

The Development Direction and Value of the Experience-based Development Course in Colleges and Universities from the Perspective of Life Education Research

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Abstract

based on the basic principles of curriculum design, this paper expounds the value of experiential curriculum development in colleges and universities, combs out the values of experiential curriculum development in colleges and universities, and then discusses the value leading route of curriculum system from three levels: micro, meso and macro.

Keywords

life education; experiential expansion; development orientation.

1. Introduction

In 2002, the Ministry of Education issued the document "Guidelines for the Teaching of Physical Education Curriculum in General Colleges and Universities "(hereinafter referred to as the outline), which clearly states : " Familiar with the basic methods and skills of two or more kinds of fitness sports, often participate in physical exercise and field organization activities ", and carry out systematic curriculum and teaching activities such as field survival with the full use of natural resources such as air, water and lakes [1]. Following the promulgation of the outline document, the state has recently promulgated the outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020), which clearly puts forward "learning to live ", " attaching importance to survival education, life education, and sustainable development education "[2]. It is of great significance to define the orientation and value of life education accurately and to carry out the life education course with the control experience development training course. It is of great significance to deepen the reform and development direction and value demand of the university life education curriculum system and deepen the reform and development direction.

2. Value Orientation of Experiential Development Training Courses

2.1. Micro-direction: Personal Health Promotion

Microscopic orientation refers to the qualitative part of the essence and substance of things, and it is also the most basic link in the study of things. For experiential sports development courses, the two concepts of experiential participation and sports are framed, which have the attributes of sports participation and practice. Between the experiential expansion movement and the curriculum, the curriculum is to frame the specific activity content, while the experiential expansion movement is to define the substantive characteristic which is different from other entertainment elements and sports activities. For the experiential expansion exercise, the body participates in the physical activity with greater intensity and the greater psychological stimulation, satisfies the participant fitness and the healthy heart need. It can also be seen from the five dimensions of physical education curriculum goal that physical

fitness and body and mind are essential value orientation of curriculum goal, and experiential expansion movement itself also has the above two characteristics, and once again verifies the influence of experiential expansion movement on personal life and health. In other words, experiential outreach has the most basic effect of helping groups or individuals improve their quality of life and affect their health. Looking at the development course of experiential development movement at home and abroad in the past 30 years, whether it is experiential team expansion, individual expansion and formal campus expansion courses, the basic value orientation is based on the improvement of personal life and health quality as the premise.

2.2. Meso-orientation: Developing a Perfect Lifestyle

The experiential expansion movement has been developing in mainland China for more than 30 years, and has been gradually promoted and deepened from its initial fitness and healthy heart value orientation, and the curriculum planning and construction have not stagnated at the low level of operation. The micro-level curriculum value orientation is based on the individual quality of life as the premise, highlights the individual quality of life and the effect of good heart, while the meso-view is more prominent to take the perfect training as the focus of curriculum construction orientation. For example, at present, "three high", chronic diseases and other series of secondary and sudden diseases emerge in endlessly, has seriously affected the physical and mental health and physical and mental development of residents, according to data survey and analysis, lifestyle disharmony and unhealthy is the main cause of the above many malignant diseases. A good lifestyle can effectively promote and improve the disease caused by unhealthy living conditions, and can effectively curb the spread and breeding of unhealthy diseases. The experiential expansion exercise itself has a great psychological output and a great intensity of sports participation, which can actively enhance the participants' physical adaptation ability, mental adaptation ability, emotional adaptation ability, social adaptation ability, environmental adaptation ability, thinking adaptation ability and many other all-suitable abilities in physical exercise activities, which can effectively cultivate the perfect way of life, and has a very important significance for the people who participate in the experiential expansion exercise. Therefore, the orientation of the current experiential expansion sports curriculum must focus on promoting the development of the perfect way of life, and lay a good foundation for its realization of strong physique and strong psychological adaptability.

2.3. Macro Orientation: Promotion of Life and Health of Large Social Groups

Health has been redefined by the World Health Organization (WHO) as a state of physical, psychological and social adaptation that is all good and no longer merely free from disease or mental impairment. In 2016, the country issued a national strategic plan to raise the health of all people to the level of national development, enough to show that physical health is the key to the country's long-term development and the improvement of the group's health and well-being index. In recent years, the state has continuously promulgated a series of documents, such as health development plan, sports industry structure adjustment, leisure sports development plan, etc. The promulgation and implementation of policy documents are related to the interests of the family, the community, the school and other groups and the goal of healthy development. For example, the proposal to strengthen health promotion and education and improve people's health literacy in document 62 of 2016 is one of the most fundamental, economical and effective measures to improve the healthy living standard of the whole people [3]. Emphasizing the promotion of "integration of health into all policies", committed to the health of the social population as the basic issue of the people's livelihood, based on the introduction of the leisure experience education curriculum to the public, so that it can truly benefit both physically and mentally, and reaffirming the importance of school health promotion and education as a priority based on school physical education, with the

expectation that the health of adolescents and the public will make substantial progress in the health promotion dimension.

