

Study of the Impact of Practical Teaching Methods in Promoting Students' Perceived Learning Outcomes in Moral Education

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Abstract: Practical teaching of ethics class is an important course in China, which can improve students' acquisition of knowledge, ability and emotion. Students' acquisition of perceived results is an important factor in measuring the effectiveness of practical teaching of ethics class, and improving students' acquisition of perceived results in practical teaching of ethics plays an important role for the students themselves, because students' acquisition of perceived results is students' own psychological feelings, which can measure students' satisfaction and happiness with the course, and the students' acquisition of perceived results generally includes knowledge acquisition, ability acquisition and emotion acquisition. Therefore, the use of various teaching methods in the teaching of ethical practice can improve the students' perceived learning outcomes. This paper uses qualitative research methods to investigate the perceived learning results of students in the process of moral education. In this paper, a comprehensive applied university in China is selected as the sample, and 4 students are selected from this university as the sample size. The four students are interviewed to collect data, and then the data is analyzed by ATLAS ti Version 8, and then discussed and summarized.

Keywords: Practical Teaching of Ethics Class; Perceived Learning; ATLAS ti Version 8; Qualitative Research Methods.

1. Introduction

Guo (2008) point out "Moral practice teaching is a teaching activity organized by using space such as social practice, which mainly takes the form of teaching in the form of visits, field trips, field research, on-site participation, joint seminars and so on. Therefore, it should be a form of teaching other than theoretical teaching in the classroom with the help of other teaching means and methods or the participation of students on their own. It is a teaching method and teaching link under the guidance of teachers, based on the teaching content and requirements of the curriculum, with the main content of organizing and guiding college students to actively participate in actual life and social practice, and to gain direct experience in ideology and morality, and with the goal of improving the ideological and moral quality of college students". The use of different teaching methods in teaching moral education practice is important not only for enhancing the effectiveness of teaching, but also for improving students' perceived outcomes of acquisition. This study aims at the specific effects of different teaching methods such as classical book reading, VR experiential learning, teaching base visit and learning and group discussion on students' perceived learning outcomes of moral education. It aims to understand the impact of these teaching methods on improving students' understanding and application of ethical principles and values.

2. Literature Review

One of the theories involved in the impact of different teaching methods on students' perceived learning outcomes in moral education practice teaching is constructivism. The earliest proponent of constructivism can be traced back to J. Piaget of Switzerland. He was one of the most influential psychologists in the field of cognitive development, and the

school of cognitive development he founded is known as the Geneva School (He,1997). On the basis of Piaget's theories mentioned above, Kohlberg made further research on the nature of cognitive structure and the conditions for the development of cognitive structure, etc.; Stenberg and Katz and others emphasized the key role of individual initiative in the process of constructing cognitive structure, and made serious exploration of how to bring individual initiative into play in the process of cognition; and some later scholars further perfected constructivism. Constructivism lays the foundation for its application in teaching.

(he, 1997) also believes that "constructivist learning theory emphasizes student-centeredness, which not only requires students to be transformed from passive recipients of external stimuli and objects of knowledge inculcation into the main body of information processing and active constructors of knowledge meaning; but also requires teachers to be transformed from transmitters and inculcators of knowledge into helpers and facilitators of students' active construction of meaning. ". From this, we can see that in the moral education practice teaching, the teacher is the guide, and the students are the main participants, the teacher should adopt suitable teaching methods to guide and help students, students should participate in the moral education practice teaching process to improve the learning perception results.

Constructivism criticizes traditional teaching that decontextualizes learning and advocates contextual teaching. This kind of teaching should enable learning to take place in contexts similar to real-life situations, with the goal of solving the problems that students encounter in real life. Instead of teaching students' content that has been prepared in advance, the teacher should demonstrate in the classroom an exploratory process that is similar to the problem-solving process of real-life experts, or even advocate that the teacher

should not prepare the lesson, but rather provide prototypes of problem-solving, and guide the students in their explorations (Zhang & Chen, 1996).

