

Study on the Ecological Experience Education of Chinese Modernization

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Abstract: As an important branch of ecological civilization education, the ecological experience education of Chinese modernization bears the historical responsibility of cultivating successors of Socialism with Chinese characteristics's cause with the concept and accomplishment of ecological civilization. It is of great significance to clarify its meaning from the theoretical level, explain what the morphological characteristics of ecological experience education mean, and explore the realization mode of the ecological experience education of Chinese Modernization for the current educational paradigm transformation.

Keywords: Chinese path to modernization; Ecological experience education; Practical path

Report to the 20th CPC National Congress of the Communist Party of China pointed out that Chinese path to modernization is the modernization of harmony between humanity and nature. The education of ecological civilization is an important proposition to speed up the modernization of harmony between humanity and nature, and bears the historical responsibility of cultivating successors of Socialism with Chinese characteristics with the concept and accomplishment of ecological civilization. Ecological experience education is based on Marxist ecological nature view, which spreads ecological knowledge, improves people's ecological awareness and quality, and shapes ecological civilization. Its effect is directly related to the overall situation of ecological civilization construction. Thus, it is of great guiding significance to clarify the meaning of ecological experience education from the theoretical level, explain what the morphological characteristics of ecological experience education mean, and analyze the generation process and realization mode of the ecological experience education of Chinese modernization for the current educational paradigm transformation and the promotion of ecological civilization construction in Socialism with Chinese characteristics from the educational practice level.

1. Theoretical explanation: the connotation of the ecological experience education of Chinese modernization

The essence of ecological modernization is the modernization of human beings, and its core issue is how to deal with the relationship between man and nature in order to meet the continuous needs of human beings for a beautiful ecological environment. The modernization of harmony between humanity and nature is a cause for the benefit of future generations, which is systematic and inseparable from comprehensive reforms in economic, political and social fields, as well as the support of educational forces. The ecological experience education of Chinese modernization refers to the ecological education process in which educators start from the ecological moral point of view of harmonious coexistence between man and nature and harmonious coexistence between people, and base themselves on the realistic living state of human beings, and guide the educated to cultivate healthy personality and ecological wisdom for the sake of human survival interests and better enjoyment of nature and life. Marxist view of nature points out that man is the product of the long-term development of nature, "life is a result of the whole nature", nature is the mother of man, man is an integral part of nature, and man's survival and development cannot be separated from nature. It is worth noting that people, as the subject of practice, are always the main factor of ecological modernization. How to cultivate people and what kind of people are the important contents of the modernization of harmony between humanity and nature. In essence, the ecological experience education of Chinese modernization is a kind of moral education, which is guided by the philosophy of ecological education full of human beings' realistic concern for the ecological environment, and strives to promote the two-way interaction and moral development between experiencers and guides, restore moral consciousness, generation and mutual benefit, and build a vital moral education. Compared

with traditional education methods, the ecological experience education of Chinese modernization is not imposed on the educated by educators, but focuses on students' forming an "ecological virtue" in ecological experience—the virtue of respecting nature, conforming to nature and caring for nature. It can be said that from the perspective of ecological experience theory, the function of ideological and political education and its curriculum is to let the educated integrate knowledge, clarify life and generate meaning, rather than simply imparting knowledge and training skills.

2. Internal regulation: the characteristics of the ecological experience education of Chinese modernization

As mentioned above, the study of the ecological experience education of Chinese modernization organically couples people's demand for a beautiful ecological environment with the inner pursuit of individual souls. In the interactive and reflective dialogue, it guides the experiencers to blend and clarify the life relationship in the real world, induce and awaken moral experience, and explore a moral education form that blends inside and outside and achieves goodness, which plays an important role in promoting the nature of ideological and political education to shift from intellectualism to experience theory. Therefore, the ecological experience education of Chinese modernization should highlight the "three characteristics".

Firstly, initiative. The ecological experience education of Chinese modernization calls "educators" as "guides" and "educatees" as "experiencers", and the guides themselves are experiencers. It can be seen that the ecological experience education of Chinese modernization is an experience ontology view. According to the Marxist view of practice, practice is the basis of human consciousness and is the intermediary between human subject and natural object. In a sense, practice and experience promote each other. Practice focuses on the improvement of ability, while experience emphasizes the perception of individual life. Based on this, experience is not only the noumenon of education, but also one of the basic ways of human existence. Only when there is experience can there be noumenon, and then there will be the shock of the soul and the touch of life. Therefore, in the process of promoting the ecological experience education of Chinese modernization, students' active participation plays an important role in exerting the educational effect of the ecological experience education of Chinese modernization.

