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## **VIRTUAL PRACTICAL TEACHING: AN APPROACH TO AROUSE STUDENTS' SUBJECTIVE CONSCIOUSNESS IN IDEOLOGICAL AND POLITICAL EDUCATION**

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**Abstract.** Virtual practical teaching, which is developing in the age of the Internet, represents a new form, dimension, and exploration of practical training. It utilizes modern information technologies and networked, intelligent communication platforms to integrate online and offline educational resources. By building virtual libraries of valuable resources, it aims to promote students' subjective consciousness – an essential supplement to traditional practical education. The in-depth exploration of virtual practical education actively drives the reform of ideological and political education in higher education. This, in turn, enhances the persuasiveness, attractiveness, and affinity of these courses. It also drives the innovation and development of educational concepts and teaching systems in ideological and political education.

**Keywords:** *Internet era, ideological and political education in higher education, virtual practical teaching*

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The question of how to properly understand and effectively manage the relationship between ideological and political theory courses (IPTC) and the Internet has become a central issue for higher education institutions seeking to reform IPTC instruction. Virtual practical teaching, which has emerged in the era of the Internet, is a new form, dimension, and exploration of proper education. It relies on modern information technology, utilizes networked and intelligent communication platforms to integrate online and offline teaching resources, and builds virtual libraries of practice resources to promote

students' subjective consciousness. As an essential complementary method to traditional practical teaching, it reflects the principle that "new media and technology should be used to enliven our work and promote the deep integration of the traditional advantages of ideological and political work with information technology to enhance contemporary relevance and attractiveness" [1]. A comprehensive exploration of the application of virtual practical teaching can drive the reform of IPTC teaching in higher education institutions and enable them to "adapt to the situation, keep pace with the times and innovate in line with trends" [2]. This approach effectively strengthens IPTC's persuasive power, emotional appeal, and accessibility. It also promotes the innovative development of its educational concepts and teaching systems. The ultimate goal of this initiative is to continually deepen the connotation of IPTC, enhance the quality and effectiveness of education and teaching, meet the development needs of the new era, and cultivate outstanding talents with high political awareness and strong moral character [3].

## **1. Virtual Practical teaching: An unavoidable choice for the practical teaching of ideological and political courses in the Internet era**

### ***1.1 An indispensable prerequisite for the further development of practical teaching at the practical level***

Traditional practical teaching, while offering students the opportunity to engage in a physical environment, faces several pressing challenges. Students often participate only passively, and high costs result in low participation rates [4]. Additionally, safety issues arise during field trips, and there is a discrepancy between teaching in the field and in the classroom. These real-world limitations prompt us to explore the virtual world. Consequently, virtual practical teaching is a natural extension of the digital age and a spatial extension of traditional, physical practical teaching [5].

Firstly, virtual practical teaching effectively complements and extends the resources of physical practical teaching. It overcomes time and space constraints, enabling distance learning and resource sharing. For many educational institutions, it is challenging to provide suitable experimental equipment, practical training sites, or real-world opportunities. In contrast, virtual hands-on teaching can simulate a variety of complex experimental and operational scenarios, providing students with more varied practical experiences. This virtual

environment can accommodate large numbers of students simultaneously without being constrained by space or equipment availability, greatly expanding teaching resources. Additionally, virtual practical teaching provides strong support for distance learning, as students can engage in practical learning from anywhere, at any time. Students from different regions and institutions can share quality educational resources through virtual platforms, promoting broad accessibility and equitable distribution [6]. This sharing mechanism not only enhances the efficiency of resource utilization but also enables more students to benefit from high-quality practical teaching, thereby promoting balanced educational development. The limitation of traditional practical teaching, which often only benefits a select group of high-performing students, is effectively removed in this way, significantly increasing participation rates for both teachers and students. Campus boundaries do not limit virtual practical teaching. It also attracts external stakeholders, such as research institutions, to participate in the development of virtual practice platforms. This shifts practical teaching from campus to off-campus and from physical to virtual space. In this process, various aspects of social life, including political and cultural activities, are being integrated into the realm of virtual practical teaching, further increasing its importance and extension.