3. Dialysis on the Value of Experience-based Development Courses in Colleges and Universities

3.1. Historical Perspective: The Conformity between Value Orientation and Social Politics

After the founding of the people's Republic of China, education in China showed a steady development trend. In this situation, colleges and universities mainly take class teaching as the main mode of development. Wang canming, for example, points out the connotation development and orientation of experiential expansion movement. Firstly, it puts forward that experiential learning is not knowledge-based learning and evolution. Secondly, it proves that experiential learning is not individual learning, but group learning and promotion. It is the development of team culture construction and promotion. Finally, it also emphasizes that experiential learning is not "one-off" learning, but indirect, continuous, oriented, functional promotion and integration [5]. The political value orientation of the development of the experiential expansion movement in colleges and universities is the inevitable development of the new concept of the trend, the inevitable product of the development of education in the new period, and the political oriented development path of the development driven by history.

3.2. Functional Perspective: Value Orientation of Single Development Tendency Diversification

In the middle and late 1990s, a large number of experts and scholars emerged in China to sort out the concept and function value orientation of experiential teaching development in colleges and universities, and gradually realized the importance of experiential education training and experiential education expansion activities in basic education in China. Collect and summarize the training of experiential development in colleges and universities, and learn about the value orientation of experiential development movement in colleges and universities. Zhao analyzed the experience activities, experience combing and experience sharing carefully designed by teachers in the process of experiential development training. He thought that experiential development training can examine the course of learning more directly, closely, intuitively and truthfully, which makes learners actively and positively attack difficulties and challenges as participants, forcing learners to transition from value-oriented route to functional perspective, so that learners can gain insight into the changing course of things in practice and gradually improve their mental, understanding and perceptual abilities.

3.3. From the Perspective of Philosophy: From Social-oriented Value to Human-centered-oriented Value

In the process of systematic development, based on the systematic absorption and promotion of knowledge system, it is very important for Polanyi to put forward the theory of "personal knowledge" in the system of personal cognition theory, emphasizing that experiential education and training should analyze its concept itself and dig deeply on it. In order to be more authoritative and silent, Polanyi put forward the theory of "focus awareness" and "subsidiary consciousness" to explain the diversification of educational development and the purpose of people-oriented development center. The curriculum of experiential expansion in colleges and universities is also insight and analysis from the perspective of philosophy in the dimension of system construction and development, and the development of education is always the operation of people-centered. The individualized knowledge is affirmed in the course philosophy development and the educational process development of the experiential

expansion course in colleges and universities, which highlights the development trend and path of people-oriented development. Moreover, it expounds and introduces the tacit knowledge system, affirms and recognizes the individual's priority and difference in the experiential course study, and optimizes the key points of constructing the knowledge innovation equality pattern. It is the diversified and people-centered development path of knowledge transfer system and transmission philosophy, which makes teachers and students' experiential learning more like initiative to experience, more to pursue the subject's perception and experience, and makes their internal education mode and externalized teaching form, learning mode tend to the development angle of people-oriented center, which makes the learning of experiential expansion training activities more internal driving.

3.4. System Perspective: From "Loose" to "Self-organization" of the System.

Existence is reasonable, just can exist. The development of everything needs to go through the stage of washing and renewal, and the development of experiential expansion training courses in colleges and universities is still the same. Looking at the course of the development of experiential development training in China, it can be summarized as the difficult introduction of cultural awakening in the 1980s to the development stage of rapid rise and theoretical construction in the early 1990s, to the development stage of rapid rise and entity implantation in the early 1990s, and finally to the stage of rapid development of supply demand after 2008. The systematic development of experiential expansion training courses in colleges and universities is also accompanied by the prosperity and expansion of the whole experiential education industry. In the course of its development, it is carried out in the form of breaking the contradiction between people, coordinating the relationship between people and taking the externalized sports activities as the clue and form. Then to the curriculum, systematization and structure construction due to teaching and social needs, there is the initial situation of free and loose organization development, leading to the "self-organization development model" with the development of systematization. It is the "self-organization" development mode of experiential expansion training system that drives the problems of experiential curriculum construction, talent training mode, talent export orientation, talent market flow trend, activity outreach form and so on in colleges and universities can be solved easily, forming the trend of diversification and multi-systemization and high speed development. [7]

4. Conclusion

Looking at the value guidance route and development orientation of the experiential expansion courses in colleges and universities, it provides a certain theoretical basis and value orientation for the systematic construction of the leisure courses in colleges and universities. From three levels and four different perspectives, this study discusses the value orientation of experiential expansion courses in colleges and universities, and puts forward the urgency and importance in the process of curriculum system construction, which lays a theoretical foundation and implementation framework system for the construction of experiential courses in colleges and universities from the perspective of life education. Taking the value orientation and development orientation as the leading route to lead the discipline system from the messy discipline system to the standardized and systematic path is the result of the common expectation of social progress and discipline development. As scholars say, "Life is rich, society is complex, so that we should learn to see storms early from the wings of butterflies".

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