

Research on Virtual Practical Teaching of Ideological and Political Course in the Era of "Internet+"

Lingna Zhan*

Jiangxi University of Applied Science, Nanchang, China

*Corresponding author: 3105564068@qq.com

Abstract: This study responds to the trend of the times, and on the basis of the large sample empirical research, it conducts a deeper investigation into the causes of the teaching management of "Civic and Political Science Course" in China's applied undergraduate colleges and universities in the context of Internet+, combining the experience and inspiration of the teaching management of ideological and political education in foreign colleges and universities and some of China's applied undergraduate colleges and universities learned through this research. The study also proposes scientific and implementable countermeasures according to the actual situation of China's applied undergraduate universities. Therefore, this study is very contemporary and of great value and usefulness.

Keywords: VR virtual simulation technology; Ideological and political courses in colleges and universities; Practical teaching

1. Introduction

Practical teaching is an indispensable part of ideological and political theory course (hereinafter referred to as "ideological and political course") teaching in colleges and universities. In The Implementation Outline of Quality Improvement Project of Ideological and Political Work in Colleges and Universities issued in December 2017, it is proposed to adhere to the close combination of theory and practice and enrich practical teaching [1]. Pay attention to practice form innovation, expand practice platform. Improve the support mechanism to guide college students in the new era to enhance their practical ability and enhance their feelings of family and country in immersive experience. The key to practical teaching is mainly reflected in three advantages. First, practical teaching can enhance students' ideological and political theoretical literacy; Second, let students more intuitive, more profound understanding of history, country and society; Thirdly, cultivate college students' ability to actively explore problems. Therefore, attaching importance to practical teaching is undoubtedly the inner demand of ideological and political courses in colleges and universities.

In recent years, the reform and innovation of ideological and political course teaching have achieved remarkable achievements, and also achieved good development. However, ideological and political courses in universities have many contents, a wide range of knowledge and high theoretical content. They pay too much attention to traditional teaching and neglect practical teaching, which leads to the phenomenon that theoretical teaching is mature while practical teaching is relatively backward. At the same time, most students are also in a passive, instillation learning state.

2. Difficulties in practical teaching of ideological and political courses in colleges and universities

(1) Lack of strict and unified mechanism

In colleges and universities, although relevant practical contents are set up in ideological and political teaching, most of them are in a vague state from content to form. For example, there are no strict and unified standards and requirements for the establishment of teaching objectives, the overall planning of teaching plans, the arrangement of teaching time, the selection of teaching contents, the application of teaching methods and teaching evaluation methods. Therefore, in the practical teaching of ideological and political course, the operation process is unavoidably not very standard, random; The result is obviously that the practice teaching of ideological and political course is only satisfied with the form. In addition, influenced by traditional thinking, ideological and political courses are regarded as theoretical courses, and schools are limited by funds, venues, number of students and time at the source of practical

teaching arrangements for ideological and political courses. Among them, the biggest problem is that the special fund for ideological and political course practice teaching is limited, and the limited special fund is difficult to meet the requirements of college students to participate in practice learning, which is obviously contrary to the full coverage of ideological and political course practice teaching. Therefore, these problems are the fundamental reasons why the practical teaching of ideological and political courses is difficult to develop effectively for a long time.

(2) Ideological and political teachers lack practical experience

In the traditional ideological and political teaching, most teachers are used to relying on textbooks and focusing on books. Students' real needs cannot be well grasped, and they fail to transfer their attention to practical teaching. College students are regarded as the recipients of knowledge, and they still teach theories purely in an indoctrinative way. As a result, students only receive passively because of the boring learning content, single form and difficulty in arousing learning enthusiasm. Therefore, ideological and political teaching has become divorced from practice and evolved into one-way information transmission and spoon-feeding preaching.

