

# The Development and Practice of Experience Learning in Moral Education

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**Abstract:** The interpretation of life to the world occurs in the experience, experience constitutes the basic way of human life existence. Experience learning is to touch the underlying emotions, attitudes and values in people's hearts under the premise of full respect for learners. Experience learning is introduced into the field of moral education, discovering the charm of morality in the experience of life, and experiencing the meaning and value of life in moral practice is the development of the effectiveness of moral education in the new era.

**Keywords:** Experience Learning; Moral Education; Development; Practice

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Moral education should not be a knowledge-based curriculum in the educational system, because morality is not formed by education, but by enlightenment. That is to say, morality is related to human life practice and life experience, and work hard on the unity of knowledge and action. Experience is the basic way of human life, which accords with the logic of human life and the construction of virtue. The idea and method of experience learning provide a new theory and path for moral education to break through the routine and realize the transformation. Introducing experiential learning into moral education, discovering the charm of morality in the experience of life, and experiencing the meaning and value of life in moral practice are not only the optimization and supplement of moral education, but also the development of the effectiveness of moral education in the new era.

## 1. Analysis of the connotation of experience learning

There are three definitions to the word experience in the Great Chinese Dictionary: one refers to personal experience; the other refers to field comprehension. "The theory of speaking is the theory of speaking, it must come from the experience", Here "experience" expresses a kind of survival practice spirit, emphasizes is the personal experience, the field understanding, obtains the experience in the bow practice, To carry out the study is "learning is not expensive to talk about, and expensive practice, not yet understand, and still experience ". Two refers to the experience gained through personal practice. Lu Xun once said : " although literature is universal, but because of the reader's experience and change, if the reader does not have a similar experience, it will lose its effectiveness." (Lacey Literature • Reading Stories)

The meaning of the word experience (English Experience, German Erleben) has changed greatly in the western cultural context. derived from Latin experior, originally meant to be proof and verification, usually referring to the acquisition of information by specific senses rather than logical reasoning. Before the mid-19th century, the word experience mainly appeared in the mystical literature, often mixed with being, life, experience and other words. At the end of the 19th century and the beginning of the 20th century, the German philosopher Dilthey (Wilhelm Dilthey, 1833-1911) gave the word conceptual function, from then on experience became a special philosophical term, and successively entered different fields of thought, culture, education, literature and so on. In

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the philosophical sense, experience is about the experience of life. Different from the cognitive model of the separation of the subject and object of rationalism, it is also different from the empiricism of only feeling and observation theory. Through experience, Dilthey integrates himself into the object and connects the individual experience with the meaning, thus forming a unity of meaning and promoting the identity and integrity of life and the world.

The original intention of experiential learning is to get rid of the traditional formal education, that is, teachers only teach students the educational model of abstract concepts, advocate an immersive way of education, take students as the center under the guidance of teachers, let students learn how to practice how to reflect, transform experience with knowledge to develop new skills or new ways of thinking. The most representative research achievement of experiential learning is the "Experiential Learning: Experience as the source of learning and development" of famous American social psychologist and educator David Cooper. Cooper describes experiential learning as a cycle of experience, through the cycle of concrete experience-reflection-observation-generalization-action-application-concrete experience. In this learning model, "learning is the process of creating knowledge through experience transformation"<sup>[1]</sup>. Learners based on their own learning experience, self-constructing knowledge and can consciously adjust the feedback into practical life, form new knowledge and then enter this cycle again.

## **2. The exploration and development of experience learning in moral education**

As an effective educational concept and paradigm, experience learning has been applied to the field of moral education in many countries. Japanese scholars believe that the lack of experience is one of the problems in today's moral education, experience activities have educational value, only by enhancing students' experience ability there can be moral education that affects people's hearts. An important trend in western higher education is the "expanding classroom" movement, such as cooperative projects, educational internships, studying abroad and service learning, which aims to substitute specific experiences into the learning model and provide students with a way to apply conceptual knowledge of the classroom and complete the learning process.<sup>[2]</sup>