Thus, it can be seen that the use of VCR contextual experiential teaching in the teaching of moral education practice plays an important role in enhancing the students' acquisition of perceptual outcomes. Zhang et al (2016) pointed out that "virtual reality is a computer system that allows the creation and experience of the real world, which is generated by the computer and acts on the user through the senses of vision, hearing, touch, and smell. individuals, which enables immersive sensations that present interactive contextual simulation scenarios". Constructivism theory provides a theoretical basis for VR contextual teaching. What's more, teaching base visiting and learning is another contextual experience teaching method, which emphasizes students' field visit to the base and participation in real practice teaching activities, teachers first make a good teaching design for the real teaching situation, and then students participate in it, and through the real contextual experience students will get rich perceptual learning results, which include knowledge, ability and emotion, etc. gained. In addition, yu (2000) pointed out that "constructivism philosophically emphasizes the independent construction of learning content, emphasizes the diversity and complexity of things, and that different people can come up with different understandings of the same thing," which provides theoretical support for the study of classic books, and the students can build new ethical knowledge through the study of classic books on the basis of the original knowledge structure. The students construct new understanding of moral knowledge through studying classic books, and it improves the students' perception of knowledge acquisition. Of course, it must also be emphasized that different students have different thinking that leads to different perceptual results.

Meanwhile, Chen, (2007) proposed that "constructivism advocates the interactivity of teaching", which provides theoretical support for the group communication method used in the process of moral education practice teaching. The group communication method in moral education practice teaching is also a very important method to improve students' perception of learning results, which emphasizes the communication and interaction between students, students can exchange learning methods and feelings in moral education practice teaching, and also enhance students' communicative ability and respect for other people's emotions, and this kind of teaching method can also reflect the important value of sharing and collaboration in learning.

Fan & Zhang (2003) suggest that "constructivism pays great attention to the construction of knowledge based on original experiences, mental structures and beliefs, and emphasizes the active, social and situational nature of learning, and puts forward a lot of new ideas about learning and teaching methods". Therefore, in today's world where we vigorously advocate education reform and quality education, the theory of constructivist teaching has a profound revelation on the practical teaching of moral education, and it also has a positive reference to the cultivation of innovative and practical talents in China, the moral education of students in the new era, and the cultivation of values. Discussing the intrinsic connection and the fit between the constructivist teaching theory and the reform of moral education practice teaching makes the new learning theory and teaching theory of constructivism applied to moral education practice

teaching, which has an important role in improving the students' acquisition of perceptual learning results.

3. Research Methodology

Qualitative analytical methods are an important research methodology (Arghode, 2012). Qualitative research is primarily concerned with research methods that take a humanistic, interpretive approach to understanding human experience (Jackson et al., 2007). this paper uses Qualitative research methods.

How do different practical teaching methods employ in moral education influence students' perceived learning outcomes?

To address this research question, interviews will be utilized, Bingham & Moore (1931) point out "Interviews are conversations and they should be planned before they begin and should begin with some interest of the interviewee". 'Qualitative' researchers realize that interviews are not neutral data collection tools but active interactions between two or more people (Fontana & Frey, 2005). DiCicco-Bloom & Crabtree (2006) states "Interviews are one of the most Interviews are one of the most familiar qualitative data collection strategies". Four students were selected for interviews in this study. The four students were randomly selected from an applied university in China. And these four students participated in the interview voluntarily and signed an interview protocol before the interview as a way to ensure the rights and interests of the researcher and the interviewees. The location of the interviews was chosen at the request of the interviewees to be in a more comfortable and quieter environment, and the duration of the interviews was one hour. After the interviews, the researcher recorded the interviews. After the interviews were completed, the data were analyzed using ATLAS.ti Version 8. Friese (2019) point out "ATLAS. ti is a powerful workbench for qualitative analysis of large amounts of text, image, audio and video data, which provides a wide range of functions for tasks related to data analysis". ATLAS. ti was used as the research tool for this paper and the data was analyzed. Data analysis was then described.

4. Research Findings

Based on the outline of the interviews. To address the research question: how do different practical teaching methods used in moral education affect students' perceived learning outcomes.

Here are three interviews questions.as below:

- 1.What do you think of these teaching methods?
- 2.Which teaching method do you prefer?
- 3.Which teaching method do you dislike more?

The interviews were conducted anonymously according to the wishes of four students. The four students were selected at random from a comprehensive applied university in China.