(3) It is difficult to organize practical teaching

Practical teaching is an inseparable important link of ideological and political course teaching. Every leap of the Chinese nation and every great milestone achievement are worth learning and remembering by contemporary young college students, whether they visit the hero memorial hall or experience the red revolution base. In terms of organizational methods, practice teaching is nothing more than students' participation in learning under the guidance of teachers.

3. Advantages of VR virtual simulation in practical teaching of ideological and political courses

Ideological and political teachers should shoulder the responsibility of guiding college students to set up lofty aspirations and contribute youth power to the new era. The profound ideological and theoretical nature is the inherent attribute of ideological and political courses in colleges and universities, and the strong practical nature is the fundamental foothold of ideological and political courses in colleges and universities. Classroom teaching should be innovated to leave profound learning experience for students [2]. We should integrate "small classes" on ideology and politics with "large classes" in society. However, organizing students in the traditional way for full coverage of practical teaching, whether it is special funds or risk factors, is undoubtedly an insurmountable obstacle. Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era issued in 2019 proposed: "To build a batch of national virtual simulation experience teaching centers for Ideological and Political Courses" [3].

VR virtual simulation technology refers to an interactive simulation system based on computer simulation of virtual scenes, enabling users to have visual, auditory, tactile and other perceptions of the virtual scene formed. When VR technology is applied to the practical teaching of ideological and political lessons, its biggest characteristic is that it fully replaces the traditional narrative mode with lens language and integrates the teaching content of ideological and political lessons into virtual scenes (see Figure 1-2 for details). To effectively solve the obstacles in traditional practice teaching, such as insufficient funds and organizational difficulties, not only increases the rich teaching resources, but also improves the effectiveness of practice teaching. The application of virtual simulation in ideological and political course teaching is to present historical scenes and red cultural resources in front of students and maximize the expansion of teaching space. The historical scene, the red culture resources of educational elements cleverly integrated into the education courses, practice teaching needs through rigorous modern technology to achieve carrier, virtual reality technology into education courses teaching can make students from multiple perspectives resonate to the education theory knowledge, become the education courses practice education way is more efficient.



Figure 1: VR virtual simulation simulation scene



Figure 2: VR virtual simulation "Pursuit of beginner's Mind" Exhibition Hall (visit according to custom routes)

As a teacher of ideological and political course in the new era, we must firmly grasp the growth characteristics of young college students. Ideological and political course teachers should not only have profound professional theoretical foundation in teaching, but also have strong information technology literacy, and highly integrate information technology with ideological and political course. Using abundant information resources and the historical events, realistic scenario organic combination with the related knowledge, and guide students to better learn revolutionary spirit and the red resources, college students from passive to active accept education exploration course, stimulate students interest in learning in the teaching, real let all education courses from content to form "live", The teaching effect of ideological and political education has been improved (see Table 1).

Table 1: Advantages of virtual simulation teaching over traditional teaching

The dimension	The traditional teaching	Virtual simulation teaching
The teaching goal	Improve academic performance	Improve learning experience and academic performance
The teaching method	Fixed a single	Combination of false and reality and diversification
Teaching methods	Teachers will give priority to teaching	Students mainly explore independently
Teaching environment	The classroom	Classroom, virtual experiment platform
The learning process	Knowledge taker	Discoverer and sharer of knowledge
focus	Pay attention to the improvement of students' comprehensive quality	Pay attention to the cultivation of students' exploration ability and explore courses actively

VR virtual simulation effectively integrates the practical teaching resources of ideological and political course, helps to enhance the effectiveness of ideological and political course teaching, realizes the cycle learning of "cognition-practice-cognition", and virtually implements the practical teaching of ideological and political course.

4. Organic integration of traditional teaching methods and information technology in ideological and political courses

Ideological and political education is the central work of talent training in colleges and universities. It concerns a series of fundamental problems such as "what kind of person to train, how to train and for whom to train". At present, the ideological and political education in colleges and universities in China is still based on classroom teaching, supplemented by practical teaching. Especially, the promotion of the concept of "curriculum ideological and political" requires ideological and political education to achieve full coverage of curriculum and practice. The traditional practical teaching has always been criticized for its high cost, which restricts the practical teaching of ideological and political courses.

