fundamentalism", marking the initial formation of Mao Zedong Thought.</p> <p>(2) The maturity of Mao Zedong Thought</p> <p>After the Zunyi Conference, Mao Zedong systematically summed up the historical experience of the party's leadership of the Chinese revolution, especially the national war of resistance against Japanese aggression, systematically expounded the ideological roots of the "left" and right errors within the party, put forward the general line of the new democratic revolution, formulated the corresponding economic, political, and cultural programs, and pointed out the specific goals of the new democratic revolution.</p> <p>(3) The continued development of Mao Zedong Thought</p> <p>During the War of Liberation and after the founding of New China,</p>
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	<p>understanding of the development of Mao Zedong Thought through students' sharing.</p> <p>Teachers revise students' knowledge through detailed explanations.</p> <p>At the same time, the teacher explained the development of Mao Zedong Thought in the content of this lesson, and explained the specific and subtle revolutionary stories, especially the revolutionary focus of the Jinggangshan period, the Long March period, the War of Resistance Against Japanese Aggression, the War of Liberation and the period of socialist revolution and socialist construction, emphasizing that the purpose of revolutionary theory is to guide the revolutionary road and avoid errors in revolutionary thought.</p> <p>The fourth step is to actively experiment.</p> <p>Purpose: Teachers summarize the content of this lesson, organize learners to review the content of this lesson again, and set problem homework in class, requiring students to complete in class, and test students' learning results.</p> <p>The main content of this lesson is the memory of knowledge, specifically the memory of the development stage of Mao Zedong Thought and the background of the writing of classic works in various periods, so as to demonstrate that people's practical activities need to be guided by scientific thought, otherwise there will be detours and even mistakes.</p> <p>The learning of the content of this lesson can help students establish some basic skills, understanding is the reflection of practice, practice provides a source of understanding, correct understanding can guide practical activities, help students to arm their minds, and</p>	<p>the Chinese Communists, with Mao Zedong as the main representative, successively put forward the theory of the people's democratic dictatorship, the theory of socialist transformation, and the theory on strictly distinguishing and correctly handling the two types of contradictions, especially the theory of correctly handling contradictions among the people.</p>
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	<p>use scientific and correct thinking to guide their own life path.</p> <p>In order to test the learning effect of students, students were asked to complete the answers to questions in the notebook.</p> <p>question: How do you view China in modern times? Please write down your feelings. The teacher checks the students' writing after they finish it.</p> <p>Summary: This lesson teaches the development and historical background of Mao Zedong Thought, focusing on the historical figures and national liberation heroes from a hundred years ago, requiring students to show respect for great figures. It is taught through multimedia means and ends with the assignment of a learning task to check the students' learning outcomes.</p>	
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Class		weeks	
Time		sections	Section 3
The name of the situation (Chapter, unit, or project name)	Chapter 1 Mao Zedong Thought and Its Historical Status Section 2: The Main Content and Living Soul of Mao Zedong Thought		
Teaching tasks (Project Title)	The main content of Mao Zedong Thought and the living soul	Lesson time allocation	2 class hours
Pedagogical purpose	Through teaching, students can understand the main content of Mao Zedong Thought and the living soul, comprehend the thoughts of great men, feel the charm of great men, and establish the feelings of learning from and respecting great men. Learn to look at things with a dialectical method and establish a Marxist world outlook.		
Teaching Objectives:	Knowledge Objectives	Competency Goals	Emotional goals
	Understand the main content of Mao Zedong Thought and the living soul through Experiential Learning.	Apply the main content and active soul of Mao Zedong Thought.	Stimulate learning motivation and generate admiration for the chairman.
Key difficulties	<p>Teaching Focus:</p> <p>The main content of Mao Zedong Thought</p> <p>Teaching Difficulties:</p> <p>The living soul of Mao Zedong Thought</p> <p>Difficulties to solve:</p> <p>Using the teaching method, the explanation method, the discussion and analysis method, and the case data, the theoretical analysis and discussion break through the difficulties.</p>		
Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	1.Teaching courseware 2.Audio and video materials 3.Teaching plans 4.Related network		

	resources		
Teaching methods	1. Teaching method 2. Multimedia presentation and interactive method 3. Discussion method 4. Homework practice thinking method	Teaching methods	Multimedia teaching
Teaching process			
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
Organize teaching (5 minutes)	Maintain discipline, count people, etc	Get into class quickly	
This week's domestic news (10 minutes)	Please come up to the stage to talk about the news, and the teacher will comment and supplement  "Mao Zedong's Inscription".	Get involved in the event	
New course import (5 minutes)	【Play Song】 Dongfang Hong, introduce the theme of this lesson.	Listen carefully and think positively	
Task implementation (70 minutes)	The first step is to experience.  Purpose: Teachers will write abstract content into drama, so that students can learn abstract knowledge in performance, teaching and entertainment. At the same time, students are guided to visit the content background of the drama and the specific historical picture, so that students can better feel and grasp their own tasks.  Before the performance, the teacher takes out the outline of the performance, that is, the performance	Section 2: The Main Content and Living Soul of Mao Zedong Thought  1. The main content of Mao Zedong Thought  (1) The theory of the new democratic revolution  (2) Theory of socialist revolution and socialist construction  (3) The theory of revolutionary army building and military strategy	

<p>2. The Living Soul of Mao Zedong Thought (40 min)</p>	<p>content that the students can refer to, and the students can play and create independently, and refine the knowledge into the story content of the performance:</p> <p>During the new Democratic revolution, the absolute leadership of the Party over the army, the Ideological and Political Education of the army over the people, the idea of establishing base areas, the establishment of branches at the company level, the discipline of the army, the idea of equality among soldiers, etc.;</p> <p>The period of socialist revolution and socialist construction includes the period of agrarian revolution, the period of agriculture, handicraft industry, the period of socialist transformation of capitalist industry and commerce, and the period of peaceful redemption of national capitalist industry and commerce.</p> <p>In the revolutionary army building theory and military strategy, the idea of the enemy advancing and retreating, the idea of the enemy retreating and pursuing, the idea of the enemy fatiguing and harassing us, the idea of the enemy stationing in the army and concentrating their superior forces to annihilate each other, the idea of mobile warfare, guerrilla warfare, war of annihilation, mushroom tactics, etc.;</p> <p>Policy and strategic theories include: the idea of prioritizing prisoners, political persuasion, and insistence on independence in seeking assistance;</p> <p>In the theory of ideological and political work and the theory of cultural work, it is included that revolutionary work must be the center of all undertakings, that literary and artistic work must</p>	<p>(4) Theories of policy and strategy</p> <p>(5) Theories of ideological and political work and cultural work</p> <p>(6) The theory of party building</p> <p>2. The living soul of Mao Zedong Thought</p> <p>(1) Seek truth from facts</p> <p>(2) The mass line</p> <p>(3) Independence</p>
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	<p>serve revolutionary work, and that literary and artistic work must eliminate bourgeois ideology.</p> <p>Students perform in class, watch a show and think, give and receive feedback in a performance, or participate in a performance.</p> <p>The second step is to reflect on the observations.</p> <p>Purpose: Let the students record their feelings, on the one hand respect the performance of the students, on the other hand focus their attention, and lay a good foundation for the next group sharing</p> <p>The students who watched recorded their feelings in notebooks.</p> <p>After the performance, the group had a discussion and recorded the results in a notebook.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To invite students to share their own group discussion, on the one hand to test learning outcomes, on the other hand to urge students to concentrate</p> <p>After each group of students' performances, the teacher invites other viewers to comment on the good aspects and the areas that need to be improved.</p> <p>Teachers make comments and comment on the good aspects. The aspects that need to be improved, and emphasize the basic content and activity soul of Mao Zedong Thought contained in</p>	
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	<p>it, so as to help students better remember.</p> <p>After the performance, the teacher made an abstract summary and summarized the six main contents of Mao Zedong Thought contained in the students' performances, as well as the three aspects of seeking truth from facts, the mass line, and the independent and independent living soul, and seeking truth from facts is the essence of the living soul, which runs through all the thoughts in it.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: The teacher summarizes the content of this lesson and leads the students to review the learning content of this lesson again to strengthen their memory. Arrange study tasks and check study efficiency.</p> <p>Learning scientific theories can be a good help for students' practical activities.</p> <p>A united front can help students build a sense of unity.</p> <p>Armed struggle can help students to build up awareness of the difficulties of struggle.</p> <p>Party building can help students establish strict requirements for themselves and pursue perfection.</p> <p>Task: In order to check the learning results of this lesson, please write down in your notebook what is the meaning of learning the content of this lesson, and the teacher will check after the students finish the task.</p> <p>Summary: In this lesson, knowledge is taught by the method of performance. Students can easily</p>	
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	learn knowledge in the performance, and also check their attention and learning efficiency in the examination of learning tasks.		
Class		weeks	
Time		sections	Section 4
The name of the situation (Chapter, unit, or project name)	Chapter 1 Mao Zedong Thought and Its Historical Status Section 3: The Historical Status of Mao Zedong Thought		
Teaching tasks (Project Title)	The historical status of Mao Zedong Thought	Lesson time allocation	2 class hours
Pedagogical purpose	Through teaching, students can understand the historical status of Mao Zedong Thought, comprehend the thoughts of great men, feel the charm of great men, and establish the feelings of learning from and respecting great men. Learn to look at things with a dialectical method and establish a Marxist world outlook.		
Teaching	Knowledge Objectives	Competency Goals	Emotional goals

Objectives:	Understand the historical status of Mao Zedong Thought through Experiential Learning.	Learn to discern and correct the slander against the chairman.	Stimulate motivation to learn and promote reverence for the chairman.
Key difficulties	<p>Teaching Focus:</p> <p>The historical status of Mao Zedong Thought</p> <p>Teaching Difficulties:</p> <p>How to correctly evaluate Mao Zedong</p> <p>Difficulties to solve:</p> <p>Using the teaching method, the explanation method, the discussion and analysis method, and the case data, the theoretical analysis and discussion break through the difficulties.</p>		
Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	1.Teaching courseware 2.Audio and video materials 3.Teaching plans 4.Related network resources		
Resources	<ol style="list-style-type: none"> <li>1. Mao Zedong's Collected Works, Vol. 2, 5, 6, People's Publishing House</li> <li>2. Xi Jinping: "Speech at the Symposium to Commemorate the 120th Anniversary of the Birth of Comrade Mao Zedong"</li> <li>3. National Network of Ideological and Political Work in Colleges and Universities: <a href="http://www.sizhengwang.cn/">http://www.sizhengwang.cn/</a></li> <li>4. Communist Party of China News Network: <a href="http://cpc.people.com.cn/">http://cpc.people.com.cn/</a></li> <li>5. People's Daily Online: <a href="http://www.people.com.cn/">http://www.people.com.cn/</a></li> <li>6. Xinhuanet: <a href="http://www.xinhuanet.com/">http://www.xinhuanet.com/</a></li> <li>7. Guangming.com: <a href="http://www.gmw.cn/">http://www.gmw.cn/</a></li> <li>8. Chinese government website (WeChat ID): zhengfu</li> </ol>		

Teaching methods	1. Teaching method 2. Multimedia presentation and interactive method 3. Discussion method 4. Homework practice thinking method	Teaching methods	Multimedia teaching
Teaching Content (Description)		Instructional design	
<p>Section 3: The Historical Status of Mao Zedong Thought</p> <p>1. The first major theoretical achievement of the Sinicization of Marxism</p> <p>2. A Scientific Guide to China's Revolution and Construction</p> <p>3. The precious spiritual wealth of the Communist Party of China and the Chinese people</p>		<p>1. Course introduction: "World giant Mao Zedong ---the backbone of the rise of great powers" introduces the content of this lesson.</p> <p>2. Use multimedia courseware to focus on teaching problem 1: the first major theoretical achievement of the Sinicization of Marxism</p> <p>3. Use multimedia courseware to focus on the teaching of problem 2: a scientific guide to China's revolution and construction</p> <p>4. The precious spiritual wealth of the Communist Party of China and the Chinese people</p> <p>5. Interaction and poetry recitation: Students imitate the classics and praise their favorite Mao Zedong poems</p> <p>6. Summarize the lesson and assign homework after class.</p>	
Teaching process			
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
Organize teaching  (5 minutes)  This week's domestic news	Maintain discipline, count people, etc  Please come up to the stage to talk about the news, and the teacher will comment and	Get into class quickly  Get involved in the event	