Student A: I think all four teaching methods are excellent, and I would be more than willing to participate in the teaching of ethical practices.

Student B: I prefer the VR contextual approach to teaching and learning, and I think I had a lot of fun being able to immerse myself in the activities.

Student C: I prefer to participate in teaching base visits, which can let me actually feel the satisfaction brought to me by practical teaching, and it can also improve my communication skills and practical hands-on ability.

Student D: I like classic book reading and group

communication, by reading classic books, my knowledge is expanded, I know a lot of deep moral knowledge, and through the method of group communication, I am able to share my feelings with my classmates, and I am able to understand other classmates' feelings as well.

Data Analysis in ATLAS.ti Version 8:

The themes emerged from the data: engagement and usefulness, interactive learning through VCR experiences, experiential learning at the ethical practice teaching site, and challenges in group communication.

Student engagement is generally defined as the amount of time and effort students devote to effective educational activities, both inside and outside the classroom, and the services and conditions created by the university to promote student participation in these educational activities. Student engagement is recognized as an important factor in influencing higher education outcomes by helping teachers to better recognize the effectiveness of student learning and by enabling them to understand the processes and mechanisms through which effective student learning occurs. Knowledge of student engagement can help universities to improve the quality of student learning and to improve the quality of student learning (Zhu, 2010). Chen (2009) states "Based on NSSE theory, the NSSE survey is a new student-centered assessment paradigm that focuses not only on students' academic performance but also on the entirety of their college experience. It evaluates the effectiveness of student learning and the quality of institutions of higher education by analyzing two main factors: the level of student engagement and the ways in which colleges and universities can better engage their students. The underlying theoretical assumption of the NSSE is that the more time a student spends in a course, the more they learn and the more they develop physically and mentally". This shows that student engagement improves students' perceived learning outcomes.

Zhang & Ye (2010) point out "Experiential teaching is a method of teaching in which the teacher allows students to re-experience through their own perceptions or past experiences through well-designed activities. The teacher guides the experiential learner to examine his or her own experience, so that the student can accumulate positive experiences, thus achieving an intuitive and clear insight into the nature of the object or the inner meaning of the object, which improves and builds up the student's mind in a kind of teaching method". Experience is an autonomous activity of the student, i.e., the student's autonomous choice, autonomous judgment, and autonomous internalization. Through rich and concrete contextualized sensual experiences, students' inner moral needs and humanistic tendencies gradually accumulate and become a kind of self-consciousness, which is then transformed into a kind of self-restraint, self-education and self-development ability of the subject (Shen, 2001). This shows that experiential teaching enhances students' acquisition of perceived learning outcomes.

Zhang (2001) states "Group communication is a necessary method to improve the perceived effectiveness of students' learning, and the establishment of study groups can provide a good external learning environment for students' subjective position in learning. This is because the student's subjective position in learning is mediated by learning activities, and learning activities in the group communication is an important learning method, which enables students to form the main role in the process of communication and learning, and reflects the characteristics of active learning". In addition, the learning

exchange group can correctly regulate and guide students' learning activities, which can make the various factors affecting students' learning to be optimized combination, so that students can obtain more learning perception results. There's more. Peng (2005) point out "the teaching method of group discussion and cooperative communication is a kind of learning activity in which students learn from each other and discuss with each other. This teaching method promotes effective communication and exchange among students, and it also enables students to learn the skills of cooperating and communicating with others. It also enables students to learn cooperative and communicative skills. The group communication approach enhances students' confidence in learning how to teach ethical practices, and enables them to acquire more knowledge and improve their social skills, expression and critical thinking". Therefore, the group communication teaching method is an effective method for teaching ethical practices, which promotes communication and cooperation among students in the learning of ethical practices, which is superior to individual learning, and which enables students to obtain more perceptual learning outcomes, which improves ethical development and promotes the better formation of values.