General Secretary pointed out in the National Conference on Ideological and Political Work in Universities: "Promote the integration of traditional advantages of ideological and political work with information technology to enhance the sense of The Times and appeal"^[4]. In the era of rapid development of new media and technology, the application of new media and technology in ideological and political course teaching is not only to meet the needs of young college students for online ideological and political education, but also to actively explore the breakthrough of ideological and political course teaching practice.

"Internet +" big background, the propulsion education courses reform and innovation of practice teaching, VR virtual simulation teaching compared with traditional teaching, on the teaching objectives and teaching content set a more clear and more abundant, which fully demonstrates the VR virtual simulation in practice teaching education courses of the core elements, emphasis, requirements and purpose (see table 2). Therefore, VR virtual simulation technology is used to promote the reform and innovation of ideological and political teaching practice, and realize the organic combination of information technology and ideological and political education.

Table 2: Core elements, emphasis, requirements and objectives of VR virtual simulation practice teaching

Core elements	emphasis	Requirements and Objectives
features	thoughtful	Red resources, ideological and political elements into the course teaching, to achieve the goal of moral education; Inspire and guide college students to take the initiative to think about problems
	innovative	Information technology and practice teaching organic integration, the combination of the virtual and the real, with the virtual to promote the real, to guide students to actively explore, expand and extend the depth and width of classroom teaching
	steering	Centering on students' learning needs and closely combining with the goal of talent cultivation in the new era, it aims to improve students' ability of conception, inspire their thinking, and improve their ability to use theoretical knowledge to solve practical problems
content	principle	Virtual simulation can clearly describe a variety of scenes they want to experience, and use the advantages of immersion to stimulate the desire of active exploration of college students
	Simulation	Historical scenes present teaching requirements, and students learn quickly through experience
	interactive	Provide online learning, interactive q&A, testing and other services
Technical support	Usability, openness	High quality scene restoration, visual, hearing, touch and other senses of realistic presentation
Collaborative high	innovative	Flipped classroom is adopted to ensure the normal and orderly operation of online and offline teaching
	persistent	Have perfect continuous construction and update mechanism

VR virtual simulation technology can be simply understood as digitalization of things existing in reality or conceived things, and a series of operations on these data through information technology to achieve visual human-computer interaction^[5]. Information technology has always been used as an auxiliary tool for ideological and political course teaching, and VR virtual simulation technology is a combination of multimedia technology and scientific and technological equipment, which can reproduce the "history", review the red revolution base, etc., to achieve real-time interactive scenes. In the context of the rapid development of the Internet, ideological and political teachers in the new era should take the initiative to master new media and technology and introduce new media and technology into ideological

and political class. VR virtual simulation technology has been widely promoted and applied in the development of red resources. Compared with traditional blackboard assisted teaching, VR virtual simulation technology has obvious advantages. The collision between VR virtual simulation technology and ideological and political teaching is obviously the general trend of practical teaching of ideological and political courses. With the help of the platform of ideological and political course practice teaching, modern information technology is fully applied to ideological and political course teaching in colleges and universities, so as to promote the reform and innovation of ideological and political course and continuously enhance the effectiveness of ideological and political course practice teaching. VR virtual simulation technology is helpful to explore new ways of practical teaching of ideological and political courses, to innovate new methods of practical teaching, and to improve the new carrier of practical teaching. Therefore, using VR virtual simulation technology is an effective way to achieve the practical teaching effect of ideological and political courses in colleges and universities.