Secondly, virtual practical teaching not only enhances the safety of practical instruction but also improves teaching effectiveness and enriches students' learning experiences. Traditional hands-on teaching has various risks. For example, when a large number of students visit memorial halls, potential safety risks can arise. With virtual practical teaching, these activities can be simulated in a risk-free digital environment. In this way, students can repeatedly practice operational skills and emergency procedures without worrying about safety issues. At the same time, the highly realistic simulated environments in virtual practical teaching make it easier for students to grasp and master the knowledge intuitively. The interactivity and immersion in virtual environments significantly increase students' engagement and interest. Learners can freely explore and manipulate virtual scenarios, deepening their understanding and memory of key concepts. This hyper-realistic simulation not only enhances learning outcomes but also promotes the application of students' practical skills. In addition, the Chinese government has carefully formulated and officially issued several regulations that comprehensively support the development of virtual practical teaching. These policies provide systematic guidance on

technical standards, management protocols, protection mechanisms, and assessment methods, ensuring the standardized and scientific implementation of virtual practical teaching. Their implementation has also strengthened organizational management and guarantee mechanisms, laying a solid foundation for the further development of virtual practical teaching.

Thirdly, virtual practical teaching significantly enhances the pedagogical impact of practical teaching. By leveraging its unique features – such as real-time interactivity, immersion, and transcendent capabilities – this teaching approach stimulates students' initiative and creativity to the fullest. Through real-time interactivity, students receive immediate feedback on their operations. Mistakes can be corrected immediately, and what has been learned can be consolidated and reinforced. Such instant interaction not only sharpens students' operational skills but also deepens their understanding and application of concepts. In virtual question-and-answer sessions, for example, students can see the results immediately and adjust their thinking accordingly, significantly improving learning efficiency. Immersion in realistic virtual environments enables students to fully engage in the learning process. VR technology provides realistic visual, auditory, and even tactile experiences, simulating real-life operational scenarios. This immersive experience keeps students engaged, enhances their concentration, and boosts their motivation, enabling more effective skill acquisition. The transcendent capabilities of virtual practical teaching allow for the simulation of scenarios that are physically impossible or dangerous in the real world, providing safe yet rich hands-on opportunities. Students can safely experience complex and high-risk operations, such as simulating the crossing of mountains and grasslands during the Long March, which would not be feasible in the real world. This not only broadens their practical horizons but also stimulates their spirit of discovery and innovation. Compared with traditional teaching methods, virtual practical teaching effectively overcomes the limitations of the system, including inadequate mechanisms, limited subjectivity, limited social connections, and formalism. As a result, it has become an innovative model for practical teaching in ideological education, characterized by contemporary features and advanced values [7].

### ***1.2 The objective condition for increasing the effectiveness of ideological and political education in the Internet era***

It is undeniable that in some university classes, student attention is relatively low, and a clear trend has emerged among many students of

becoming “phubbers” (mobile-obsessed learners). The main reason for this lies in students’ passive participation in classroom activities where their initiative is not fully utilized. As a result, they struggle to fully comprehend the profound connections and unique appeal of Marxism. The proliferation of the Internet and the emergence of virtual practice offer timely solutions to these challenges. On the one hand, hands-on online activities break through time and space constraints by seamlessly connecting in-school and out-of-school learning.

On the other hand, the participatory nature of online media activates students’ subjectivity and agency during virtual practice, encouraging deep engagement. The internet age enables the rapid dissemination of information with a broad reach. Students today have access to a variety of information sources through various channels. Ideological and political education must adapt by utilizing digital platforms to dynamically update course content with the latest theoretical developments and current issues, thereby increasing the relevance and attractiveness of courses through the timely integration of contemporary problems. These platforms should facilitate freedom of expression, allowing students to share their perspectives and practical experiences.

Such interactive models stimulate interest in learning through participatory discourse, encourage student agency, and enable teachers to monitor progress and provide targeted support. Through self-learning media platforms, students move from passive recipients of knowledge to active discoverers and creators by proactively seeking information, publishing their own content, and participating in peer discussions. This paradigm shift significantly empowers students’ agency, as demonstrated by learners documenting virtual experiments and reflections, sharing insights via social learning platforms, and consolidating knowledge through collaborative innovation. Crucially, students become co-creators and disseminators of knowledge in virtual teaching ecosystems. To drive teaching reform, we need to recognize the limitations of conventional approaches, change pedagogical mindsets, and innovate teaching modalities. We should advocate for the development of diverse, substantive virtual practice activities that achieve deep integration and effective synergy with network technologies. This approach aims to expand the realm of practical teaching while renewing concrete forms of social practice. Through these efforts, we will establish a new paradigm in which online virtual practices and offline social practices complement and reinforce one another, thereby profoundly advancing the reform of practical teaching.