<p>(10 minutes)</p> <p>New course import</p> <p>(5 minutes)</p>	<p>supplement</p> <p>"Mao Zedong, the giant of the world, ---- the backbone of the rise of great powers".</p> <p>【Play Song】 Dongfang Hong, introduce the theme of this lesson.</p>	<p>Listen carefully and think positively</p>
<p>Task implementation</p> <p>(70 minutes)</p> <p>I. The First Major Theoretical Achievement of the Sinicization of Marxism (10 mins).</p>	<p>The first step is to experience it.</p> <p>Purpose: Through reading poetry, on the one hand, it can create a relaxed learning environment, on the other hand, enjoy the beauty, and at the same time, it can change a way of learning, more efficient learning.</p> <p>Organize students to recite Mao Zedong's poems. Visit calligraphy and poetry works, Students watch calligraphy and poetry works.</p> <p>Review what you have learned in the previous two lessons.</p> <p>Spring Snow in the Garden</p> <p>The scenery of the northern country, thousands of miles of ice, thousands of miles of snow drifting.</p> <p>Looking inside and outside the Great Wall, only reckless;</p> <p>Up and down the river, suddenly lost and surging.</p> <p>Mountain dance silver snake, the original Chi wax elephant, want to be higher than the heavenly public test.</p> <p>It must be a sunny day, and look at the red dress,</p>	<p>Section 3: The Historical Status of Mao Zedong Thought</p> <p>1. The first major theoretical achievement of the Sinicization of Marxism</p> <p>(1) Mao Zedong was a great pioneer of the Sinicization of Marxism and the main founder of Mao Zedong Thought. In the history of the Communist Party of China, Mao Zedong was the first to clearly put forward the scientific proposition and major task of "Sinicization of Marxism", profoundly demonstrated the necessity and extreme importance of Sinicization of Marxism, systematically expounded the scientific connotation of Sinicization of Marxism and the correct way to realize the Sinicization of Marxism, opened up a broad road for the development of Marxism in China, and laid a solid ideological and theoretical foundation for the development of the revolution and</p>

<p>II. A Scientific Guide to China's Revolution and</p>	<p>which is extraordinarily enchanting.</p> <p>There are so many delicate rivers and mountains, leading countless heroes to bend their waists.</p> <p>Regret the Qin Emperor and Han Wu, slightly lose the literary style;</p> <p>Tang Zong and Song Zu are slightly less coquettish.</p> <p>A generation of Tianjiao, Genghis Khan, only knows how to bend the bow and shoot the eagle.</p> <p>The past, the number of romantic figures, but also look at the present.</p> <p>He groom presented Yang Kaihui</p> <p>1923</p> <p>Waving his hand from here, he was even more sad to each other, complaining bitterly, the corners of his eyes and eyebrows seemed to hate and tear back, knowing that he had misunderstood the previous words, and the clouds and fog were surging in the eyes, and he was known to me and you in the world. People are sick, God knows whether it is like a Kunlun collapse cliff, and it is just like a typhoon sweeping the universe, and it is like a typhoon sweeping the world.</p> <p>Qinyuanchun, Changsha</p> <p>1925</p> <p>In the cold autumn of independence, the Xiangjiang River goes north, the head of Orange Island, the mountains are red all over, the forests are dyed; the river is clear and transparent, hundreds of boats compete for the stream, the fish fly shallow bottom, all kinds of frost compete for</p>	<p>construction led by the Party.</p> <p>(2) The direction, basic principles, and basic methods for the Sinicization of Marxism established by Mao Zedong Thought guide our Party to continuously promote the Sinicization of Marxism and constantly open up new realms for the Sinicization of Marxism.</p> <p>II. A Scientific Guide to China's Revolution and Construction</p> <p>Mao Zedong Thought is a correct theoretical principle and experience summary of China's revolution and construction that has been proven by practice.</p> <p>Under the guidance of Mao Zedong Thought, our party led the people of the whole country to find a correct path for the new democratic revolution, accomplish the task of opposing imperialism, feudalism, and bureaucratic capitalism, put an end to the history of China's semi-colonial and semi-feudal society, and establish the People's Republic of China; found a road for the transition from new democracy to socialism, established the basic socialist system, and brought about the most profound and greatest social change in Chinese history. Mao Zedong made arduous explorations on the road of socialism suited to China's national conditions, and achieved</p>
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<p>Construction (10 min)</p> <p>III. The Precious Spiritual Wealth of the Communist Party of China and the Chinese People (10 minutes)</p>	<p>freedom, and the sparse outline asks the vast land who is the master of the ups and downs, bringing hundreds of couples to travel, reminiscing about the past, the eventful years are thick, just classmates are young, in their prime, the scholarly spirit, scolding Fang Xuan, pointing to the country, inspiring words, The dung was waiting for thousands of households, did you remember? to the middle of the stream to hit the water waves to curb the flying boat.</p> <p>He bridegroom. Read history</p> <p>Spring 1964</p> <p>Men and apes say goodbye to each other, only a few stones have been grinded, childhood, the flame in the copper and iron furnace, in order to ask when to guess? The sacred things of the Five Emperors and the Three Emperors have deceived the endless passers-by. How many romantic characters are there? After stealing the foot of Zhuang Foot Qiao Liuyu, Chen Wang rose up and waved Huang Yue, the song was unfinished, Dongfang Bai.</p> <p>The second step is to reflect on the observation.</p> <p>Purpose: To arrange students to record their feelings, on the one hand, to focus their attention, on the other hand, to lay a good foundation for the next group sharing.</p> <p>In the recitation of poems, students deepen their previous content learning, think and share their feelings in the process of poetry experience, and other students give feedback and supplement their</p>	<p>important theoretical results, and put forward many very enlightening theses.</p> <p>3. The precious spiritual wealth of the Communist Party of China and the Chinese people</p> <p>Mao Zedong made outstanding contributions to the cause of the party and the people throughout his life, and the "Resolution of the Central Committee of the Communist Party of China on Several Historical Issues of the Party since the Founding of the People's Republic of China" made a scientific and realistic evaluation of the historical status of Mao Zedong and Mao Zedong Thought, played an important role in unifying the understanding of the whole party, and won the support of the whole party. The resolution pointed out that Mao Zedong was a great Marxist, a great proletarian revolutionary, a strategist and a theoretician. He made indelible contributions to the founding and development of the Communist Party of China and the Chinese People's Liberation Army, to the victory of the liberation cause of the Chinese people of all nationalities, to the founding of the People's Republic of China and the development of socialism, and to the liberation of the oppressed nations of the world and the cause of human</p>
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<p>4. Classic Praise (40 minutes)</p>	<p>answers.</p> <p>The group discussed the contents of video viewing, poetry appreciation, and museum visits, and recorded the results in a notebook.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To share group discussion, on the one hand to urge students to pay attention to learning, on the other hand to test the phased learning results.</p> <p>Invite students to share their feelings about the poem.</p> <p>Students are invited to share their experiences of visiting the pavilion. How to learn about the past history during the tour.</p> <p>The teacher introduced the collaborative background of the poems, the meaning of the poems, and the emotional direction in detail, and everyone not only experienced the beauty of the poems in such a relaxed environment of poetry recitation, but also further deepened their learning and felt the lofty aspirations and charm of the great man.</p> <p>The teacher made an abstract summary that without Mao Zedong Thought, the road to national independence and people's liberation for the Chinese people would certainly not be so smooth, and would even have to be delayed for a long time.</p> <p>The reason why we have won the victory of national independence and people's liberation is that Chairman Mao Zedong combined the universal truth of Marxism with the specific reality of China's new democratic revolution to produce Mao Zedong</p>	<p>progress. Because building socialism in China is a brand-new undertaking, people still lack a regular understanding of how to embark on a socialist road suited to China's national conditions.</p>
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	<p>Thought, which in turn guided the Chinese revolution to victory.</p> <p>It is precisely under the guidance of Mao Zedong Thought that the Chinese people have achieved national independence and the liberation of the people, and it is precisely under the guidance of Mao Zedong Thought that they have gradually realized the prosperity of the country and the prosperity of the people, gradually approached modern citizens spiritually, and gradually shaken off backward and decadent ideological concepts. After the founding of the People's Republic of China, Chairman Mao led the people of the whole country to carry out socialist transformation, completely eliminate private ownership of the means of production, and in the face of imperialist encirclement, independently developed atomic bombs, hydrogen bombs, artificial satellites, nuclear submarines, and other high-tech national defense weapons, built water conservancy projects throughout the country, developed agricultural industry, and raised the education level and spiritual outlook of the people throughout the country.</p> <p>Guide students to support Mao Zedong Thought, consciously struggle against acts that slander Mao Zedong Thought, and defend Mao Zedong Thought.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: The teacher makes a summary, leads the students to review the knowledge of this lesson again, and strengthens the memory. Assign tasks to check learning outcomes.</p>	
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	<p>The content of this lesson can help students realize that there are many slanders against the chairman on the Internet, and through the correct understanding of the chairman, they can identify the slander and correct the slander.</p> <p>At present, there is a pluralism of social thought, and the phenomenon of slandering the chairman has appeared on the Internet, so we should guide everyone to learn to defend national heroes, and clarify the situation of slandering the chairman, and through the use of Mao Zedong Thought, we should directly cite the achievements we have made under the leadership of the chairman in the past 100 years, so that the slander will not be self-defeating.</p> <p>Task: What is the significance of asking students to write in a notebook for ideas today? What is the guidance for study and life? The teacher then checks the students' learning efficiency.</p> <p>Summary: Through poetry learning, on the one hand, easy to learn, edutainment. On the one hand, it is also a comprehensive study of beauty and emotion, helping students develop in an all-round way.</p>	
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Class		weeks	
Time		sections	Section 5
The name of the situation (Chapter, unit, or project name)	Chapter 2 The Theory of the New Democratic Revolution		
Teaching tasks (Project Title)	Section 1 The Basis for the Formation of the Theory of the New Democratic Revolution	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	Through the study of the contents of this section, students will be able to understand the national conditions of modern China, understand that the formation of the theory of the new democratic revolution is an overview and summary of the practice of the Chinese revolution, and keep in mind and grasp the general line and basic program of the new democratic revolution.		
Teaching Objectives:	Competency (skill) objectives	Knowledge Objectives	Emotional goals
	Learn to analyze problems from the perspective of the national situation.	Experiential Learning to understand the national conditions of modern China.	Stimulate learning motivation and enhance patriotic awareness.
Key difficulties	<p>Teaching Focus: 1. To help students understand that the theory of the new democratic revolution does not arise out of thin air, it is the need of the times and the needs of China's social development.</p> <p>2. In the process of analyzing the arduous course of the Chinese revolution, help students understand that the theory of the new democratic revolution is a summary and generalization of the practice of the Chinese revolution.</p> <p>Teaching difficulty: The formation of the theory of the new democratic revolution.</p>		
Teaching environment	Lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching process			

Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
<p>Task implementation (60 minutes)</p> <p>I. National Conditions in Modern China and the Characteristics of the Chinese Revolution (30 min)</p>	<p>The first step is to experience it.</p> <p>Purpose: By watching videos, focus students' attention, transform abstract knowledge into intuitive videos, and better understand.</p> <p>Students watch the video experience material provided by the teacher and watch the video: "Six Minutes to See Modern Chinese History". By reviewing modern history and explaining the process of modern China's degeneration into a semi-colonial and semi-feudal society, we will understand the basic features of the content of this lesson.</p> <p>Pictures of major events that have taken place in China since modern times are displayed, so that students can intuitively feel the basic national conditions of modern China.</p> <p>The second step is to reflect on the observation.</p> <p>Purpose: Teachers arrange learning tasks, focus students' attention, and transform video content into abstract thinking. Test the viewing effect.</p> <p>Teacher Setup Questions:</p> <p>First question: What does the video content say?</p> <p>Question 2: How do you feel after watching the video?</p> <p>Organize students to start a discussion, the thoughts and feelings contained in the video content, and their own feelings after viewing, and record these contents in detail in the notebook.</p>	<p>1. The national conditions of modern China and the characteristics of the times of the Chinese revolution</p> <p>1. The national conditions of modern China</p> <p>In modern China, there have been many revolutions, such as the Taiping Rebellion, the Boxer Rebellion, the Xinhai Revolution, the First Civil Revolutionary War, the Agrarian Revolutionary War, the War of Resistance Against Japanese Aggression, the War of Liberation, and so on. This passage of Lenin tells us that revolutions do not happen for no reason, they are due to objective crises, and that revolutions often occur without the will of the parties and classes. Modern Chinese society is full of very sharp contradictions, and the contradictions are irresolvable, like a volcano that has long contained huge energy, once it erupts, its momentum is unstoppable. In the final analysis, the contradictions in modern Chinese society are determined by the nature of a semi-colonial and semi-feudal society. Mao Zedong pointed out: "A clear understanding of the nature of Chinese society, that is to say, a clear understanding of China's national conditions, is the basic basis for understanding all revolutionary problems.</p>	

Other students reflect on their observations, do a good job of receiving feedback, and improve and supplement their own answers.

The third step is abstract generalization,

Purpose: To share group discussion, on the one hand to urge students to pay attention to learning, on the other hand to test the phased learning results.

After the discussion, invite students to share the results of their discussion.

The teacher commented that theory is generated to solve practical problems, theory comes from practice, and theory also guides practice. The formation and development of Mao Zedong Thought was gradually formed and developed in the process of solving the difficult problems encountered by the Chinese revolution.