5. The interest of virtual simulation is combined with the education of ideological and political courses

General Secretary stressed that "ideological and political work in colleges and universities should be changed according to events, progress according to times, and be new according to the situation" [6]. The teacher-centered teaching mode is prevalent in ideological and political courses in colleges and universities. There is not enough communication between teachers and students in class, and many college students are not interested in the teaching content of ideological and political courses. And because the practical teaching of ideological and political course is restricted by many factors such as objective environment and conditions, it is difficult to carry out effectively for a long time. College students have a great misunderstanding of ideological and political course, thinking that it is to speak a big truth, not to the ground. Ideological and political course is a required course for every young college student nowadays. Ideological education is a required course for every young college student's life. Ideological and political teachers shoulder a sacred mission, which is to guide college students in the new era to constantly improve their ideological and moral quality and legal literacy. How to make ideological and political courses lively and interesting, how to make college students really like ideological and political courses, has been a difficult problem in ideological and political courses teaching in many universities.

The cross-border organic integration of "virtual simulation + ideological and political education" enriches the teaching means of ideological and political course. Virtual simulation is applied to the practical teaching of ideological and political courses in order to "enter into the hearts of students", to realize the online and offline linkage of visual and auditory materials, so that college students can perceive things that are difficult to be experienced in reality. The application of "virtual simulation + ideological and political education" in the practice of ideological and political class makes the class lively and enhances the sense of times and attraction of ideological and political class. The integration of virtual simulation into ideological and political course teaching can repeat the "history" and form a new teaching mode with the combined action of visual, auditory, tactile and other information of new media and technology. To this, in the form of online qr code links to carry out the virtual simulation interesting research, questionnaire focused on my school this term "thought morals and the rule of law" "introduction to MAO zedong thought and theory system of socialism with Chinese characteristics," "situation and policy" three classes of students (mainly for freshman and sophomore), fill in the number of effective questionnaire 2315, It accounts for 97.62% of the questionnaires, which are issued anonymously (see Table 3 for details). From the data analysis of students' feedback, it can be seen that virtual simulation can effectively overcome the problem of students' low interest in ideological and political course in traditional ideological and political course teaching. The "out of thin air" of virtual simulation can bring more vivid and intuitive multiple sensory stimulation to college students, urge them to explore history actively, absorb nutrition from history, and stimulate their interest in ideological and political courses imperceptibly.

Table 3: The interestingness of VR virtual simulation practice teaching

Object option	population	Very interesting	interesting	general	Indifferent
freshman	1161	93.23%	3.26%	2.12%	1.39%
sophomore	1154	85.23%	8.12%	4.21%	2.24%

Note: The number of valid questionnaires was 2315 (97.62% of questionnaires issued)

The goal of cultivating talents in universities of socialism with Chinese characteristics is to become

qualified builders and reliable successors of the cause of socialism with Chinese characteristics. In the face of unprecedented changes, the ideological and political work in colleges and universities is also facing a very severe challenge. How to guide the college students in the new era to establish a correct world outlook, outlook on life and values is a new task and new challenge in the age of value diversification. Traditional way of teaching is still mainly on the non-computer majors, the theoretical education courses teaching material content is high, the evaluation of student achievement evaluation method is still the same, therefore, the obstacles facing education courses in the teaching process is difficult to mobilize students' subjective initiative, namely how to make the most of the students to participate in, how to make the most of the students really love education courses, how to make the students have obtained feeling, etc. Education courses with the virtual simulation of interesting combination of educational, give full play to the new media technology in education courses teaching penetration and diffusion, with students as the center, the education courses teaching content have a purpose, planned, cleverly integrated into the virtual simulation teaching, using the advantage of immersion inspires students actively explore desire, and guide students to active learning. In this regard, in the form of issuing questionnaires, the teaching effect evaluation survey, the design of the project about learning mode, knowledge mastery, interest and other aspects, set standards for satisfaction, general satisfaction and dissatisfaction three levels. A total of 2320 questionnaires were issued, of which 2284 were recovered (98.45% of the total number of questionnaires issued). Questionnaires were issued in an anonymous manner (see Table 4 and Table 5 for details). As can be seen from Table 4, 69.59% of college students are satisfied with this teaching mode in traditional classroom teaching. As can be seen from Table 5, 97.21% of college students are satisfied with this teaching mode when virtual simulation is applied to practical teaching of ideological and political courses, and their satisfaction increases by 27.62%. Therefore, while inheriting the advantages of traditional ideological and political course teaching mode, we should also try to solve the bottleneck problem of attractiveness of ideological and political course; At the same time, it can improve students' independent learning, stimulate students' interest in learning, improve students' ability to master theoretical knowledge, enhance students' ability to analyze and solve problems, etc. Comprehensive use of new media and new technology means, the establishment of ideological and political course micro-lesson resource library, so that the theoretical teaching language into young college students like, care about the teaching language, and the use of information technology to achieve human-computer interaction. To enhance the effect of practical teaching of ideological and political courses, we should change one-way transmission into two-way interaction, and transform the main learning from "heart" into "body and mind". The problem that ideological and political course teachers need to solve is nothing more than to attract college students to really participate in the ideological and political course teaching into the ear, brain and heart, and inspire and guide college students to take the initiative to think.