This is not only an inevitable trend and a reasonable choice for deepening practical teaching reform in the internet era, but also a crucial way to improve the efficiency and effectiveness of ideological and political education. It enables the cultivation of students' ideological and political education more effectively and significantly enhances the practical effectiveness of such courses.

### ***1.3 Meet the learning and development needs of students with a digital background (post-00 generation)***

To excel in ideological and political education in higher education, it is essential to adapt to changing circumstances, keep pace with the times, and innovate in line with current trends while addressing students' growth, development needs, and expectations. The current college student population primarily consists of post-00s, who have grown up alongside China's internet development, making them true digital natives. As a result, they possess an inherent familiarity with and affinity for the online world. Compared to previous generations, today's young people exhibit significantly higher levels of engagement and deeper involvement in social platforms such as TikTok, Weibo, WeChat, and Rednote. They also demonstrate greater sensitivity and proficiency in various Internet and virtual technologies. The Internet, with its diverse functions and highly influential content, strongly appeals to the post-00s generation, a group characterized by distinctive individuality. Standard internet functions include browsing, searching, email, remote access, file transfer, Bulletin Board Systems (BBS), internet telephony, information services, newsgroups, online chat, e-commerce, and online transactions. The latest statistics show that China's top ten internet applications by user base are: online video (including short videos) (97.7%), instant messaging (97.0%), short videos (96.4%), online payment (87.3%), online shopping (83.8%), search engines (75.7%), live streaming (74.7%), online music (65.4%), online food delivery (49.9%), and ride-hailing (48.3%). Notably, ride-hailing (20.7%), online travel booking (20.4%), and internet healthcare (14.2%) have experienced the fastest growth. College students are among the most active users of the Internet. Immersion in virtual activities has become an integral part of their studies, daily lives, and social interactions. Consequently, their values, political inclinations, behavioral norms, and personality traits are inevitably and deeply influenced. This reality necessitates careful consideration of ideological and political education in higher education, particularly in the practical teaching of these courses.

On the other hand, individuals today place extraordinary emphasis on realizing personal self-worth. In exploring practical approaches to achieving this, virtual practice teaching has emerged as a paradigm-shifting educational methodology, demonstrating unparalleled value and significance. To date, we have successfully organized fifteen virtual practice competitions. In these events, students have repeatedly shown remarkable capabilities by leveraging technological platforms that are often unfamiliar even to many instructors. They have created astonishing works that consistently evoke a profound sense of awe and admiration among educators.

In stark contrast to traditional ideological and political practice teaching methods, virtual practice teaching places students at the center of the educational process, giving them a much more prominent and active role. This innovative approach empowers students with greater autonomy and freedom of choice. They can independently determine their learning content and pace according to their individual interests, learning styles, and specific needs. Through virtual platforms, students are encouraged to actively explore a wide range of educational resources, engage in in-depth discussions with peers, and participate in hands-on activities. As a result, they truly transform from passive recipients of knowledge into active participants in their own learning journey.

Virtual practice teaching strongly emphasizes the centrality of students in practical learning, aiming to cultivate their practical skills and problem-solving abilities through simulations of real-world scenarios. For example, in virtual social practice projects, students can simulate activities such as social research, policy formulation, and community service initiatives. These immersive experiences not only enhance their sense of social responsibility but also significantly improve their practical operational skills. One key advantage for students is that this virtual approach eliminates the need for an extended adaptation period during role transitions, making it much more appealing and readily acceptable compared to traditional social practice methods. Consequently, it effectively stimulates and maintains their enthusiasm for active participation.

Moreover, students' virtual agency is both a fundamental prerequisite and a strong guarantee for achieving teaching objectives. In practical teaching activities, students play the leading role, while instructors primarily provide support through guidance, supervision, activity organization, management of the learning process, and evaluation of

students' work. Since virtual practice often occurs in a decentralized manner and some instructors may not be as proficient in virtual technologies as their students, students are required to undertake and complete many key tasks independently. Instructors should and can offer valuable suggestions and necessary guidance in crucial areas such as topic selection, in-depth analysis, and comprehensive evaluation, thereby ensuring the smooth progress of the teaching process and the successful attainment of educational goals. However, for critical aspects of practice, such as "How can multimedia materials, including text, images, and videos, be efficiently collected from online sources?" and "What technical methods should be used to create diverse forms of virtual works?" students must fully apply their intelligence and creativity, actively brainstorming innovative solutions to overcome challenges and achieve the desired educational outcomes. In conclusion, only when students take the initiative and demonstrate strong self-directed learning abilities can the full potential of virtual practice teaching be realized, leading to significant improvements in educational quality and students' overall development.

