

Theoretical Appeal of Experiential Curriculum Construction in Colleges and Universities

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Abstract

This study expounds the background of experiential curriculum construction from the perspective of development trend and professional construction, and discusses the theoretical demands in the three carriers of psychological guidance, physical fitness reserve and pedagogy development law on the basis of comprehensive understanding of the objective orientation, project development trend and spatial structure layout of experiential curriculum construction in domestic colleges and universities.

Keywords

Experiential; Curriculum; Construction; Theoretical appeal.

1. Introduction

With the quickening pace of internationalization, informationization and science and technology, Project Adventure education mode based on reference OB has been formed in China. In the virtual scene and natural environment, through reducing the risk of activity participation, the group participates in the outdoor experience project to achieve the effect of physical and mental training [1]. The system of experiential education and training with Chinese characteristics has been gradually formed, that is, experiential education. Experiential education as a part of the construction of leisure sports professional curriculum, in 1995 the first time in the country to expand sports into school education, the curriculum for its unique adventure, innovation, challenge, entertainment and so on by the majority of teachers and students, after several years of wind and frost, experiential courses in the number of participants, curriculum participants, project groups and so on have a qualitative leap. As one of the 92 branches of undergraduate specialty in the national standard of teaching quality of physical education in colleges and universities (hereinafter referred to as "national standard of sports specialty"), the construction of experiential curriculum is of great significance to the standardization of specialty construction and the further improvement of training quality.

2. The Present Situation of Experienced Curriculum Construction in Colleges and Universities

The experiential curriculum is guided by its policy of "wide mouth diameter, thick foundation, strong ability and heavy practice", market and college demand, the accumulation of basic theory and the development of practical skills, and to some extent actively promote the construction of professional courses [5]. At present, the introduction of experiential curriculum has a short period of time in China, and there are some limitations and lags in its development.

2.1 Goal-oriented curriculum construction

Combining with the standards of experiential curriculum setting in colleges and universities in different regions, adhering to the party and the state's vigorous expenditure and attention to school physical education, in line with the guiding ideology and teaching idea of "health first", taking the physical strength of the body as the basic point to make up for the construction under the goal of cultivating people and core accomplishment.

According to the development of the times and the needs of students' physical and mental development, combined with the subordinate resources and cooperative resources around colleges and universities, according to the overall planning thinking of curriculum construction stipulated by the Ministry of Education, the curriculum objectives of experiential technology in colleges and universities are summarized, as follows.

Table 1 Experiential course objectives

Course categories	Cultivate students' team spirit, collective cohesion, and enhance communication and coordination between people.
Team development courses	Overcome psychological obstacle, dredge psychological limit barrier
Potential Development Courses	Strengthen communication and coordination, improve the ability to resist pressure, and deal with complex things contingency ability.
Psychological development courses	Improving and enhancing students' crisis awareness and crisis management skills
Crisis outreach courses	Enhanced Student Physical Fitness Reserve
Physical Development Courses	Cultivate the body and mind, reserve the leisure sports basic skill
Leisure Sports Courses	Cultivate students' team spirit, collective cohesion, and enhance communication and coordination between people.

From Table 1, we generally see that the general guiding goal of experiential curriculum objectives in colleges and universities is mainly based on physical reserve, based on team coordination communication and team consciousness and cultural quality accumulation as the basic point, to excavate the students' psychological barriers and the ability to resist pressure as the breakthrough point, and to reserve the basic skills of leisure sports as the auxiliary integrated curriculum orientation.

2.2 Trends in curriculum projects

With the help of the platform given by school physical education and the characteristics of its own project development, the experiential form of a more systematic curriculum in recent years. Experiential expansion is mainly carried out by the activities of sea, land and air space, drawing on the international common training concept and form, according to the curriculum content construction system, combined with the principles of project setting, the existing curriculum resources are regulated.