Table 4: Effect evaluation of traditional classroom teaching

project	Satisfactory (%)	General satisfaction (%)	Dissatisfied (%)
Overall experience of teaching mode	50.23	19.36	30.41
Improve the ability of independent learning	21.36	56.23	22.41
Stimulate interest in learning	65.32	21.34	13.34
Promote the mastery of theoretical knowledge	35.62	41.30	23.08
Enhance the ability to analyze and solve problems	26.15	33.26	40.59

Virtual simulation technology can provide visual teaching materials for ideological and political teaching, making ideological and political teaching means more colorful. College students can experience in virtual simulation scenario teaching material, such as: red revolutionary base, heroes memorial pavilion, historical events, etc., let the students involved in the teaching, through teachers demonstrate such education courses teaching to college students is "immersive" experience, truly mobilize the students' active learning the enthusiasm. Virtual simulation technology has a sense of modernity, technology and immersion, which can promote the deep integration of students' learning interests and ideological and political courses. The combination of the interestness of virtual simulation and the education of ideological and political course is the guarantee of the effective application of virtual simulation technology in the teaching of ideological and political course in colleges and universities,

which makes the practical teaching of ideological and political course really lively and deepens the realistic appeal of ideological and political education.

Table 5: Effect evaluation of virtual simulation applied to practical teaching of ideological and political course

project	Satisfactory (%)	General satisfaction (%)	Dissatisfied (%)
Overall experience of teaching mode	70.83	26.38	2.79
Improve the ability of independent learning	44.44	48.61	6.95
Stimulate interest in learning	90.28	5.51	4.21
Promote the mastery of theoretical knowledge	66.67	30.00	3.33
Enhance the ability to analyze and solve problems	52.78	43.06	4.16

6. VR virtual simulation builds a bridge from "real knowledge" to "practice"

The Basic Requirements for Ideological and Political Theory Teaching in Colleges and Universities in the New Era issued in April 2018 clearly stated that "2 credits from the existing undergraduate ideological and Political Theory courses and 1 credit from the existing junior ideological and political theory courses should be allocated for practical teaching of ideological and political theory courses." [7] A good ideological and political course should not only rely on class, but also closely combine historical development with real life. In 2021, the Communist Party of China celebrates its centenary. In class, SCHOOL A guides college students to feel the hardships of the founding of the Communist Party of China and the responsibility and responsibility of the Communist Party of China in the process of revolution, reform and construction. However, in the real life of peace time, college students need to have a deeper understanding of how to carry forward the precious spirit of revolutionary martyrs and integrate it into their current study and life, and even into their future practical work. The teaching effect of "deep understanding of emotion and acceptance of internalization in heart" can be achieved by closely combining the contents of ideological and political courses with red resources to make college students refreshing and impressive. In the face of many difficulties and dilemmas in the practical teaching of ideological and political courses, the VR virtual simulation teaching platform is developed to build the goal of college talent training that meets the requirements of the new era. Based on the teaching mode of "promoting reality with virtual and integrating reality with virtual", it builds a bridge from "genuine knowledge" to "practice" of ideological and political courses for college students.