#### ***1.4 An Inevitable Requirement for Adapting to "Profound Changes Unseen in a Century."***

The "profound changes unseen in a century" signify a comprehensive, far-reaching transformation with extensive implications. These changes are evident not only in the evolution and reshaping of the international landscape and order but also in significant shifts in technological and industrial structures and ideological domains. Against this backdrop, the revolution in science and technology, along with ideological challenges, is jointly driving profound changes in education. The rapid renewal and expansion of knowledge systems, together with the widespread application of artificial intelligence technologies, have placed greater demands on modern education, compelling it to transcend traditional campus boundaries and undergo a comprehensive transformation and upgrading of educational paradigms. This includes innovations in classroom teaching models, the expansion of disciplinary boundaries, the enrichment of teaching resources, and the modernization of teaching methods.

Meanwhile, the intensification of ideological struggles presents serious challenges to ideological and political education in higher education institutions. Universities must steadfastly implement the Party's educational policies, adhere to the development direction of philosophy and social sciences with Chinese characteristics, and remain



committed to their original mission and core responsibilities. Amid these transformative developments, they must strive to maintain a firm grasp on the pulse of ideological and political education to ensure it keeps pace with the times. This is essential for cultivating more high-quality talent with firm ideals and convictions, profound cultural literacy, and an innovative spirit, thereby contributing to the nation's development.

Currently, cutting-edge technologies such as 5G, virtual reality, big data analytics, and artificial intelligence are exerting far-reaching and comprehensive impacts on traditional industries. At the same time, they are fueling the emergence of new sectors and the formation of corresponding structural models. In the historical evolution of education, technological transformation and educational reform have been inextricably linked. Every wave of technological revolution has profoundly influenced educational innovation and progress, injecting new impetus into educational development by reshaping teaching concepts and content. The rapid pace of technological advancement has further heightened the urgency for innovation in ideological and political education, compelling a corresponding shift in students' learning methods.

Students must continually enhance their learning and innovation capabilities, updating their knowledge systems to ensure their academic attainments keep pace with the latest developments. In addition, amid the sweeping changes of the era, ideological security faces unprecedented challenges and risks. Domestically, we face a series of formidable challenges. Most notably, there is the ongoing infiltration of Western democratic values and the widespread dissemination of fallacious ideological concepts such as nihilism, the theory of uselessness, the theory of obsolescence, and dogmatism. These phenomena undermine our social values and threaten our cultural and ideological security. To address these cognitive misunderstandings and deviations, we must fully utilize the unique advantages of ideological and political education.

By integrating advanced technologies, such as immersive learning experiences, we can effectively guide students to analyze the essence and implications of foreign ideologies critically. This will strengthen their recognition and understanding of the superiority of the socialist system with Chinese characteristics, enhance their sense of identity and pride in this system, and consolidate the foundation of their ideals and beliefs. As key institutions for cultivating the builders and successors of socialism, higher education institutions must firmly uphold the central

status of Marxist ideology, ensuring the correct direction of education and teaching. By offering Marxist theory courses and innovating practical teaching methods in ideological and political education, universities can guide teachers and students to conduct in-depth studies of Marxism's fundamental principles and core tenets, thereby fostering firm ideals and beliefs and correcting worldviews, life outlooks, and values. Meanwhile, it is essential to strengthen the supervision and management of cyberspace to prevent harmful information from eroding educators' and students' minds. In the context of current social transformations, all those involved in education should observe the overall situation and major trends to achieve substantial results, actively seizing development opportunities to promote the modernization of ideological and political education. In this way, they can contribute wisdom and strength to the development of a robust national educational system.

## **2. Fundamental Positioning of Virtual Practice Teaching**

Virtual practice teaching in ideological and political courses is both an inheritance and a significant advancement of traditional practical teaching methods. It builds on established practices while actively exploring new frontiers in practical education and innovating in implementation. By leveraging online platforms and digital resources, and drawing on successful models of virtual practice in other fields – such as exemplary cases in online ideological and political education – it represents a pioneering exploration. This effort is dedicated to the ongoing deepening of practical teaching reform in ideological and political courses, to enhance the quality and effectiveness of ideological and political education in the digital age.