Table 2 Experiential Courses (Practice)

Category	Projects
Land projects	Leisure, orientation, field life experience, rock climbing, climbing, cycling, high altitude and other routine items
Water Projects	Swimming, diving, drifting, surfing, dragon boat racing, kayaking, sailing
Snow Project	Skiing, ice climbing
Indoor projects	Trust back fall, herringbone bridge, escape wall, power grid, blind square array, broken bridge in the air, grab bars in the air, etc.

From the above table 2, we can see that the current domestic curriculum content of the experiential technology curriculum practice part of the curriculum, mainly relying on the construction mode of three-position integration of land, sea and air, according to the space three-dimensional resource conditions, project setting, in the curriculum with the help of the law of educational development project construction, the formation of a curriculum project to adapt to the development of university discipline concept. At the theoretical construction level, this paper summarizes the opinions of

experiential experts in different regional colleges and universities, and concludes that it is mainly based on the pedagogy concept, introducing the introduction of extended training, common sense of experiential expansion activities, based on the safety angle of sports activities, promoting the teaching development concept of teaching basic skills, and carrying out a more systematic theoretical construction.

3. Theoretical appeal of experiential curriculum construction in colleges and universities

Bruner believes that "the curriculum should be written around the structural concept of the subject "[8]. From the concept of discipline structure, the construction of discipline is no longer a simple change in the increase of school hours, the assignment of credit, the increase of school hours and so on, but needs to seek the answer from the internal theoretical appeal of curriculum construction. This course constructs from the subject interweaves the origin, the intrinsic demand motive, the pedagogy development law and so on three levels elaboration, concretely as follows.

3.1 Psychological guidance: Building an experiential learning circle

Psychiatrists have investigated the time and intensity of human memory, and have found that 10% of the information is stored in memory, 20% is obtained from audio-visual organs, and the other 80% is information obtained by human experience [9]. Experiential curriculum construction based on psychology as the basis of the subject, "first knowledge "in the experience to acquire knowledge, so as to accumulate relevant experience, this is the essence and focus of experiential learning [10]. At present, the domestic colleges and universities also carry on the reference on this basis, with the experiential learning circle: the activity -- the reflection -- the theory -- the application -- the experience carries on the related study and the discussion. Many western managers also agree that the experience-oriented learning style can effectively achieve the effect of "learning to learn" and "learning to do ", can effectively stimulate human potential, and eliminate human proactive behavior intervention, can quickly enhance learners and participants to master knowledge, and can effectively improve learning efficiency.

Four stages are continuous operation, four stages are a whole operation system, each stage is independent and each other, after the scene activities intermediary into people, things, media and other foreign elements into the entry, may accelerate the rapid operation of experiential learning circle and form stage results. In the teaching environment and the daily experiential learning, we can change the learning environment, the activity design, the feasible activity way and so on external intervention means appropriately, in order to achieve the effect of accelerating the promotion of the teaching experience.

The main body of experiential development training course in colleges and universities is also based on the four-stage experiential learning circle of KOLB, which effectively combines "listening-seeing-doing" thinking learning with action practice, and makes students' role change and promotion in the process, and becomes the active learning and participation subject, in which students can get the value and opportunity of experience, actively promote students' participation, and achieve the effect of physical exercise and psychological guidance.