Marx once said: "Social life is practical in nature. All the mysteries which induce theory into mysticism can be rationally solved in man's practice and in his understanding of that practice." [8] Ideological and political courses use new media and technology to realize practical teaching of ideological and political courses through VR virtual simulation technology. This new mode of "promoting reality with virtual reality and integrating virtual reality" caters to the personalized needs of young college students. In this regard, a questionnaire on students' classroom performance was designed for full-time and part-time ideological and political course teachers in our school. The specific items were the rate of students' attendance in class and the rate of interaction between teachers and students. A total of 46 questionnaires were issued (involving 2,086 students), of which 44 were effectively recovered, accounting for 95.65% of the total issued questionnaires (see Table 6 for details). According to the data analysis, the head rate of students in virtual simulation teaching is 98.76%, 27.53% higher than that in traditional classroom. The teacher-student interaction rate of virtual simulation was 78.32%, 54.91% higher than that of traditional classroom. Through data analysis and virtual simulation, students' learning motivation can be stimulated and their subjective initiative in learning can be subtly stimulated. Through VR virtual simulation platform, college students can experience historical events, red resources, revolutionary stories and heroic deeds in an immersive way. By internalizing their qualities, and then externalizing their actions. Such as: Million mighty armies of VR in virtual simulation system is "a great river, sweeping who dare to block" scene experience, let students experience the rowing, across the enemy shooting with a rifle, several soldiers continue rowing across the river, under the bunker near the

battle with the enemy, let students study take the bull by the horns of the river spirit fully, this is a traditional education classroom or field practice teaching difficult to achieve. So that they can achieve the teaching effect in personal experience and stimulate the initiative consciousness of self-education of college students. I am good at applying theoretical knowledge of ideological and political courses to real life, study and work, guiding practice with theory, and truly realizing "explicit education" and "implicit education" of ideological and political courses in the same direction and highly unified.

Table 6: Classroom performance of traditional classroom and virtual simulation practice teaching

project	Student attendance rate	Student attendance rate
Traditional ideological and political class	71.23%	23.41%
Virtual simulation of ideological and political course practice teaching classroom	98.76%	78.32%

Note: the number of students involved in the valid questionnaire was 2086

In ideological and political teaching, every teacher should tell Chinese stories well, and impress and infect students with vivid Chinese stories. Restricted by the traditional teaching mode, one-way indoctrination teaching is difficult to realize the unity of "academic rationality" and "authenticity". This kind of "immersive" can bring college students great shock, at the same time easy to get full of positive energy. In this way, theories in ideological and political course textbooks are transformed into tactile, tactile and playable "reality" that can be experienced in an all-round way.

VR virtual simulation creates a new way of ideological and political education, which can make ideological and political classes more attractive and experiential simulation. The innovation of "thinking and politics + high technology" realizes the transformation of thinking and politics from teacher-centered to student-centered, makes students consciously feel the educational principle contained in knowledge, stimulates students' enthusiasm and enhances the effectiveness of teaching. Make full use of the rich red cultural resources, combine with the characteristics of ideological and political course content, explore the ideological and political elements contained in the red cultural resources.