As an extension and intensification of conventional practical teaching approaches, virtual practice teaching does not fundamentally overturn existing paradigms in essence or positioning. To a certain extent, it retains characteristics and orientations similar to traditional practical teaching, particularly in maintaining a close connection with theoretical instruction. Nevertheless, virtual practice teaching has made significant advances in exploration and innovation, successfully opening a new dimension for practical teaching and diversifying practice modalities. Its distinctive feature is the organic integration of online and offline practices and real-world and virtual experiences, thereby establishing a mutually reinforcing, dynamically interactive pedagogical framework. This approach enriches the content and forms of practical teaching, propelling it into a broader, more dynamic era.

Firstly, contemporary practical activities differ markedly from traditional ones, as they are increasingly centered in digital and virtual domains rather than physical spaces and real-world settings. The boundless, open nature of cyberspace has freed practical activities from geographical constraints.

Secondly, the successful implementation of virtual practice teaching depends on substantial support from modern technology. Beyond basic infrastructure such as networks and computers, participants must possess strong digital literacy and proficient virtual operation skills. The development of these capabilities is made possible by advances in network technology, computer science, and virtual technologies, which together provide robust technical support and assurance for the continued development of virtual practice teaching.

Finally, the presentation of practical achievements has undergone significant changes. Virtual, multimedia-based formats are gradually replacing traditional paper-based formats. By leveraging digital technology, these new forms integrate text, images, audio, and video, presenting results more vividly and intuitively. This evolution not only enriches presentation methods but also significantly improves the efficiency of information dissemination and audience interaction. As a result, these virtual works combine profound ideological connotations, high timeliness, and artistic excellence, demonstrating more prosperous and more diverse characteristics.

### **3. Virtual Practice Teaching Demonstrates Remarkable Educational Efficacy**

Fostering morality and nurturing talent are the essential missions of socialist higher education with Chinese characteristics, with ideological and political courses serving as the leading platform and core curriculum for fulfilling this mission. Drawing on the characteristics of post-00s college students, who highly value self-expression and possess a natural aptitude for digital technologies, virtual practice teaching has established an operational mechanism and system. This system seamlessly integrates in-class and out-of-class activities, bridging the gap between the virtual and real worlds. By focusing on stimulating students' initiative and enhancing their autonomous participation through virtual practice models, this approach has fundamentally shifted the learning paradigm from "passively receiving knowledge" to "actively pursuing knowledge." As a result, its educational functions have become increasingly prominent, and remarkable implementation results have been achieved.

Firstly, virtual practice teaching in ideological and political courses effectively ignites students' initiative and self-determination, significantly boosting their interest and autonomy in learning these courses. Traditional practical teaching mainly took the form of field trips and volunteer services. However, these approaches often suffer from homogenization and a lack of methodological diversity. They are ill-equipped to keep pace with current social development and do not conform well to the cognitive patterns of contemporary college students. In the new era of the Internet, post-00s college students, as digital natives, are characterized by rich emotions and dynamic thoughts, and they are eager for platforms to express and showcase themselves. Virtual practice teaching emerges as a timely response to this trend, fully meeting the expectations and needs of contemporary students. Virtual practice aligns closely with the growth environment of post-00s students and has won wide acclaim among them due to its unique features, including virtual reality, real-time interactivity, and the ability to transcend physical boundaries. During virtual practice teaching, post-00s students, who form the main body of Internet users, use online platforms to participate in a wide variety of engaging virtual practical activities. This not only effectively stimulates their learning interest and motivation but also generates an internal impetus that prompts a fundamental change in their learning attitude, shifting from "passively receiving knowledge" to "actively pursuing knowledge." As a result, it breaks the previous passive learning mode and significantly enhances their ability to self-direct learning.