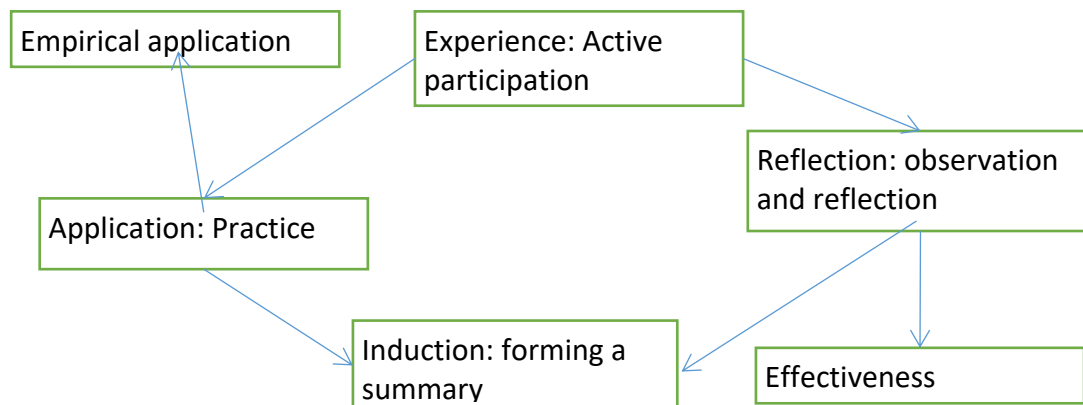


Figure 1 KOLB four-stage experiential learning chart

3.2 Physical Capacity Reserve: Building Basic Physical Activity

The construction of physical education curriculum shall be carried out according to the requirements of the state government departments for the macroscopic documents of students' physique, and the development shall be carried out according to the characteristics of the subject itself, and the corresponding teaching tasks, objectives, organization forms and implementation plans shall be carried out according to the existing teaching conditions and teaching implementation.

The introduction of experiential expansion courses in college physical education courses is mainly based on the characteristics and rules of the integration of the two, based on the unique characteristics of experiential expansion training, combined with the subject teaching objectives, teaching principles, teaching methods, teaching means and many other levels of comprehensive cross-penetration, so as to achieve the effect of experiential expansion and smooth soft physical education [12].

At present domestic colleges and universities for the quality development curriculum construction, the physical fitness level is also included in the curriculum promotion standards and basis. In order to achieve the goal of physical output and consumption under the theme of experiential activity scene, teachers should take the appropriate amount of activity, sufficient activity time, higher will training and mental training, more abundant physical output and more powerful operation of cardiopulmonary activity scene as the basic points.

Physical reserve is a necessary condition for the construction of physical education curriculum, which plays an extremely important role in developing experiential quality development training in colleges and universities. From the overall development of physical education, physical exercise activity intensity, activity time, activity frequency, activity volume and other indicators are also important basis for the construction of new experiential training courses. At the same time, physical reserve for physical exercise and expansion of training to lay the physical output and consumption of capital, is also the premise and guarantee, the two complement each other.

3.3 Educational accumulation: constructing the basic law of experiential curriculum development

The purpose of education is to do everything possible to develop and tap human potential [13]. At the educational level, the aims and objectives of education are two very different concepts, the purpose is to discuss on the basis of the general direction, the goal is to have the meaning of stage development, both of them are based on certain philosophical values as a guide to carry out a more general overview. The purpose-oriented and the output of the target-stage results mainly reflect the teaching process in the process of implementation. Now we advocate experiential teaching to enable students to actively participate in and acquire relevant experience.

In recent years, in the process of physical education teaching, the concept of experiential teaching has been gradually introduced to advocate the construction of experiential discipline plate construction [14]. The content construction and goal setting are the premise and guarantee of the realization of the teaching goal, and the two goal orientations are the same in the law of pedagogy development. In the

course of the development of the times, the new curriculum reform sports development goal put forward higher requirements, put forward the "health first" as the guiding ideology, advocate the concept of psychological, physiological, social adaptation organic integration of three-dimensional development concept, quality education, practical ability, innovative spirit of the three simultaneous development of education. In the course construction process, pay more attention to the students' autonomous learning, independent discussion, independent design, mainly to participate in the physical and mental challenge theme class activity scene, pay attention to the student subject independent participation. The teaching link takes the experience of the teaching situation as the core, the teacher-student interaction participates in the main body, pays attention to the student's inquiry ability, the deep excavation student's independent innovation ability cultivation, in order to enhance the student's social cognition ability, the social ability, the pressure resistance and so on, achieves the optimization curriculum content and the curriculum construction effect.

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