This personalized and cooperative teaching mode with "college students as the main body" is conducive to cultivating the practical ability, research ability and innovation ability of college students, making ideological and political education more intelligent, digital and informational, and greatly enhancing the real-time interaction of practical education of ideological and political teaching methods. The virtual simulation teaching content is rich, the process is free and reversible, and the operation is simple and interesting, which can transform college students from "I want to learn" to "I want to learn". From "being impressed" to "active learning", from the traditional simple "relying on textbooks" to "textbook based", it is helpful to enhance the sense of acquisition of college students, improve the appeal and attraction of ideological and political courses. The application of virtual simulation technology to the practical teaching of ideological and political courses in colleges and universities extends the ideological and political courses from traditional classroom teaching to extracurricular teaching, which also has very important practical significance to enhance the depth and thickness of ideological and political courses teaching content.

7. Conclusion

VR virtual simulation technology is applied to the education courses in practical teaching in colleges and universities, to abstract the red culture resources through the way of modeling, help college students understand the teaching material knowledge and help to open up a new way of education courses teaching practice and help to break the traditional education courses teachers teaching bottleneck, help to implement of the practice teaching of the college of education courses. The application of VR virtual simulation in the practical teaching of ideological and political courses has promoted the reform and innovation of ideological and political courses. By transforming traditional teaching into experiential learning, students can immerse themselves into the teaching scene and get a better sense of experience. VR virtual simulation technology and ideological and political course teaching organic integration, ideological and political course teachers can turn "the most difficult to talk" into "the most wonderful", "paper talk" into "practice". Students will transform from "real knowledge" to "practice" in the VR virtual

simulation situation, and make students "immersive" in the simulated real environment. Organic integration of teaching, learning and doing can improve students' participation, make students become the "leading role" in class, realize the reversal of classroom teaching, realize the combination of learning in thinking and thinking in practice, stimulate students' initiative to think, solve the collaborative construction of practical teaching and classroom teaching, and effectively improve the teaching quality of ideological and political courses.

The deep integration of VR virtual simulation technology and ideological and political course teaching not only changes the traditional indoctrination teaching, but also enhances the ability of college students to actively think about problems. VR virtual simulation technology plays a "core" role in ideological and political course teaching in colleges and universities, skillfully integrates the "small class" of teaching with the "large class" of society, assists the informatization of ideological and political course in colleges and universities, and promotes the reform and innovation of ideological and political practical teaching.

References

- [1] *The Leading Party Group of the Ministry of Education. About print and distribute the ideological and political work quality improvement project implementation summary "notice [EB/OL]. HTTP: // http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html.*
- [2] *Chen Jun. Thoughts and Suggestions on Practical Teaching of Ideological and Political Theory in Colleges and Universities [J]. Guangdong Vocational and Technical Education and Research, 2020 (4): 103-105.*
- [3] *General Office of CPC Central Committee, General Office of the State Council. To further the reform of the new age school ideological and political theory course innovation of several opinions [EB/OL]. HTTP: // http://www.gov.cn/zhengce/2019-08/14/content_5421252.htm.*
- [4] *Guo Shan, YAN Chaoyun. From "the grafting of virtual reality" to "the Integration of truth and Reality" -- Application of virtual Simulation technology in the cultivation of excellent kindergarten teachers [J]. Shaanxi preschool Journal of Teachers College, 2016 (6): 72-79.*
- [5] *Victor Mayer-Schonberg, Kenneth Cukier. The Era of Big Data: Great Changes in Life, Work and Thinking [M]. Sheng Yangyan, Zhou Tao, trans. Hangzhou: Zhejiang People's Publishing House, 2013.*
- [6] *Xinhua News Agency. HTTP: //www.gov. Cn /xinwen/2019-03/18/Con Tent -5374831/.htm.*
- [7] *Ministry of Education. Printed and distributed to the new time ideological and political theory course teaching basic requirements of notice [EB/OL]. http://www.moe.gov.cn/srcsite/A13 / moe_772/201804 / t20180424_334099. HTML.*
- [8] *Shen Zhen, Yang Zhiping. Thoughts on the integration of ideological and political theory teaching with new media and new technology [J]. Ideological and Theoretical Education, 2017 (3): 69-74.*