In the 1980s, Chinese educational circles introduced the theory of experience learning, first of all, to improve the teaching of professional courses as an advanced teaching method. With the deepening of people's understanding and understanding of experience thought, they began to try to carry out experience learning in school moral education. Although ethical thought and moral standard are the product of abstract human thinking, it is not dogma, not law, and the grasp of morality needs to give necessary and appropriate respect and understanding to different life subjects and life situations. It can be seen that the connotation of moral education points to "the cultivation of human virtue". In school education, moral education is the soul, and it plays a controlling role in the direction of school running and the development of life integrity. "School moral education should not be an external imposition on young people, but rather, since it is human-oriented, it should also be a process in which young people actively understand the statute, choose the value and experience the meaning."<sup>[3]</sup>

## **3. Practical path of experience learning in moral education**

Experience learning is a basic learning method for learners, which attracts learners to participate in the learning process with personal experience. Through experience, observation, reflection, understanding, promotion and practice, it forms the perception and integration of inner mind world and outer natural world, and finally achieves the purpose of constructing knowledge system, mastering certain skills, developing behavior habits, and even forming certain emotions, attitudes and ideas. Therefore, experience learning is especially suitable for applying to the field of moral education and dealing with certain life topics, which touch the underlying emotions, attitudes and values in people's hearts under the premise of full respect for learners.

### **3.1 Setting up the idea of great moral education**

Limited to the instrumental rational thinking of serving the society, teachers and students generally have an incorrect understanding: professional classes can learn the relevant technology to prepare for a job, so it is important, and moral education and work are not necessarily linked so it is not important. This kind of one-sided thought has a great influence on those college students whose ideological value system is not mature, which seriously weakens the effect of moral education. In the new era, education adheres to the concept of "great moral education", regards "building up a person by virtue" as the central link, insists on the moral education running through the whole process of education and teaching, and realizes the whole process of educating people and educating people in all directions. The so-called "great moral education" is a popular term related to the more specialized moral education centered on intellectual education, which is proposed to examine the present moral education in a higher development horizon: The first is to break down the barriers of discipline to achieve full coverage; the second is to cooperate with the whole society to achieve full participation; the third is to create an integrated education pattern to achieve the whole process of infiltration; the fourth is to learn from the masses of innovative teaching methods to enhance the sense of education acquisition.

### 3.2 Building experiential learning communities

"Community ", originally a sociological concept put forward by Ferdinand Tönnies in "Community and Society", published in 1881, has the basic meaning of "organic form of organization based on collaborative relationships ", which emphasizes close relationships and a sense of common spirit between people, as well as a strong sense of belonging and identity of members towards the group. In recent years, people's interest in community research has increased. "In many usage of 'community', collective identity constitutes the standard of community formation".<sup>[4]</sup>The learning community is a kind of community, "the learning community is a learning culture in which everyone is involved in the collective and individual pursuit of understanding ", or "a group of people who share common concerns, face common problems, or "have a common passion for a subject, deepen their knowledge and expertise through continuous interaction with each other".<sup>[5]</sup> University administrators and educators have been looking for ways to improve their learning experience. Community-based teaching design is consistent with the school's educational vision and has become an important way to realize the idea of "building up people by virtue" because of the characteristics of equal cooperation, participation and interaction, life experience and practice.

### 3.3 Create the experience field and carry out the experience activities

Field theory is one of the important theories in sociology, which holds that everyone's actions are always affected by the field of occurrence. For moral education, it is necessary to make a comprehensive improvement from three angles: good learning atmosphere, personal social practice perception and self-induction of making full use of emotional experience. Among them, creating a good teaching atmosphere is the beginning of success. In the process of teaching, we should pay more attention to the understanding of social practice, use the way of social practice to arouse resonance in students' psychology, explain the correctness of theory with cases and practical activities, so as to create a field of overall identity and help students to form a profound understanding. According to the characteristics of young students like to participate, colleges and universities actively carry out various practical education activities to improve students' experience of moral education from different levels and angles.

The goal of moral education is to cultivate virtue, which is to guide people's thought and spirit to realize the cultivation of ideals, beliefs and values, so it is a kind of cultural education, spiritual education, and the effect is not ideal only in the form of external discipline. Therefore, we need a kind of education which can penetrate into the life of human subject and exert influence on spiritual level. Through experience learning, young students can narrow the gap between "knowing" and "doing ", and correctly deal with the contradiction between "feeling "and" reason ". Experience learning is becoming the developing trend of moral education.

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