The teacher abstractly summarizes the progressive significance and reasons for the failure of China's modern revolutionary process, combined with the process of the world revolution and the reasons for the victory of the October Revolution in Russia, and invites students to share their own feelings, explain the difference between the new democratic revolution and the old democratic revolution, and explain the scientific nature of the new democratic revolution. He pointed out the differences in the leading classes of the Chinese revolution and the differences in guiding ideologies.

Guide students to learn to analyze and understand problems from the perspective of class, learn to think about problems from the overall situation, and do not think about problems from the domestic side.

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Modern China has been reduced to a semi-colonial and semi-feudal society, which is the most basic national condition of modern China. Before the Opium War, China was an independent feudal country, the economic basis was the land ownership system of the feudal landlord class, and the basic economic form was a self-sufficient natural economy combining agriculture and cottage industry. The contradiction between the landlord class and the peasant class was the main contradiction in China's feudal society. With the emergence and development of the commodity economy, the germ of capitalism was already pregnant in the later period of China's feudal society. However, Mao Zedong said, the main reason why China's capitalist germination did not grow and develop into a capitalist tree and instead evolved into a semi-colonial and semi-feudal society was the imperialist invasion and the signing of a series of unequal treaties. After the Opium War, due to the continuous invasion of imperialism, two fundamental changes took place in China's social nature: an independent China gradually became a semi-colonial China, and a feudal China gradually became a semi-feudal China.

The semi-colonial and semi-feudal nature of modern China determines that the main contradictions in Chinese society are the contradictions between imperialism and the Chinese nation, and between

Summing up the national conditions of modern China, what does the so-called semi-colonial and semi-feudal society mean politically, economically, and militarily, the Chinese nation has opened its door to become a slave of Western capitalism, a dumping place for commodities, and a source of raw materials, causing serious damage to China's sovereignty. No matter what stage it is, its essence is to think about the problems encountered in the process of practice, sum up experience in practice, form theories, and guide practical activities. Things develop in motion, so the understanding of things also needs to evolve in motion, there is no immutable understanding, there is no eternal truth. After two victories and two defeats in the Chinese revolution, the Communist Party of China summed up its experience in a timely manner, gradually gained a complete understanding of the Chinese revolution, and gradually formed a scientific theory, that is, the theory of the new democratic revolution. The theory of the new democratic revolution is the result of the Chinese Communists with Mao Zedong as the main representative of integrating Marxism with the concrete practice of the Chinese revolution.

Teachers give students guidance reference reading, "Selected Works of Mao Zedong", to guide students to read and learn and expand their knowledge.

The fourth step is to actively experiment.

Objective: The teacher leads the students to review the knowledge of this lesson and strengthen their memory. Arrange study tasks to check your learning results.

The content of this lesson can help you learn that the

feudalism and the masses of the people.

The contradiction between imperialism and the Chinese nation is the most important contradiction among all kinds of contradictions.

	<p>analysis of social problems must be based on China's basic national conditions and the perspectives of all social strata and classes.</p> <p>Guide and stimulate students' patriotism and serve the country, transform their inner feelings into practical actions for learning, serve the country, and strengthen their own construction.</p> <p>Guide and guide students to actively participate in various practical activities to enrich their life experience. And learn to solve problems in the process of practice, summarize experience, and form their own life theory.</p> <p>Task: Students were asked to complete the answer to a question in the notebook: Is there still imperialism in the world today? What is the form of expression? This tests the learning outcomes.</p> <p>Summary: Establish a global perspective by leading students to learn this lesson from a global perspective. Not limited to textbooks, develop students' open mind.</p>		
Class		weeks	
Time		sections	Section 6
The name of the situation (Chapter, unit, or project name)	Chapter 2 The Theory of the New Democratic Revolution		

Teaching tasks (Project Title)	Section 2 The General Line and Basic Program of the New Democratic Revolution	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	Through the study of this section, students will be able to keep in mind and master the general line and basic program of the new democratic revolution. This enables students to independently analyze the enlightenment of the exploration of the new democratic revolutionary road to the current construction of socialism with Chinese characteristics based on the study of China's modern national conditions and existing relevant knowledge reserves.		
Teaching Objectives:	Competency (skill) objectives	Knowledge Objectives	Emotional goals
	Through video viewing, students are stimulated to learn learning motivation and learn class analysis.	Master the general line and basic program of the new democratic revolution.	Through Experiential Learning, students are guided to strengthen their belief in communism.
Key difficulties	<p>Teaching Focus:1The leadership of the national bourgeoisie and the new democratic revolution contained in the motive force of the new democratic revolution should be the focus of analysis.</p> <p>2. The different policies of the economic program towards landlords, land, bureaucratic capital, national industry and commerce should be the focus of analysis.</p> <p>Teaching difficulty: How to grasp the basic connotation of the new democratic revolution and bureaucratic capitalism.</p>		
Teaching environment	Lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	<p>1. Micro-lesson videos</p> <p>2. PPT courseware</p>		
Resources	<p>1. Textbook: Introduction to Mao Zedong Thought and the System of Socialism with Chinese Characteristics, edited by Wu Shuqing, Higher Education Press</p> <p>2. Bibliography: (1) Mao Zedong, The Chinese Revolution and the Communist Party of China, Selected Works of Mao Zedong, Vol. 2, People's Publishing House, 1991</p> <p>(2) Mao Zedong, "Analysis of Chinese Social Strata", Selected Works of Mao Zedong, Vol. 1, People's Publishing House, 1991</p>		

Teaching methods	Teaching Methods Explanation Methods Discussion and Analysis Methods	Teaching methods	Multimedia courseware
Teaching Content (Description)		Instructional design	
<p>1. The general line of the new democratic revolution</p> <p>2. The basic program of new democracy</p>		<p>1. Organize teaching, review and review: (5 minutes).</p> <p>2. Course introduction: Watch the introduction of the new course "Systematic Exposition of the Party's New Democratic Theory" (5 minutes)</p> <p>3. Course content explanation: (70 minutes)</p> <p>4. Teaching evaluation: (10 minutes)</p> <p>5. Summary of the lesson (5 minutes)</p> <p>6. Assignment (5 minutes)</p>	
Teaching process			
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
The general line of the new democratic revolution	<p>The first step is to experience it.</p> <p>Objective: To transform the abstract content into intuitive experience and better grasp the learning content.</p> <p>Organize students to study in the exhibition hall, experience the content of pictures and videos, Visit historical images and paintings of revolutionary battles to feel the real history. Cultivate your imagination and abstract thinking. Remember the martyrs. watch historical objects, and watch the content about the new democratic revolution, guide students to become interested in the exhibition hall, stimulate students'</p>	<p>The general line of the new democratic revolution</p> <p>(1) The object of the new democratic revolution</p> <p>Distinguishing friend from foe is the most important issue of the Chinese revolution. The objects of the new democratic revolution were, in general, imperialism, feudalism and bureaucratic capitalism.</p> <p>(2) The driving force of the new democratic revolution</p> <p>The "masses of the people" in the general line of the new democratic revolution refers to the revolutionary driving force,</p>	



motivation for learning, and facilitate learning.

Under the explanation of the exhibition hall docent, watch the pictures and texts, listen carefully to the content of the exhibition hall, and have a basic understanding of knowledge.

The second step is to reflect on the observation.

Objective: To strengthen feelings and urge attention and learning efficiency through discussion.

After experiencing these perceptual materials, students observe and reflect, analyze the characteristics of the four groups of people: the proletariat, the peasant class, the urban petty bourgeoisie, and the national bourgeoisie, and share their views according to their own understanding

The group recorded the discussion in detail in a notebook.

The group shares first, and the other students receive the feedback from the sharer and refine the answers.

The third step is abstract generalization.

Purpose: Through group discussion, we can exchange each other's feelings and broaden our thinking to the maximum extent.

At the end of the discussion, the teacher invites the students to start sharing the results of their group discussions.

Other students will evaluate and supplement.

Teachers make comments and supplements.

Finally, the teacher synthesizes all the students'

that is, the force on which the revolution depends, which includes the proletariat, the peasant class, the urban petty bourgeoisie, and the national bourgeoisie.

(3) The leadership of the new democratic revolution

The question of leadership is the central issue of the revolution, and the core of the general line of the new democratic revolution is "proletarian leadership."

China's new democratic revolution must be led by the Chinese proletariat and its political party, the Communist Party of China, and this is the fundamental sign that distinguishes the new democratic revolution from the old democratic revolution.

(4) The nature and prospects of the new democratic revolution

1. The nature of the new democratic revolution: the bourgeois-democratic revolution.

Question: What's new about the new democratic revolution?

Conditions of the new era: The Chinese revolution is in the era of the world proletarian socialist revolution

The new leading class: The leading force of the revolution is the Chinese proletariat and its vanguard, the Communist Party of China

New Guiding Ideology: The guiding ideology of the revolution is Marxism-

answers and summarizes them. According to the method of class analysis, the attitude of the different strata of the people towards the revolution is divided, the greatest forces are united, the forces that can be won over are won over, and the forces are concentrated against the opposite.

The fourth step is to actively experiment.

Objective: To guide the teacher to review the content of this lesson and strengthen memory. Assign tasks and check study efficiency.

The content of this lesson can help students recognize some basic methods of analyzing problems, such as goals, motivation, leadership, nature, etc., which is a more comprehensive analysis method.

To guide students to understand the truth of being a human being, we must learn to struggle, be good at fighting, enhance our fighting skills, and occupy a place in this era of the jungle, which is the ability to establish one's own life. Guide students to learn to look at the crowd from this perspective, understand the problem, and learn to use the Marxist standpoint, viewpoint and method to analyze and solve the problem.

Guide students to enhance their interest in learning Marxism and Mao Zedong Thought, and solve current life problems through learning. Guide students' patriotic feelings, consciously think about problems from such an angle, and devote themselves to social practice.

Task: Students are asked to complete the answer to a question in the notebook: What is the guiding significance of the new democratic revolution theory

Leninism

The new revolutionary motive force: the masses of the people

A new revolutionary future: The future of the revolution is socialism

2. What is the difference and connection between the new democratic revolution and the socialist revolution?

The nature is different. The new democratic revolution still belongs to the revolutionary category of bourgeois democracy, which overthrows the reactionary rule of imperialism, feudalism and bureaucratic capitalism, politically wins over and unites the national bourgeoisie against the common enemy, protects national industry and commerce economically, and allows the development of private capitalism that is conducive to the national economy and the people's livelihood. What it wants to establish is the joint dictatorship of the revolutionary classes led by the proletariat, not the dictatorship of the proletariat. The socialist revolution is a revolution of a proletarian nature, and its goal is to abolish the capitalist system of exploitation and to transform private ownership of small production.

2. The basic program of new democracy

(1) The political program of new democracy

Overthrow the rule of imperialism and

	<p>today? Thus, students' learning results are tested.</p> <p>Summary: Help students deepen their understanding by translating abstract theory into concrete and intuitive impact questions. Through the combination of today's practical thinking, cultivate students' problem thinking and open up their thinking. Task: Students are asked to complete the answer to a question in the notebook: What is the guiding significance of the new democratic revolution theory today? Thus, students' learning results are tested.</p> <p>Summary: Help students deepen their understanding by translating abstract theory into concrete and intuitive impact questions. Through the combination of today's practical thinking, cultivate students' problem thinking and open up their thinking.</p>	<p>feudalism and establish a new democratic state led by the proletariat, based on the alliance of workers and peasants, and under the joint dictatorship of all revolutionary classes.</p> <p>(2) The economic program of the new democracy</p> <ol style="list-style-type: none"> <li>1. The land of the feudal landlord class was confiscated and returned to the peasants</li> <li>2. The confiscation of bureaucratic capital to the new democratic state</li> <li>3. Protect national industry and commerce</li> </ol> <p>(3) The cultural program of new democracy</p> <p>The new democratic culture is a national, scientific, and popular culture guided by communist ideology. That is, to adhere to the form of the nation, the content of science, and the direction of the masses.</p>	
Class		weeks	
Time		sections	Section 7
The name of the situation  (Chapter, unit, or project name)	Chapter 2 The Theory of the New Democratic Revolution		