Secondly, practical. The ecological experience education of Chinese modernization emphasizes that education should go deep into schools, families, communities, social life and natural environment, and be fully open to the living world and natural environment, which will arouse people's life touch and induce people's ecological experience. The modernization of harmony between humanity and nature contains rich and effective ecological development paths, emphasizing that ecology is a unified natural system and an interdependent and closely linked organic chain. Similarly, ecological experience education should and can enhance the appeal of education itself by enhancing closeness and attraction. The ecological experience education of Chinese modernization insists on systematic thinking, emphasizes the full use of ecological resources to enrich the educational carrier, and requires that the educational situation and natural atmosphere suitable for knowledge learning and healthy growth of personality be highlighted through creating experience fields, experience activities, open dialogue and reflective theory promotion, so that both the guide and the experiencer can stimulate their life potential, cultivate their perfect personality and experience the beauty of nature.

Finally, perception. The ecological experience education of Chinese modernization emphasizes open dialogue and reflective expression, that is, through life-moving experience activities and life experiences, students can have open and reflective dialogue, so that students can constantly enter the realm of "experience thinking" in the process of inquiry and independent perception. The purpose of the ecological experience education of Chinese modernization's value is to awaken the inner ecological resources of the experiencer, make the experiencer feel and admit the infinite diversity of life, and open up to nature, others, ethnic groups and all life that is originally external to himself. In addition, as an experiencer, the guider also interacts with the experiencer in the structural changes of the same ecological relationship, feels the life touch brought by the natural ecology together, consciously transcends the limitations of Comenius class teaching system, and shows the closeness and attraction of nature.

3. Practical orientation: the path of Chinese modernization ecological experience education

The ecological experience education of Chinese modernization is a kind of great moral education, which can cultivate students' awareness and concept of environmental protection and cultivate students' ecological civilization accomplishment. Exploring the construction path of the ecological experience education of Chinese modernization plays an important role in deepening students' awareness of ecological civilization and cultivating the public's ecological behavior. Furthermore, in order to better promote ecological experience education, we should study the dynamic balance mechanism and effectiveness evaluation mechanism of the ecological

experience education of Chinese modernization based on the overall linkage mechanism of education subject, ecological resources and ecological environment.

First, improve the ability of educational subjects. The ecological experience education of Chinese modernization requires teachers to have different knowledge and abilities. Teachers are not only the owners of ecological civilization knowledge, but also agree with the concept of natural experience education and have the ability to carry out natural experience education. Therefore, to carry out natural experience education, it is necessary to strengthen relevant teacher training, and actively change the role of teachers in ecological experience education by setting up relevant courses in normal universities, establishing natural experience education teacher training bases, and school-based training.

Second, integrate ecological education resources. The purpose of the ecological experience education of Chinese modernization is to realize the integration of ecological knowledge and practice, so that the object of education can start from the nature itself, clarify the objective relationship between self and nature, enhance the awareness of ecological science, ecological morality, ecological aesthetics and ecological acquisition, and analyze and solve the real environmental problems from the perspective of social and self-development, and output them as practical actions. Therefore, ecological experience education should expand the educational carrier, optimize the educational environment and enrich the forms of ecological experience.

Third, cultivate new eco-friendly people. Green and low-carbon economic and social development requires both the transformation of production mode and lifestyle. Living under the same blue sky and nourished by the same soil and water, each of us is a protector, builder and beneficiary of the ecological environment. No one is an outsider and no one can stay out of it. Only when everyone does his or her duty and inspires the whole society to care for the ecological environment together can we form a strong synergy of green, circular and low-carbon development. School education is the basis of realizing the popularization and socialization of ecological civilization education. Therefore, it is necessary to carry out ecological civilization education in schools, so that students can be active communicators and model practitioners of the concept of ecological civilization and cultivate green, low-carbon, thrifty, civilized and healthy behavior habits and lifestyles in the process of increasing their knowledge and ecological experience.

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