5. Discussion and Conclusion

In this study, the interview method of qualitative research was used to collect the data, and the data were analyzed using ATLAS.ti Version 8, which resulted in the factors related to participation, usefulness, and experience associated with the reading of classic books, VR contextual experiential teaching, learning by visiting the teaching bases, and small group exchanges, and from this, we know that the four methods of teaching and learning have a great impact on the perceived outcomes of the students' learning. This finding is supported by constructivist theory. Constructivism emphasizes the concept of student-centeredness, which is reflected in these four instructional methods, as well as the important role of these four instructional methods in influencing students' acquisition of perceived learning outcomes. At the same time. This result gives a great inspiration to educators: teachers have to keep exploring practical teaching methods in moral practice teaching to improve students' participation and thus improve students' perceived learning outcomes. In addition, Xu (2015) states "Moral practice teaching is a comprehensive humanities subject, which includes knowledge of many disciplines such as economics, law, philosophy, morality, etc. Therefore, not only is it necessary to have a full range of moral knowledge in the organization and teaching of moral practice teaching, but it is also necessary to use a flexible teaching methodology in order to enable the students to obtain more perceived results of their learning, and thus better contribute to the cultivation of students' values and moral development". the researchers give the following advice:

First of all. The teaching methods used in the practical teaching of moral education should focus on the studies and lives of university students, so as to understand their moral needs and values (Li, 2008). For example, in the "Introduction" part, moral education practice teaching can be centered on the theme of "how to plan for college life" to carry out activities, let students communicate in small groups, and then the teacher will effectively guide them to help college students adjust and establish new college goals and make good development plans for the four years of college life. This will help students to adjust and set new goals for university

life and study, and make good plans for university life and study. In this way, college students can cherish their college life and make good mental preparation for the new life. In conclusion, the teaching of moral education practice should be aimed at students' learning to obtain the perceived results, and pay attention to students' own personality characteristics and growth needs, so as to better cultivate their values and moral development.

Second, according to Zhang et al. (2018), "Practical teaching of moral education is a complex system, and the content of its teaching activities can have an effect on students' knowledge, abilities and emotions only if they are effectively acquired by students. Therefore, the teaching activities of moral education practice should follow the basic laws of students' cognitive thinking and improve students' acquisition of perceptual learning results through external sensory stimulation. To this end, first of all, students' sensory and perceptual organs should be mobilized to participate in teaching and learning. In this regard, it is necessary to mobilize the sensory and perceptual organs of the student to participate in the teaching, thus causing the brain to react to the educational content and to construct moral reflections in the student's mind". The use of multimedia and web-based instruction in the teaching of ethical practices is necessary. For example, VR teaching, it can well mobilize the positive role of students' auditory, visual and other sensory factors. This kind of situational experience teaching is favored by students, teachers can do a good job of teaching design, the use of effective teaching methods, fully utilize the positive effect of VR on teaching.

Third, Xiao (2011) states that Case teaching is an effective teaching method for teaching moral education practice. Case teaching is not only applied in classroom teaching, but also in practical teaching. Compared with the traditional teaching method which is mainly based on lecturing, case teaching is conducive to students' in-depth understanding of moral point of view through the display of real situations, and it can also realize the multi-directional interaction between teachers and students, and students and students. For example, after students read classic books, teachers can let students exchange reading tips and experiences in small groups, and then teachers can add moral knowledge by interspersing real cases, so that students can combine book knowledge with real examples, which is conducive to students' better mastery of knowledge and real emotional experience, thus enabling students to form correct values and moral views in their hearts.

Last, Moral education practice teaching in most institutions still extends the traditional teaching methods of general education, these methods are mainly theory and practice teaching separate teaching mode, which can be seen that these colleges and universities do not have enough research and innovation in teaching methods. Therefore, effective teaching methods need to be explored in order for students to obtain more learning perception learning results. And in addition to the traditional teaching methods, there are many teaching models and methods that can be borrowed from the practical teaching of moral education, such as the project-driven teaching method. Gu (2005) underlines "teaching method is not subject to the constraints of books and classrooms, and students can be divided into several project groups in accordance with the requirements of the project, and then students independently formulate work plans through the division of labor in the group and complete the project tasks under the guidance of the teacher. After the completion of the

task students submit the final results, and accept the evaluation of teachers and students. Project-driven teaching methods emphasize all-round training of students' abilities and multi-angle assessment and evaluation of teaching and other aspects of the original teaching organization and content of the structural reform". This method is conducive to mobilizing students' learning enthusiasm, so that students in the completion of the project practice to improve students' perceived learning outcomes.

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