Teaching tasks (Project Title)	Section 3 The Road and Basic Experience of the New Democratic Revolution	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	Through the study of this section, students will be able to grasp the basic content of the road of the new democratic revolution and understand the importance and interrelationship between the three magic weapons of the new democratic revolution and the Chinese revolution.		
Teaching Objectives:	Competency (skill) objectives	Knowledge Objectives	Emotional goals
	Learn to unite, struggle, and be strict with yourself.	Grasp the basic content of the new democratic revolutionary road and the content of the three magic weapons.	Stimulate students' motivation to learn and strengthen patriotic feelings.
Key difficulties	<p>Teaching Focus: 1. The basis and significance of the Chinese Revolution taking the road of encircling the cities from the countryside and seizing power by armed force.</p> <p>2. The importance of the united front, armed struggle, and party building to the Chinese revolution.</p> <p>Teaching difficulty: The importance of the three magic weapons to the Chinese revolution.</p>		
Teaching environment	Lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	<ol style="list-style-type: none"> <li>1. Micro-lesson videos</li> <li>2. PPT courseware</li> </ol>		
Resources	<ol style="list-style-type: none"> <li>1. Textbook: Introduction to Mao Zedong Thought and the System of Socialism with Chinese Characteristics, edited by Wu Shuqing, Higher Education Press</li> <li>2. References: Mao Zedong, "On the Coalition Government", Selected Works of Mao Zedong, Vol. 3, People's Publishing House, 1991. Mao Zedong, "On the People's Democratic Dictatorship", Selected Works of Mao Zedong, Vol. 4, People's Publishing House, 1991.</li> </ol>		
Teaching methods	Teaching Methods Explanation Methods Discussion and Analysis Methods	Teaching methods	Multimedia courseware
Teaching Content (Description)		Instructional design	

<p>Organize teaching (2 minutes)</p>	<p>Maintain discipline, count people, etc</p>	<p>Get into class quickly</p>
<p>Task implementation (60 minutes) instruction</p>	<p>The first step is to experience it.</p> <p>Objective: To help students deepen their understanding by visiting the exhibition hall and transforming abstract theories into concrete feelings.</p>	<p>1. The road of the new democratic revolution</p> <p>(1) The proposal of the new democratic revolutionary road</p>
<p>1. The road of the new democratic revolution (20 minutes)</p>	<p>Teachers organized and led students to visit the exhibition hall on the New Democratic Revolution. Read the Red Revolution books and feel the knowledge and history outside the textbooks. Cultivate students' habit of reading and high respect for revolutionary martyrs.</p> <p>Listen to the narrator's introduction of the physical object, visit and listen to the narrator's explanation of history, so that students can have a clear understanding of the historical background and some basic contents of the new democratic revolutionary road.</p> <p>The second step is to reflect on the observation.</p> <p>Objective: To organize discussion, strengthen watching effect and urge learning attention.</p> <p>At the end of the visit, the students were organized to have a discussion, and the teacher set the question: What is the feeling of visiting the New Democratic Revolution Pavilion?</p> <p>Group discussions, thoughts and feelings contained in the contents of the exhibition hall visit, and their own impressions after viewing, these contents are</p>	<p>In the early days of the party's founding, the "theory of urban centers" first focused on the cities, leading the working class, and developing the workers' movement, which was conducive to expanding the party's class base.</p> <p>During the Jinggangshan Struggle, Mao Zedong put forward the idea of "armed separation of workers and peasants".</p> <p>During the period of opening up the base areas in southern Jiangxi and western Fujian, Mao Zedong put forward the idea of establishing a red regime centered on the countryside and seizing the national power when the conditions were ripe.</p> <p>Yan'an period - Mao Zedong systematically discussed the necessity and possibility of the countryside besieging the city and seizing power by force.</p> <p>The Sixth Plenary Session of the Sixth Central Committee of the Communist Party of China (CPC) established the revolutionary road of first occupying the</p>

<p>2. The Three Magic Weapons of New Democracy</p> <p>(20 minutes)</p>	<p>recorded in detail in the notebook.</p> <p>Other students reflect on their observations, do a good job of receiving feedback, and improve and supplement their own answers.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To supplement personal answers and improve the perspective of thinking about problems through sharing</p> <p>Invite students to share their own opinions, pay attention to the guided questions at this moment, whether some of their past historical accumulation resonates with the feeling of watching, what changes and feelings are in their emotions, and what changes are in their thoughts.</p> <p>Engage in guided questions around these areas.</p> <p>At the same time, other students can correct their answers or improve their answers according to the answers of other students, and other students can reflect and observe.</p> <p>The teacher made a comment at the end. At the same time, he put forward a point to pay attention to, what kind of help and significance the three magic weapons of the united front, armed struggle, and party building have for the current students' study and life, and guide students to think divergently, talk about their own feelings in the light of their own actual conditions, talk about some positive aspects, and also critically look at these past historical contents.</p> <p>The fourth step is active testing.</p>	<p>countryside, then taking the cities, and finally winning the national victory after a long period of armed struggle.</p> <p>2. The inevitability of the formation of the new democratic revolutionary road</p> <p>In semi-colonial and semi-feudal Chinese society, there was no democratic system and was oppressed by feudalism, and there was no national independence and was oppressed by imperialism. The main form of struggle of the Chinese revolution can only be armed struggle, and the armed forces of counter-revolution must be destroyed by the armed forces of the revolution, and the corresponding main form of organization must be the army.</p> <p>Modern China is a large agricultural country, with peasants accounting for the vast majority of the country's population, and are a reliable ally of the proletariat and the main force of the revolution. The proletariat and its political party must go deep into the countryside, start with the solution of the peasants' land question, organize, mobilize and arm the peasants, so that the revolutionary war can win the support and participation of the broad masses of peasants, and lay the foundation for the eventual seizure of national power.</p> <p>The reasons for the success of the new democratic road should be clearly explained from the five aspects of possibility, the basic nature of the</p>
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Objective: Teachers organize students to review the content of this lesson and strengthen their memory.

Assign tasks and check your learning results.

Help students point out the difference between the Chinese Revolution and the Russian Revolution, although they are both bourgeois-democratic revolutions, but the forms of revolution are very different, and learn to analyze specific problems in detail.

The necessity of understanding the united front is because the enemies of the Chinese revolution are too strong, the revolutionary forces are too weak, and the people who have ruled the feudal rule for thousands of years are ignorant and the people are not wise, and there is still the oppression of the revolutionary forces by the comprador class and the big landlords and the big bourgeoisie, so it is necessary to unite all kinds of revolutionary forces to carry out a united front; the necessity of armed struggle is because modern China lacks a legal system, and there is no sound legal system in which they can appeal for their rights like the European trade unions, not to mention the bloodshed and sacrifice of the European revolution.

The united front can provide people with useful references, unite all the forces around them that can be united to achieve their own goals in life, and at the same time pay attention to the struggle against difficulties and mistakes in the process of developing themselves. Instead of everything needs to be united, pay attention to discerning the wrong thoughts around you.

Armed struggle inspires people that human development is not smooth sailing, and there will be many obstacles to hinder one's own development, so at this time it is necessary to fight bravely on one's

masses, the objective conditions, the strong backing, and the subjective conditions.

3. The content and significance of the new democratic revolutionary road

Agrarian Revolution

Armed struggle

Construction of revolutionary base areas in rural areas

2. The Three Magic Weapons of the New Democratic Revolution

(1) The united front

1. The need to create a united front

2. The possibility of creating a united front

3. The basic principles and main experiences for the realization of the revolutionary united front

(1) The two alliances in the united front and their interrelations

(2) In the united front, the Party must uphold the principle of independence and autonomy and realize its leadership over the united front

(3) The united front must adopt the policy of uniting and fighting against the bourgeoisie.

(2) Armed struggle

1. Armed struggle is the main form of the Chinese revolution

2. The armed struggle in China is

	<p>own, unite with one's like-minded friends to fight together, and gather strong fighting forces to achieve victory in the struggle.</p> <p>Help students understand the inspiration of party building, if you want to win all causes, you must first do a good job of yourself, whether it is ideologically, in character or behavior, you must be strict with yourself, victory is precious because of the physiology needs excellent people to achieve, so you must develop yourself for a long time, do a good job of long-term planning, do not rush for quick success, and in the long run, excellent yourself can match the victory.</p> <p>Task: Students were asked to write down in their notebooks an answer to a question: how to carry out party building and armed struggle as students. Thus, the students' pioneering thinking is tested.</p> <p>Summary: Create a relaxed learning atmosphere by visiting the exhibition hall. Video images are better for understanding. The arrangement of pioneering questions helps students deepen their thinking, integrate with reality, and avoid falling into bookism.</p>	<p>essentially a peasant war under the leadership of the proletariat</p> <p>3. The fundamental principle of building the people's army</p> <p>Serving the people wholeheartedly is the sole purpose of the people's army.</p> <p>(3) Party building</p>
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Class		weeks	
Time		sections	Section 8
Chapter name	Chapter III: The Theory of Socialist Transformation		
Teaching tasks (Project Title)	Section 1 The Transition from New Democracy to Socialism	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	This course enables students to understand the transitional nature of the new democratic society and the historical inevitability of the transition from new democracy to socialism		
Teaching Objectives:	Knowledge Objectives	Competency Goals	Emotional goals
	Remember the transitional nature of the new democratic society and the main content of the party's general line during the transitional period.	Learn to distinguish the nature of different revolutionary periods.	Understanding the hardships of history and the hard-won success of a better life stimulates students' motivation to learn and strive for a better life.
Key difficulties	<p>Teaching focus: the nature and main contradictions of the new democratic society, the historical inevitability of socialist transformation, and the proposal and specific content of the general line in the transitional period.</p> <p>Teaching difficulty: The party's general line in the transitional period was proposed</p> <p>Difficulty solving: Using case data, theoretical analysis and discussion to break through difficulties.</p>		
Teaching resources	<p>1. CPC History Network: <a href="http://www.zgdaw.com/">http://www.zgdaw.com/</a></p> <p>3. Party Building Research Network: <a href="http://www.djyj.cn/">http://www.djyj.cn/</a> 4 People's Daily Online 5. Seeking Truth Theory Network</p>		
Resources	'Common Program of the Chinese People's Political Consultative Conference', Selected Important Documents Since the Founding of the People's Republic of China, Volume 1, Central Literature Publishing House, 2011 edition		
Teaching methods	Lecture method, discussion method, case teaching method	Teaching methods	Multimedia teaching
Teaching Content (Description)		Instructional design	
Teaching process			

Teaching occasions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
Task implementation (85 minutes in total)  1. (30 minutes of teacher lecture and student discussion)	<p>The first step is to experience it.</p> <p>Task: Watch the video and experience the ideas it is intended to convey.</p> <p>In order to make it easier for students to understand, combined with students' preview, show students a video about the content of this lesson, that is, the history of the transition period, including some pictures, short text, and data comparison.</p> <p>Combined with today's teaching priorities, students will be guided to grasp the history of 1949-1956 from a macro perspective, mainly grasping the nature of the transitional period and the basic content of the party's general line during the transitional period.</p> <p>Through some existing videos, pictures, and data teaching materials, the most intuitive presentation is in front of students, giving students a vivid feeling.</p> <p>The second step is to reflect on the observation.</p> <p>Tasks: Arrange questions, focus students' attention, and urge them to transform the learning effect of video viewing.</p> <p>When explaining the content of the first step, set up questions.</p> <p>The first question: why socialist transformation?</p> <p>The second question: Why is the new democratic society a transitional society?</p> <p>The third question: What is the duplicity of the bourgeoisie?</p> <p>From the economic and political aspects, the content of the following is introduced. First, guide students to ask questions on their own.</p> <p>Focusing on this issue and the feelings of watching the video, combined with the content learned in the previous class, how to carry out the</p>	<p>1. The new democratic society is a transitional society</p> <p>The new democratic society is not an independent social form, but a transitional social form that has changed from new democracy to socialism.</p> <p>There are five economic components of the new democratic society: the state-run economy of a socialist nature, the cooperative economy of a semi-socialist nature, the individual economy of peasants and craftsmen, the private capitalist economy, and the state capitalist economy.</p> <p>The class structure of the new democratic society: the working class, the peasant class, and other petty bourgeoisie, national bourgeoisie.</p>	

<p>socialist revolution in combination with China's national conditions after the completion of the new democratic revolution, specifically how to transform China's national bourgeoisie to serve the people.</p> <p>The third step is abstract generalization.</p> <p>Task: Share ideas, urge students to supplement their own thinking, and explore the perspective of thinking.</p> <p>Invite students to share their opinions, other students to receive feedback, do a good job of reflection and observation, and do a good job of group discussions and record them in a notebook.</p> <p>The teacher begins to comment, gives preliminary answers, and then gives correct answers.</p> <p>The reason why the teacher answered the question was that the change from new democracy to socialism occurred because the new democratic society contains the element of private ownership, and after the victory of the capitalist national revolution, it is necessary to further solve the problem of the domestic democratic revolution, that is, to change the ownership attribute of the means of production, from private ownership to common ownership, so that all the people can jointly own the means of production and the whole people will own them publicly. Any individual who vainly attempts to occupy the means of production alone is an enemy of the people, and runs counter to the basic tenets of Marxism and the dream pursued by the broad masses of the people for thousands of years. In order to support the construction of socialist industrialization, it is necessary to carry out socialist transformation of the current agriculture, handicraft industry, and capitalist industry and commerce, eliminate the private component, and expand the public ownership component, because after the founding of New China, everything is in ruins, and in order to make the county strong, it must have a strong national defense and industrial system, and it is in urgent need of funds, and China, against the background of lack of funds, can only concentrate its forces on doing great things, concentrating on agriculture, concentrating on handicrafts, transforming capitalist industry and commerce, and providing materials for socialist industrialization.</p>	<p>The main contradictions of the new democratic society:</p> <p>Before the completion of the agrarian revolution - the contradiction between the socialist road and the capitalist road, between the working class and the bourgeoisie;</p> <p>2. The general line of the Party in the transitional period</p> <p>In June 1953, Mao Zedong formally put forward the general line and tasks for the transitional period at a meeting of the Political Bureau of the Central Committee. The basic content of the general line of the transitional period: From the founding of the People's Republic of China to the basic completion of socialist transformation, this is a transitional period.</p>
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The fourth step is to actively experiment.

In this lesson, you can learn that combined with some psychological knowledge and ethical knowledge of human nature, all problems are human problems, and the problems of human nature, specifically human privacy, especially in the era when the means of living are very scarce, all people are eager to occupy a certain amount of means of life to maintain survival, which is understandable.

To help students understand the basic theory of Marxism as a science, the goal is to provide a better life for the people of the world, provided that there is a very strong productive force to provide sufficient means of subsistence, so as to stimulate students' motivation.

It is China's unique spiritual value to help students transform their enthusiasm for learning into enthusiasm for future struggle, contribute to social development and productivity improvement, and guide students to observe, think, and solve problems from the perspective of the people. From this perspective, students can strengthen their patriotism, understand the hardships of the country's strong journey, and guide students to serve the country.

Task: Teachers will organize and lead the students to review the knowledge of this lesson, strengthen memory, and teach students how to apply the content of this lesson in combination with reality. Schedule tasks to check your learning results.

Summary: Understand the process and law of the revolution, everything has its own law of occurrence and development, can not be subjective instead of objective. Help students understand the relationship between the objective world and practice.

## teaching plan

Teaching process					
Teaching sessions (Time Allocation)	Teacher Activities (Tasks)			Student Activities (Tasks)	remark
Class		weeks			
Time		sections	Section B		
The scope of the chapter, unit, or project	Chapter III: The Theory of Socialist Transformation				
Teaching tasks (Project Title)	The road to socialist transformation and historical experience  The establishment of the socialist system in China	Lesson allocation	time	2 (100 minutes)	
Pedagogical purpose	It enables college students to have an in-depth understanding of the fact that the new democratic society is a transitional society, and it is of great significance to the establishment of China's socialist system.				
Teaching Objectives:	Knowledge Objectives	Competency/ Goals		Emotional goals	
	Understand the basic content of socialist transformation.	Learn to analyse the nature of different classes.		Stimulate the motivation for learning and strengthen the belief in socialism.	
Key difficulties	Teaching Focus: The path of socialist transformation suitable for China's characteristics Teaching difficulties: The establishment of the basic socialist system and its great significance Difficulty solving: Using case data, theoretical analysis and discussion to break through difficulties.				
Teaching environment	Lecture theatre	Teaching aids			
Teaching resources	People's Daily Online Seeking Truth Theory Network				
Resources	1. Mao Zedong, 'The Transformation of the Revolution and the Party's General Line in the Transitional Period', Mao Zedong's Collected Works, Vol. 6, People's Publishing House, 1999 2. Mao Zedong, Two Conversations on Agricultural Mutual Aid and Cooperation, Mao Zedong's Collected Works, Vol. 6, People's Publishing House, 1999				

Teaching methods			Teaching methods	
Teaching Content (Description)		Instructional design		
1. A path of socialist transformation suited to China's characteristics 2. The historical experience of socialist transformation 3. The initial establishment of the basic socialist system 4. The great significance of establishing the basic socialist system		1. Current Affairs News (5 min) 2. Quotation introduction to a new lesson: (5 minutes) 3. Use the case method to teach the first question. (Case: Poor Stick Spirit) (5 min) 4. Teaching with multimedia courseware: the second question. Interspersed with discussions. (40 minutes) 5. Briefly talk about the third and fourth questions, mainly asking students to read books. (30 minutes) 6. Summarize the lesson and assign homework after class. (5 minutes)		
Teaching process				
Teaching occasions (Time & location)	Teacher Activities (Tasks)	Student Activities (Tasks)		remark
Task implementation (85 minutes)  1. The teacher will give a lecture and case analysis for 30 minutes	<p>The first step is to experience it.</p> <p>purpose: Visit nearby farms to create a relaxing learning environment. Get an intuitive experience during your visit.</p> <p>Organize students to go to nearby farmer farms, go to farmers' homes and listen to the farmers' stories about the past history, and provide as rich perceptual materials as possible to stimulate students' senses. After the farmer revolutionary soldiers retired from professional farmers, under the leadership of the farmer uncle to visit the agricultural production, listen to the history of agricultural struggle of the farmer uncle, after the event presented banners, express the high respect for the revolutionary soldiers and farmers uncle, shape the ideological guidance of students worship positive energy.</p> <p>Watch the video Lijiazhai "Yugong moves mountains and transforms China" (video) - On October 9, 1967, Chairman Mao commented on the report of Lijiazhai Dashan Agricultural Society, Junan County, Shandong Province</p>	<p>The road to socialist transformation and historical experience</p> <p>1. A path of socialist transformation with Chinese characteristics</p> <p>1. Socialist transformation of agriculture and handicrafts</p> <p>Socialist transformation of agriculture</p>		

## teaching plan

	<p>to strive for a bumper harvest and another harvest: "Yugong moves mountains and transforms China, and Lijiazhai is a good example."<sup>22</sup></p> <p>Watch the video: The Socialist Transformation of Capitalist Industry and Commerce (Video) ~ While promoting the agricultural cooperative movement, the Party and the government carried out the socialist transformation of capitalist industry and commerce in a planned and step-by-step manner.</p> <p>Telling the story: Rong Yiren, a real capitalist (photo and text) - Through the case of the transformation of the Rong family, students can understand the thoughts and practices of the national bourgeoisie at that time. At the end of 1956, 99 percent of the county's private industrial households and 82 percent of the county's private commercial households were brought into the orbit of public-private joint ventures or cooperatives, respectively, marking the basic completion of the state's socialist transformation of capitalist industry and commerce.</p> <p>The second step is to reflect on the observation.</p> <p>purpose: Set questions, promote concentration and learning efficiency, and transform the effect of the visit.</p> <p>Teacher Setting Question: Why Can Capitalists Accept the Peaceful Redemption of Transformation?</p> <p>Each study group discussed the knowledge points such as the duality of the national bourgeoisie, the existence of the united front relationship, and the establishment of state power under the people's democratic dictatorship.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To share ideas and add personal answers and perspectives</p> <p>Invite students to share their opinions, other students to receive feedback, do a good job of reflection and observation, and do a good job of group discussions and record them in a notebook.</p>	<p>First, it is necessary to actively guide the peasants to organize themselves and take the road of mutual assistance and cooperation.</p> <p>Second, we should follow the principle of voluntary mutual benefit, exemplify demonstration, and state assistance, and attract farmers to take the road of mutual assistance and cooperation with the superiority of mutual assistance and cooperation.</p> <p>Expansion: The principle of voluntary and mutual benefit ~ a basic principle of China's socialist transformation of agriculture and handicrafts.</p> <p>Third, it is necessary to correctly analyze the situation of classes and strata in the rural areas and formulate correct class policies.</p> <p>Fourth, we should adhere to the principle of active leadership and steady progress, and take steps in an orderly and gradual manner.</p>
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<p>The teacher begins to comment, gives preliminary answers, and then gives correct answers.</p> <p>After watching the above videos, most of the above videos are about the national bourgeoisie with a high level of consciousness supporting national construction and accepting the policy of peaceful redemption of national socialism. Under the leadership of the party, the majority of the people have overcome all difficulties and marched forward with high spirits for socialist construction. Both capitalists and ordinary people have a very high ideological consciousness in the face of national construction, and this is the basic prerequisite for our country to make progress. It is also a powerful embodiment of the transformation of scientific ideas into material weapons.</p> <p>In socialist transformation, the peasants should be given priority in everything on their own initiative, and the peasants should be gradually guided and demonstrated, and the peasants must not be forced to make blunt demands and hurt their enthusiasm. The teacher guides the students to make abstract generalizations.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: To organize teachers to review the content of this lesson, strengthen the relationship between knowledge and practice, and help students master how to practice. Set a task to check learning efficiency.</p> <p>In this lesson, students can learn that the Chinese people have won on their own. In order to reinvigorate and build socialist China, the people of different strata can have a high consciousness, and different groups of peasants, handicraftsmen, and the bourgeoisie have all changed their thinking in the new period and jointly contributed to socialist construction. Embody the big picture.</p> <p>The purpose of this lesson is to guide students to establish a sense of the overall situation and a collective concept.</p> <p>Task: Students are asked to write down in their notebooks their thoughts on a question: What is the difference between socialist construction in the past and socialist construction today? Check for pioneering thinking.</p>	<p>2. The socialist transformation of capitalist industry and commerce</p> <p>First, the transformation of capitalist industry and commerce by means of peaceful redemption.</p> <p>Second, to adopt a transitional form of state capitalism from the lower to the higher.</p> <p>Expansion: State capitalism - a capitalist economy directly linked to socialism and under the direct control and domination of the state.</p> <p>The steps of the socialist transformation of capitalist industry and commerce are: the first step is to mainly implement the primary form of state capitalism, the second step is to mainly implement the public-private partnership of individual enterprises, and the third step is to implement the public-private partnership of the whole industry.</p> <p>Third, to transform capitalist industrialists and businessmen into self-reliant socialist laborers.</p>
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## teaching plan

	<p>Summary: In the actual visit, you can hear the farmers' own feelings in this period of history, helping students to feel the history and wisdom of great men more deeply. Arouse enthusiasm for building socialism.</p>		
Board book design			



## teaching plan

Class		weeks	
Time		sections	Section 10
Chapter name	Chapter IV: Theoretical Achievements of Preliminary Exploration on the Road of Socialist Construction		
The name of the project	Important theoretical achievements of preliminary exploration	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	<p>Through the teaching of the contents of this chapter, we will help students understand what major achievements the party has made in exploring the socialist road, what important ideological achievements have been formed, and understand that due to various complex reasons, we have taken some detours in the process of exploring the socialist road.</p> <p>Help students have a comprehensive understanding of Mao Zedong Thought and correctly understand the relationship between the two historical periods before and after the reform and opening up.</p>		
Teaching Objectives:	Competency (skill) objectives	Knowledge Objectives	Emotional goals
	Improve the ability to analyze historical events.	Understand the theoretical achievements made in the initial exploration of socialist construction.	Strengthen the sentiment of supporting socialism.
Key difficulties	<p>Teaching Focus: The idea of mobilizing all positive factors to serve socialism</p> <p>Teaching difficulties: Lessons and lessons from the initial exploration of the road of socialist construction</p> <p>Difficulty solving: Use lecture method and case analysis method to break through difficulties</p>		
Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	Lesson plans, courseware, audio and video materials		
Resources	<p>1. Mao Zedong, 'On the Correct Handling of Contradictions Among the People', Selected Works of Mao Zedong, Vol. 7, People's Publishing House, 1999.</p> <p>2. Mao Zedong, 'Where Does People's Correct Thinking Come From?', Mao Zedong's Collected Works, Vol. 8, People's Publishing House, 1999.</p>		
Teaching methods	Teaching Methods Discuss the method of dissonance	Teaching methods	Multimedia courseware
Teaching Content (Description)	Instructional design		

## teaching plan

Important theoretical achievements of preliminary exploration	Organize teaching, review and review:		
Implications and lessons learned from the initial exploration	CurrentAffairs Learning: News Broadcasting		
	Course Introduction: From the question "What kind of situation did the Communist Party of China face as the ruling party after the founding of the People's Republic of China?" Import a new lesson		
	Course content explanation:		
	5. Student discussion: What are the basic contradictions, main contradictions, and social contradictions of socialism at the present stage?		
	6. Summary of the lesson		
	7. Assign homework after class		
Teaching process			
Teaching occasions	TeacherActivities (Tasks)	StudentActivities (Tasks)	remark
New course import	<p>The first step is to experience it.</p> <p>Objective: To transform abstract theory into intuitive feeling through video viewing and help students deepen their understanding.</p> <p>The content of this lesson is mainly to understand the chairman's thinking on mobilizing all positive factors to serve socialism during the period of socialist construction, and to discuss the ten major relationships and correctly and rationally arrange the key points of socialist construction.</p> <p>The teacher led the students to visit the exhibition hall. Visit the patriotism education base to understand the importance of ideological and political theory courses and the needs of the Party and the country for talents. Watch some videos about the arrangements for the key tasks of the county in the early stage of socialist construction, as well as a series of data and pictures about the hardwork, support of the chairman, high spirits, and full of fighting spirit of the people in socialist construction.</p> <p>Students watch the mind maps and pictures provided by the teacher.</p>	<p>1. Mobilize all positive factors to serve the cause of socialism</p> <p>In April and May 1956, Mao Zedong made a report entitled "On the Ten Major Relations" at the enlarged meeting of the Political Bureau of the CPC Central Committee and the Supreme State Council, and set a basic principle, that is, "active to mobilize all positive factors, direct and indirect, both inside and outside the party, at home and abroad," and serve socialist construction.</p>	

## teaching plan

Important theoretical achievements of preliminary exploration  Implications and lessons learned from the initial exploration		Organize teaching, review and review:  CurrentAffairs Learning: News Broadcasting  Course Introduction: From the question "What kind of situation did the Communist Party of China face as the ruling party after the founding of the People's Republic of China?" "Import a new lesson"  Course content explanation:  5. Student discussion: What are the basic contradictions, main contradictions, and social contradictions of socialism at the present stage?  6. Summary of the lesson  7. Assign homework after class	
Teaching process			
Teaching occasions	TeacherActivities (Tasks)	StudentActivities (Tasks)	remark
New course import	<p>The first step is to experience it.</p> <p>Objective: To transform abstract theory into intuitive feeling through video viewing and help students deepen their understanding.</p> <p>The content of this lesson is mainly to understand the chairman's thinking on mobilizing all positive factors to serve socialism during the period of socialist construction, and to discuss the ten major relationships and correctly and rationally arrange the key points of socialist construction.</p> <p>The teacher led the students to visit the exhibition hall. Visit the patriotism education base to understand the importance of ideological and political theory courses and the needs of the Party and the country for talents. Watch some videos about the arrangements for the key tasks of the country in the early stage of socialist construction, as well as a series of data and pictures about the hard work, support of the chairman, high spirits, and full of fighting spirit of the people in socialist construction.</p> <p>Students watch the mind maps and pictures provided by the teacher.</p>	<p>1. Mobilize all positive factors to serve the cause of socialism</p> <p>In April and May 1956, Mao Zedong made a report entitled "On the Ten Major Relations" at the enlarged meeting of the Political Bureau of the CPC Central Committee and the Supreme State Council, and set a basic principle, that is, "active to mobilize all positive factors, direct and indirect, both inside and outside the party, at home and abroad," and serve socialist construction.</p>	

<p>The second step is to reflect on the observation.</p> <p>Objective: To set questions, urge students to concentrate and learn efficiently, and lay a good foundation for group discussion.</p> <p>Teacher Setup Questions:</p> <p>The first question: What is the difference between the practice of socialist construction in China and the socialist construction in the Soviet Union?</p> <p>The second question: how to look back on this passionate and eventful year today?</p> <p>There is no precedent to follow for building socialism in a large eastern county where "one is poor and two whites", just like climbing a mountain that is inaccessible to people, and it is necessary to overcome the obstacles. The achievements have been remarkable, the experience is invaluable, and the lessons have been profound. In order to deepen students' feelings, guide students to think deeply about the current situation and the content of the textbook, and how to better implement and apply the guiding ideology of the party today.</p> <p>The results of the group discussions are recorded in detail in a notebook.</p> <p>The third step is abstract generalization.</p> <p>Purpose: Group sharing to help supplement individual answers and broaden the perspective of thinking.</p> <p>The teacher then invites individual students to share their opinions, and other students receive feedback.</p> <p>The teacher makes comments, points out the right places of thinking, and makes appropriate amendments for other places.</p> <p>Summary: Each country is different, the idea of social construction will be different, for different countries, we can learn from the reference, but can not be completely copied and copied. There is no fixed and unchanging model for socialist construction, and each country should independently choose its own development path in accordance with its own national conditions. It also enriches the theory and practice of scientific socialism, and provides experience and reference for the socialist construction of other countries.</p>	<p>The 10 major relations include the relationship between heavy industry and light industry and agriculture, the relationship between coastal industry and inland industry, the relationship between economic construction and national defense construction, the relationship between the state, production units and individual producers, the relationship between the central and local governments, the relationship between the Han nationality and ethnic minorities, the relationship between the party and non-party, the relationship between revolution and counterrevolution, the relationship between right and wrong, and the relationship between China and foreign countries.</p> <p>To mobilize all positive factors to serve the cause of socialism, we must uphold the leadership of the Communist Party of China;</p> <p>To mobilize all positive factors to serve the cause of socialism, it is necessary to</p>
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## teaching plan

	<p>Teachers guide students to make abstract generalizations, the spiritual temperament contained in such history, dare to be the first in the world, carry out an unprecedented cause, and have the courage and responsibility, which is lacking in the current youth, and guide students to learn the spiritual temperament of the people who have contributed to the construction of socialism, and consciously improve their personal ability. Our current young people should understand the guiding significance of the decades of practice of socialist construction for the present, use the lessons and lessons of the past to guide the current practical activities, create a meaningful life, solve the problems of the times in the process of step-by-step practical exploration and experience summarization, and realize the value of life.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: Teachers organize a review of the content of this lesson to help students master how to link theory with practice and improve the effect of practice. Schedule tasks to check our learning efficiency.</p> <p>Students learn to do anything, in their studies and life, they need to unite their classmates around them to form a collective strength, so as to better practice their life goals, and it will be very tiring and difficult to fight alone.</p> <p>Help students understand and learn to correctly analyze the people around them, which are real friends and which are not, and criticize them with a desire to unite with them, educate them, and finally achieve unity with them.</p> <p>To help students emotionally generate the passion for struggle and hard work, so as to make useful contributions to the construction of socialism.</p> <p>Transform the enthusiasm for learning into enthusiasm for work, and be able to better demand yourself to work hard in the future study and life.</p> <p>Task: Students are asked to answer a question in the notebook: what is the intrinsic relationship between the past socialist construction and the current socialist construction, how to view other people's evaluation of the past.</p> <p>Summary: Through the experience of various materials, we can truly grasp the achievements of great people's construction in the past, and correctly distinguish the slander of people with bad intentions on great people and socialist construction.</p>	<p>develop socialist democratic politics;</p> <p>To mobilize all positive factors to serve the cause of socialism, there is a question of how to understand the stages of socialist development and the laws governing socialist construction.</p> <p>2. The significance of preliminary exploration</p> <p>The party has led the people in exploring the road of socialist construction, gone through hardships and twists and turns, and has achieved a series of important results in theory and practice.</p> <p>First, it has consolidated and developed China's socialist system.</p> <p>Second, it has provided valuable experience, theoretical preparation, and material foundation for the creation of socialism with Chinese characteristics.</p> <p>Third, it enriches the theory and practice of scientific socialism.</p>
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Board book design	1. Write key questions 2. Write difficult questions		



## teaching plan

Class		weeks	
Time		sections	Section 11
The name of the situation (Chapter, unit, or project name)	Chapter 5 Deng Xiaoping Theory		
Teaching tasks (Project Title)	The formation of Deng Xiaoping Theory  Section 2: Basic Issues and Main Contents of Deng Xiaoping Theory	Lesson time allocation	2 class hours
Pedagogical purpose	Through teaching, students will be able to understand the historical background and formation process of Deng Xiaoping Theory, grasp the basic issues and main contents of Deng Xiaoping Theory, and correctly evaluate the historical status of Deng Xiaoping Theory. Comprehend the thoughts of great men, feel the charm of great men, and establish the emotions of learning from great men and revering great men. Learn to look at things with a dialectical method and establish a Marxist world outlook.		
Teaching Objectives:	Knowledge Objectives	Competency Goals	Emotional goals
	Learn about the historical background of the emergence of Deng Xiaoping Theory.	Through Experiential Learning, students can be well stimulated to learn to learn the basic skills of seeking truth from facts and emancipating their minds.	Promote respect for leaders.
Key difficulties	<p>Teaching Focus:</p> <p>1. The historical background of the formation and development of Deng Xiaoping Theory</p> <p>2. Basic issues of Deng Xiaoping Theory</p> <p>Teaching Difficulties:</p> <p>1. Basic issues of Deng Xiaoping Theory</p> <p>Difficulties to solve:</p> <p>Using the teaching method, the explanation method, the discussion and analysis method, and the case data, the theoretical analysis and discussion break through the difficulties.</p>		



Teaching environment	Multimedia lecture theatre	Teaching aids	Multimedia teaching equipment
Teaching resources	1.Teaching courseware 2.Audio and video materials 3.Teaching plans 4.Related network resources		
Resource	1. Selected Works of Deng Xiaoping, Vol. 2, People's Publishing House 2. National Network of Ideological and Political Work in Colleges and Universities: <a href="http://www.aishangwang.cn/">http://www.aishangwang.cn/</a> 3. Communist Party of China News Network: <a href="http://cpc.people.com.cn/">http://cpc.people.com.cn/</a> 4. People's Daily Online: <a href="http://www.people.com.cn/">http://www.people.com.cn/</a> 5. Xinhuanet: <a href="http://www.xinhuanet.com/">http://www.xinhuanet.com/</a> 6. Guangming.com: <a href="http://www.gmw.cn/">http://www.gmw.cn/</a> 7. Chinese government website (WeChat ID): zhongfu		
Teaching methods	1. Teaching method 2. Multimedia presentation and interactive method 3. Discussion method 4. Homework practice thinking method	Teaching methods	Multimedia teaching
Teaching Content (Description)		Instructional design	
Chapter 5 Deng Xiaoping Theory Section 1 The Formation of Deng Xiaoping Theory 1. Conditions for the formation of Deng Xiaoping Theory 2. The Formation Process of Deng Xiaoping Theory Section 2: Basic Issues, Main Contents, and Main Contents of Deng Xiaoping Theory 1. The basic questions answered by Deng Xiaoping Theory		1. Course introduction: "Introduction to the Life of Deng Xiaoping" introduces the content of this lesson. 2. Use multimedia courseware to focus on problem 1: the conditions for the formation of Deng Xiaoping Theory 3. Use multimedia courseware to focus on the second question: the formation process of Deng Xiaoping Theory 4. Use multimedia courseware to focus on the basic questions answered by Deng Xiaoping Theory	

## teaching plan

		<p>5. Use multimedia courseware to focus on the main content of Deng Xiaoping Theory</p> <p>6. Summarize the lesson and assign homework.</p>	
Teaching process			
Teaching occasions (Time Allocation)	Teacher Activities (Tasks)	Student Activities (Tasks)	remark
<p>New course import (5 minutes)</p>	<p>The first step is to experience it.</p> <p>Objective: To create a relaxing learning environment through the appreciation of music, and to feel the transmitted ideas in the appreciation of songs.</p> <p>The teacher arranges for the song to be played: The Stay of Spring.</p> <p>The other students carefully appreciated the main meaning of the lyrics of the song.</p> <p>It was spring in 1979</p> <p>There was an old man who drew a circle on the shore of the South China Sea</p> <p>It was spring in 1979</p> <p>There was an old man who drew a circle on the shore of the South China Sea</p> <p>Fabulous rise of a city</p> <p>Miraculously gathered a mountain of gold</p> <p>The spring thunder awakened the inside and outside of the Great Wall</p>	<p>The first step is to experience it.</p> <p>Students appreciate the songs provided by the teacher.</p> <p>The second step is to reflect on the observation. Students share their thoughts on the content of the song.</p>	

	<p>The spring glow warmed both sides of the river</p> <p>Ah, China, China</p> <p>You have taken a new step in the majestic mountains and rivers</p> <p>You have taken a new step in the majestic mountains and rivers</p> <p>Step into the spring of Vietnam's renewal</p> <p>1992 was another spring</p> <p>There was an old man who wrote a poem on the shores of the South China Sea</p> <p>The spring breeze blows green in the East China</p> <p>The spring rain moistened the Chinese hometown</p> <p>Ah, China, China</p> <p>You have unfolded a new picture of a century</p>		
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<p>Task implementation (70 minutes)</p> <p>Section 1 The Formation of Deng Xiaoping Theory</p> <p>1. Conditions for the formation of Deng Xiaoping Theory (30 minutes)</p>	<p>By listening to the songs, I probably learned some historical stories from the lyrics.</p> <p>Students enjoy the short videos provided by the teacher to take a quick look at Deng Xiaoping's life, which paves the way for the basic background of Deng Xiaoping Theory in this lesson.</p> <p>While visiting the exhibition hall, listen carefully to the narrator's introduction of pictures, texts, and objects, and grasp the knowledge content of this lesson from every detail.</p> <p>The second step is to reflect on the observation.</p> <p>Objective: To set questions and urge students' attention and learning efficiency.</p> <p>Teacher Setup Questions:</p> <p>First question: How does it feel to enjoy a song?</p> <p>Second question: How do you feel about watching the video?</p> <p>Organize students to analyze and think about these contents, and analyze Deng Xiaoping's thoughts on the development of revolutionary ideas and the changes in his thinking on major issues in various periods. Share your thoughts on short-form video content. Other students should reflect and observe, and give feedback.</p> <p>The results of the discussion are recorded in detail within the group in a notebook.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To share ideas, supplement group answers, improve thinking, and grasp different thinking perspectives. Test the efficiency of phased learning.</p> <p>Invite the group to share their own ideas for the discussion.</p> <p>The other groups commented on the good and the bad.</p>	<p>1. Deng Xiaoping's tortuous and great life</p> <p>1. Seek the truth</p> <p>He was born on August 22, 1904 in Guang'an County, Sichuan</p> <p>In October 1920, he went to France for work-study</p> <p>In 1922, he joined the Chinese Young Communist Party in Europe</p> <p>In 1924, he became a member of the Communist Party of China</p> <p>At the beginning of 1926, he left France for the Soviet Union</p> <p>2. Move to the front line</p> <p>In 1927, he returned to China and was appointed secretary general of the Central Committee of the Communist Party of China</p> <p>On December 11, 1929, an uprising was launched in Baixie, Guangxi</p> <p>In 1931, he came to the Central Soviet District and served as the secretary of the Ruijin County Party Committee of the Communist Party of China</p> <p>In 1932, he was appointed head of the Propaganda Department of the Jiangxi Provincial Party Committee</p>
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	<p>Teachers make comments and supplements.</p> <p>The teacher summarizes the main content of this lesson, leads the students to make an abstract summary, analyzes the changes in thinking in each time period, and gradually leads to Deng Xiaoping Theory. Deng Xiaoping's life was brilliant, and the most glorious period was the last 20 years before and after the Third Plenary Session of the 11th Central Committee of the Communist Party of China. In the past 20 years, he has made two historic contributions to the party and the people. First, it is necessary to bring order out of chaos and lead the whole party to correctly sum up the historical experience since the founding of New China, thoroughly negate the "Cultural Revolution," and at the same time scientifically evaluate the historical position of Comrade Mao Zedong and the guiding significance of Mao Zedong Thought; second, reform and opening up have led the whole party and the people of the whole country to successfully open up a brand-new strategic road of socialism with Chinese characteristics, and to establish Deng Xiaoping Theory in this great process.</p> <p>From Mao Zedong to Deng Xiaoping to today, the red thread that runs through all of our party's guiding theories is the Sinicization of Marxism. It is precisely in the process of Sinicizing Marxism that the Communist Party of China has achieved two historic leaps and produced two major theoretical achievements. The theoretical achievement of the first leap forward was Mao Zedong Thought. The theoretical achievements of the second leap forward are the scientific theories that guide China's reform, opening up, and socialist modernization today, that is, the theoretical system of socialism with Chinese characteristics, which was founded and developed under the new historical conditions with Deng Xiaoping Theory as the foundation.</p> <p>Great theories come from innovative, combative practice. The most fundamental reason why Deng Xiaoping Theory was able to emerge was that in the face of the great changes in China's domestic and international situations in the last 20 years of the 20th century, Deng Xiaoping went through difficult battles and carried out profound reflections. Here, nothing is easy, nothing is easy,</p>	<p>After that, he experienced the first setback of his political career</p> <p>During the Long March, he once again served as the secretary general of the Central Committee and attended the Zunyi Conference</p> <p>3. Liu Dong Dajun</p> <p>In 1938, he served as the political commissar of the 129th Division of the Eighth Route Army</p> <p>In 1948, he served as secretary of the General Front Committee of the Huaihai Campaign</p> <p>In 1949, he served as the first secretary of the Southwest Bureau, planning the liberation and construction of the southwest</p> <p>4. Founding Fathers</p> <p>As the founding father of the People's Republic of China, he successively served as Vice Premier and Secretary General of the Central Committee</p> <p>In 1956, he was appointed General Secretary of the Central Committee of the Communist Party of China</p> <p>After 1978, it became the core of the second generation of the</p>
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	<p>and nothing is achieved overnight. In a word, it came into being in the midst of great changes.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: To organize and review the content of this lesson, combine abstract theoretical knowledge with practical practice, and help students to correctly carry out practice and correctly use learning results. Assign tasks and check results.</p> <p>Students can learn that building a high degree of socialist spiritual civilization has become one of the great goals of socialism with Chinese characteristics and an indispensable and extremely important feature of the socialist system.</p> <p>Students can learn that at any time they should not be superstitious and blindly obedient and conservative, and that they must seek truth from facts when they understand and analyze things, and conduct a comprehensive analysis of the pros and cons in combination with the current actual situation.</p> <p>Although China has made very great economic achievements at present, the people's mental state has not developed very well, and socialist reform, opening up, and modernization require the building of spiritual civilization to provide spiritual motivation and intellectual support, ensure the correct orientation and social stability, and promote comprehensive economic, political, and cultural progress. However, people's mental state has a strong impact on social development, so it is necessary to strengthen their own spiritual construction.</p> <p>task: Combined with the current social situation, although the country's national strength is very strong and various achievements have been made, the people still need great ideological development to match the current material wealth, which is a very obvious thing at present, and it is also a key content emphasized in Deng Xiaoping Theory, which puts forward a development strategy that coordinates material civilization and spiritual civilization. How to view the current state of mind of the people? Write in the notebook teacher check learning effect.</p>	<p>central leadership collective and explored the path of China's second great revolution.</p> <p>In 1977, after the end of the Cultural Revolution, the Party Central Committee reinstated Deng Xiaoping from all positions.</p> <p>II. The Formation Process of Deng Xiaoping Theory:</p> <p>The first stage: the Third Plenary Session of the 11th Central Committee of the Communist Party of China (1978) was the historical and logical starting point for the formation of Deng Xiaoping Theory.</p> <p>The second stage: the 12th National Congress of the Communist Party of China (1982), proposed to build socialism with Chinese characteristics.</p> <p>The third stage: the 13th National Congress of the Communist Party of China (1987), the outline of Deng Xiaoping Theory was formed.</p>
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	<p>Summary: Through case learning, help students to deepen their understanding, grasp the differences of socialist construction in different periods, and correctly view the current social situation.</p>	
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Class		weeks	
Time		sections	Section 12
Chapter name	Chapter/VII The Important Thinking of the "Three Represents."		
Teaching Tasks (Topic Title)	Section 1: The important thinking of the "three represents."	Lesson time allocation	2 (100 minutes)
Pedagogical purpose	Through teaching, students should understand the background of the times in which the important thinking of the "three represents" was formed and the process of the formation of the important thinking of the "three represents," enhance their understanding of the formation of the important thinking of the "three represents," and foster the idea of serving the people.		
Teaching Objectives:	Competency (skill) objectives	Knowledge Objectives	Emotional goals
	Understand the conditions for the formation of the important thinking of the "three represents."	Learn further the combination of thought and reality.	Strengthen the leadership of the party.
Key difficulties	<p>Teaching Focus: 1. The background of the times in which the important thinking of "three represents" was formed</p> <p>2. The process of forming the important thinking of the "three represents."</p> <p>Difficulty in teaching: Conditions for the formation of the important thinking of the "three represents."</p> <p>Resolving difficulties: By explaining the background of the times in which the "three represents" were formed, and the realistic basis of the new situation and new tasks facing party building, students can understand that the ruling party must adhere to the "three represents" as the guiding ideology, so as to promote the further deepening of reform and opening up, and realize the great goal of building a moderately prosperous society in an all-round way.</p>		



Teaching environment	Multimedia classrooms	Teaching aids	Rear projection, courseware
Teaching resources	Textbooks, cases, pictures, courseware, etc  Jiang Zemin, On the "Three Represents", Central Literature Publishing House, 2001  Jiang Zemin, On the Socialist Market Economy, Central Literature Publishing House, 2002		
Resource	1. Jiang Zemin, 'Holding High the Great Banner of Deng Xiaoping Theory and Comprehensively Pushing the Cause of Building Socialism with Chinese Characteristics into the 21st Century,' Selected Works of Jiang Zemin, Vol. 2, People's Publishing House, 2006.  2. Jiang Zemin, 'Speech at the Celebration of the 80th Anniversary of the Founding of the Communist Party of China', Selected Works of Jiang Zemin, Vol. 3, People's Publishing House, 2006.  3. Propaganda Department of the Central Committee of the Communist Party of China, Study Outline of the Important Thinking of the "Three Represents", Study Press, 2003.		
Teaching methods	Blended Classroom Method, Case Method, Discussion Method, Problem Method	Teaching methods	Multimedia courseware
Teaching Content (Description)		Instructional design	
The formation of the important thinking of the "three represents."  1. Conditions for the formation of the important thinking of the "three represents."  2. The process of forming the important thinking of the "three represents."		1. Organizing Teaching: (2 minutes) 2. Course Introduction: (5 minutes) 3. Learning Sharing: (16 mins) 4. Summary Evaluation: (3 minutes) 5. Content explanation: 50 minutes 6. Group discussion: 15 minutes Summary and evaluation: 6 minutes 7. Assignment: (3 mins)	
Teaching process			
Teaching sessions	Teacher Activities (Tasks)	Student Activities (Tasks)	remark

(Time Allocation)		
Task implementation (50 minutes)	<p>The first step is to experience.</p> <p>Purpose: To deepen understanding in a relaxed learning environment by visiting a demonstration party branch to translate abstract theories into intuitive performances.</p> <p>Organize students to visit the local demonstration party branch, and feel the advanced thoughts and correct theoretical power from the spiritual outlook and work performance of the staff.</p> <p>Through the visit to the demonstration party branch and listening to the introduction, combined with the important ideas of the three representatives to be learned in this lesson, understand the theoretical part of the course content and the performance in practice, so as to grasp the intuitive feeling.</p> <p>The second step is to reflect on the observations.</p> <p>Objective: To record the students' observation feelings and urge them to pay attention to the observation effect.</p> <p>After the observation, organize students to discuss the content of the observation.</p> <p>As a group, the contents of the visit were analyzed from three perspectives: politics, economy and culture, and the good and bad aspects were recorded in detail in the notebook.</p> <p>In the intrinsic discussion of the group, members should do a good job of receiving information feedback, doing a good job of reflection and observation.</p> <p>The third step is abstract generalization.</p> <p>Purpose: To share ideas, supplement the answers of group thinking, improve the perspective of thinking problems, and learn to think in different positions.</p>	<p>Section 1 The Formation of the Important Thinking of the "Three Represents."</p> <p>1. Conditions for the formation of the important thinking of the "three represents."</p> <p>1. Background of the Times: The important thinking of the "three represents" was formed on the basis of a scientific judgment of the international situation since the end of the Cold War.</p> <p>The trend of world multipolarization and economic globalization is developing amid twists and turns, and peace and development are still the main themes of the times.</p> <p>Science and technology are developing rapidly, and the competition between countries in science and technology is unprecedentedly fierce.</p> <p>2. Historical basis: The important thinking of the "three represents" was put forward on the basis of scientifically judging the party's historical orientation and summing up historical experience.</p>

	<p>Invite the group to take turns sharing the results of the discussion.</p> <p>The other groups commented on the good and the bad.</p> <p>Teachers make comments and supplements, mainly to encourage.</p> <p>The content of this lesson is too boring and abstract, and the teacher needs to emphasize the core content.</p> <p>The teacher leads the students to summarize the content of this lesson.</p> <p>The "three represents" are the foundation of the CPC. Since its founding, the Communist Party of China (CPC) has been an advanced political party at the forefront of China's social development. The constitution of the Communist Party of China stipulates that the Communist Party of China is the vanguard of the Chinese working class.</p> <p>The historical mission, historical status, and historical role of the Communist Party of China have always been linked to the advanced nature of the Communist Party of China. Whenever the "three represents" are upheld and fulfilled, the CPC will prosper, win the support of the masses of the people, and withstand the impact of any wind and waves. Whenever we deviate from or fail to fully fulfill the "three represents," problems of one kind or another will arise, the people will be dissatisfied, and the CPC will encounter difficulties and setbacks.</p> <p>The fourth step is to actively experiment.</p> <p>Objective: To organize and review the content of this lesson, to combine abstract theory with real life, to help students correctly use the knowledge they have learned and guide their real life.</p> <p>Students can learn that they should base their views on problems based on the actual national conditions, focus on the frontier of cultural development, constantly innovate, actively develop a healthy, progressive, rich and colorful socialist culture with Chinese characteristics, and constantly meet the growing spiritual and cultural needs of the people.</p> <p>To help students understand the importance of universal science education, and to improve the quality and level of education. To strengthen the popularization of science, it is necessary to popularize</p>	<p>From a party that leads the people in their struggle to seize national political power, it has become a party that leads the people to grasp national political power and stay in power for a long time.</p> <p>From being a party leading national construction under the conditions of extrinsic blockade and the implementation of a planned economy, it has become a party leading national construction under the conditions of opening up to the outside world and developing a socialist market economy.</p> <p>There are two major historical tasks: improving the party's leadership and ruling level, and enhancing the ability to resist corruption, guard against degeneration, and withstand risks.</p> <p>3. Practical basis: The important thinking of the "three represents" was formed on the basis of the great practice of building socialism with Chinese characteristics.</p> <p>Case Study: The Proposal of the Important Thinking of the "Three Represents" (Video) – The important thinking of the "Three Represents" ...</p>
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	<p>both natural and humanities knowledge, raise the scientific level of the whole nation, and cultivate the scientific knowledge, scientific methods, scientific thinking, and scientific spirit needed in the new century.</p> <p>Help students understand the importance of ideological and moral education, build a culture of creditworthiness, eliminate the residual poison of feudalism, and oppose money worship, hedonism, and extreme individualism. It is necessary to combine the rule of law with the rule of ethics and advocate patriotism, collectivism, and socialist ideology in the whole society. At present, it is particularly necessary to give prominence to the fight against counterfeiting, oppose counterfeiting, shoddy and counterfeiting, and build a culture of creditworthiness.</p> <p>Help students understand that they should observe the world with a broad vision, learn from and absorb the advanced cultures of all countries in the world, and promote our culture to the world.</p> <p>Task: Students are asked to write down their thoughts on a question in a notebook: how to view the current impetuous social situation.</p> <p>Summary: In the performance of the real feeling of the social situation, the purpose of learning this lesson is to use scientific theory to arm the mind, avoid the wrong ideas in the society, to lay the right direction and foundation for their own life.</p>	<p>formed and developed in the course of coping with various practical problems that have emerged in China's social and economic development.</p> <p>2. The process of forming the important thinking of the "three represents."</p> <p>1989 to 2000 It was a long time in the making</p> <p>In June 1989, the Fourth Plenary Session of the 13th Central Committee of the Communist Party of China put forward the requirement of vigorously strengthening Party building and resolutely punishing corruption.</p> <p>In August 1989, the Central Committee of the Communist Party of China issued the "Notice on Strengthening Party Building";</p>
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Screenshots of The Experimental Group



Figure 1 Sympathize with the old soldiers who resist the US and aid the DPRK in lesson

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Figure 2 Appreciate the chairman's poetry in lesson 4



Figure 3 Visit the Revolutionary Pavilion and see where the soldiers fought in lesson 6



Figure 4 Visit the Revolutionary Exhibition hall and introduce revolutionary reading materials in lesson 7



Figure 5 Visit a modern farm in lesson 9



Figure 6 Exchange and present banners with retired soldiers and farmers in lesson 9



Figure 7 Exchange and present banners with retired soldiers and farmers in lesson 9



Figure 8 Visit the Love Education logo building in lesson 10





Figure 9 Visit the Love Education logo building in lesson 10



Figure 10 Visit the demonstration party branch in lesson 12



Figure 11 Visit the demonstration party branch in lesson 12

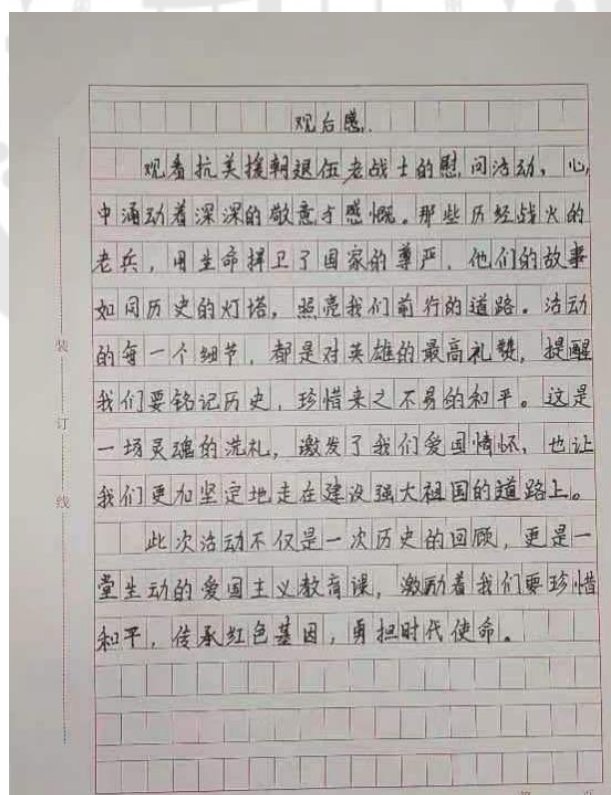


Figure 12 Students participated in the activities to sympathize with the revolutionary soldiers to resist the United States and aid Korea

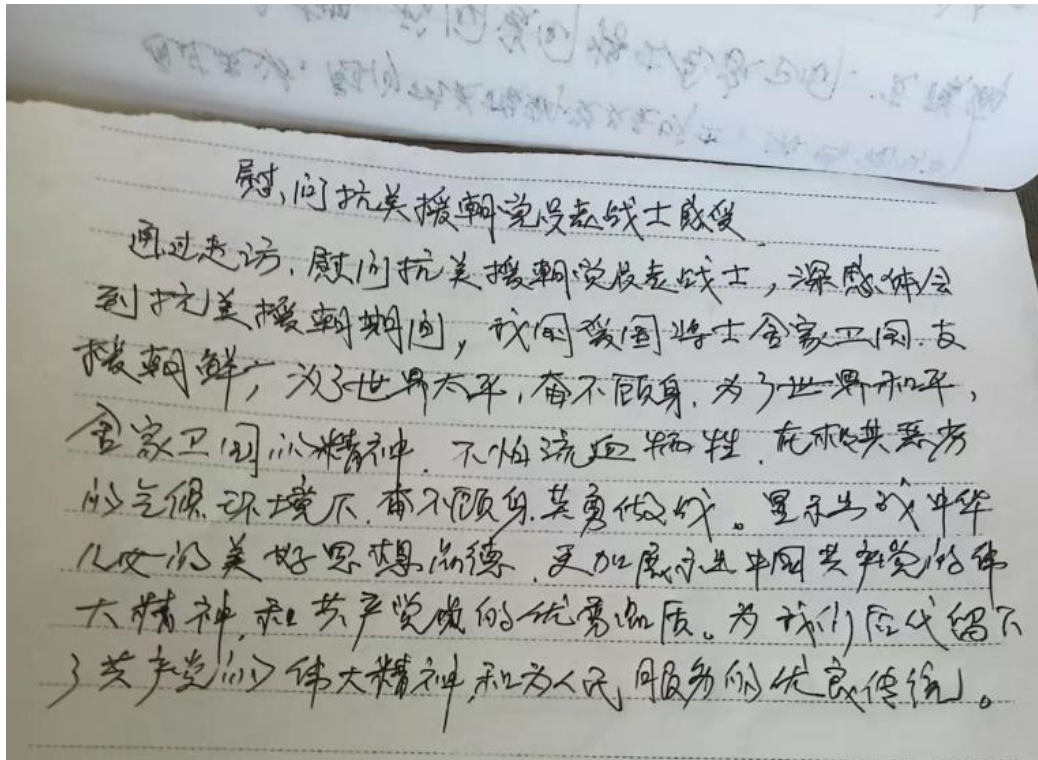


Figure 13 Students participate in activities to feel the homework

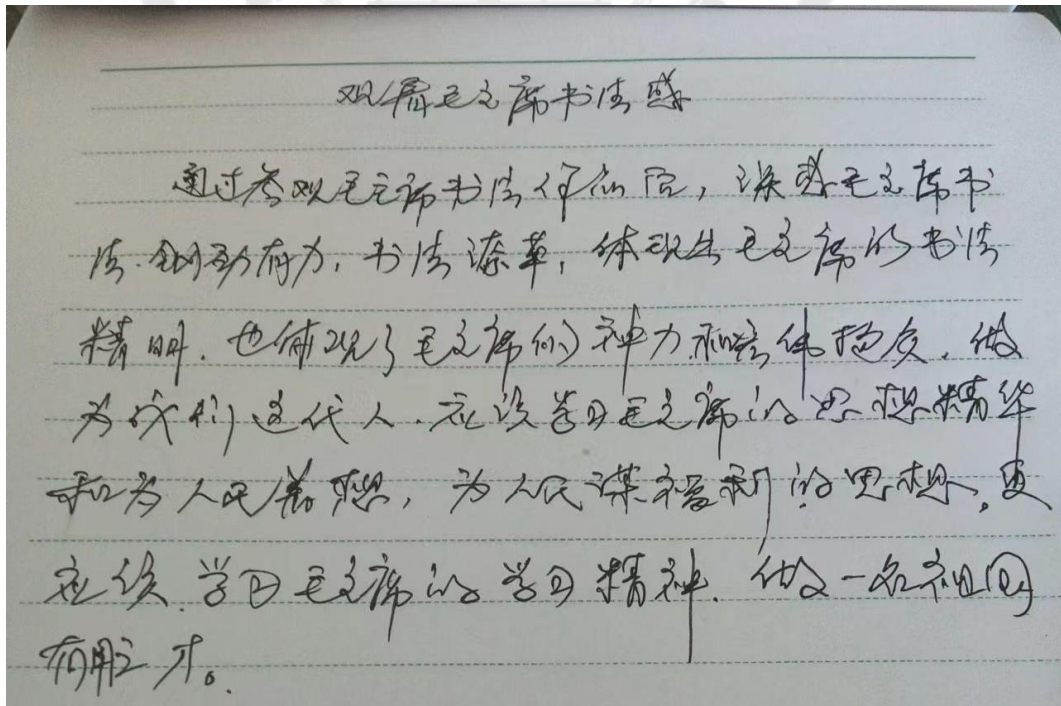


Figure 14 Students participate in activities to feel the homework

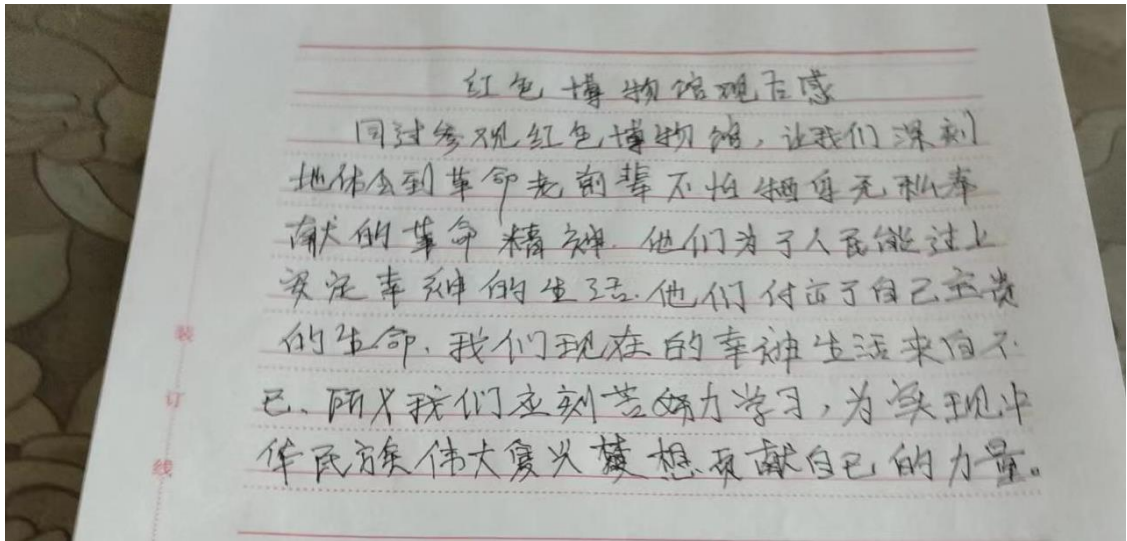
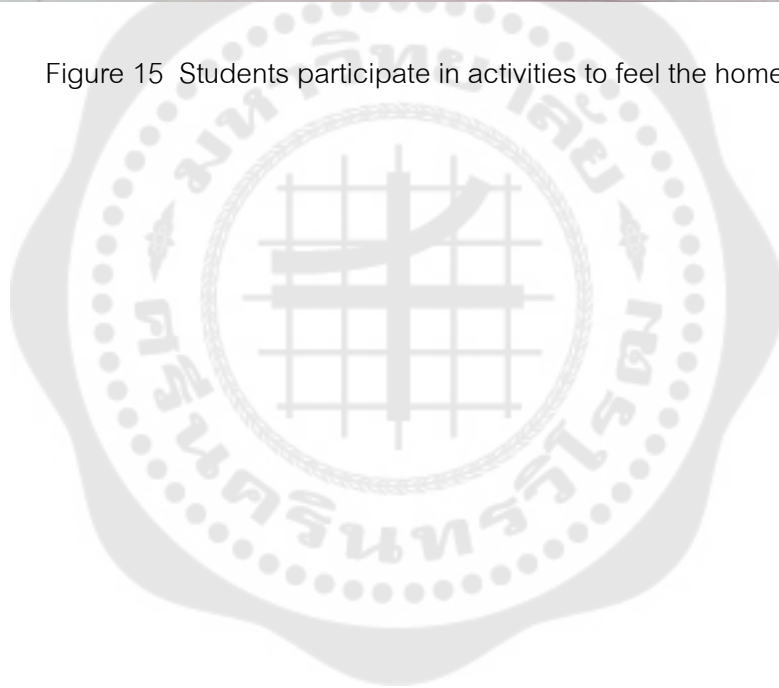


Figure 15 Students participate in activities to feel the homework



VITA