Secondly, virtual practice teaching in ideological and political courses helps cultivate healthy online values among college students and fosters their social awareness and sense of responsibility. As the foundation of ideological and political education, these university-level courses play a crucial role during the key stage of students' formation of worldviews, life outlooks, and value systems. Post-00s students, who have grown up in the era of computers and the Internet, have abundant and diverse direct experiences in the digital realm. Nevertheless, in the complex online environment, their cyber values often remain at an instinctive and emotional level. Many primarily regard the Internet as an entertainment tool or a channel to vent personal emotions. As the saying goes, "the key to effective ideological and political education lies with educators." During virtual practice sessions, instructors must skillfully integrate course content with practical teaching objectives to ensure effective learning outcomes. They should guide students to:

- Realize that cyberspace is not only a mirror of the real world but also a new “social formation” jointly constructed by netizens;
- Understand that all online participation is socially meaningful behavior rather than purely private activity;
- Consciously abide by cyber ethics and enhance their moral judgment;
- Critically analyze mixed-quality online information and resist harmful temptations through proper value judgments;
- Regulate their virtual behavior, practice self-discipline, and establish correct cyber values.

Moreover, the ability to critically analyze online phenomena and engage thoughtfully in digital discussions is itself an expression of social responsibility.

Thirdly, virtual practice teaching in ideological and political courses promotes the cultivation of college students’ awareness of cyber self-discipline and external discipline. In 2019, the Symposium for Ideological and Political Course Teachers emphasized that “ideological and political courses are crucial for implementing the fundamental task of fostering virtue through education” [8]. In a sense, ideological and political education in universities can be regarded as maturity-promoting education, which aims to help students develop an initial sense of self-discipline and awareness of external constraints, preparing them spiritually for their entry into society. The freedom and uncertainties presented by cyberspace pose new challenges to this process. The question of how to avoid losing one’s way or deviating from the right path while misinterpreting cyber freedom has become an obstacle that every student, especially male students, needs to overcome. A critical responsibility of virtual practice teaching is to cultivate and strengthen students’ awareness of cyber self-discipline and external discipline. Through practical activities and hands-on experiences, students can develop a basic understanding of cyber ethics and legal knowledge, firmly remembering that the Internet is not a place beyond the reach of the law.

Fourthly, virtual practice teaching serves as an incubator for students’ cooperative spirit and collectivist values. In the digital learning environment, when faced with theoretical challenges, students can use virtual practice platforms to engage in real-time, in-depth dialogues with instructors. Educators act as learning facilitators, providing targeted insights, constructive feedback, and personalized guidance. This interactive pedagogical approach not only helps students clarify

misunderstandings and refine their knowledge but also strengthens the bond between teachers and students. More importantly, it instills in students the importance of collaborative communication from the beginning of their learning journey. However, the cultivation of cooperation extends beyond teacher-student interactions. To complete practical assignments in the virtual environment, students must actively collaborate with their peers. Peer-to-peer exchanges create a dynamic ecosystem of mutual inspiration and resource sharing. Appropriate levels of competition and cooperation within these groups act as catalysts, unlocking students' latent learning potential. Through joint exploration, mutual support, and shared problem-solving, students gradually internalize collectivist values. Each member of the learning community benefits from this collective effort, gaining practical insights and achieving shared growth. This educational process, though subtle, is transformative. It enables students to truly understand and appreciate the essence of cooperation and collectivism. They come to realize the wisdom of sacrificing minor personal gains for the greater collective good, a principle that is valuable not only in academic settings but also across various aspects of life.

Fifthly, virtual practice teaching in ideological and political courses inspires students' enthusiasm for understanding and exploring society. Empowered by new technologies, virtual practice teaching effectively stimulates students' passion for social cognition and exploration, facilitating the reconstruction of personal values and comprehensive self-development. Virtual practice fully activates human emotions—the vital force driving active cognition, firm ideals, and purposeful action. Practical experience is a crucial way of understanding the world, characterized by personal uniqueness and creativity. The university period represents peak vitality, when students exhibit active thinking, abundant energy, strong self-awareness, and participatory enthusiasm, preferring hands-on practice and experience. Practical teaching perfectly meets this need. As the renowned Soviet educator Sukhomlinsky observed, “Thoughts become sacred and unbreakable not when memorized, but when living in vibrant emotional waves, in creation and action” [9]. Virtual practice teaching effectively integrates students' emotions, cognition, and creativity.

Sixthly, virtual practice teaching in ideological and political courses promotes students' holistic development by facilitating the integration of virtual and real experiences. In the digital age, the coexistence of the real and virtual worlds is an undeniable objective reality. For students'

healthy growth, mastering the art of balancing these two realms has become a pivotal challenge, both theoretically and practically. These two worlds are inseparable aspects of a unified whole, dialectically intertwined within students' existence, daily lives, and learning experiences. Virtual and real-world practices coexist symbiotically, enriching and influencing each other.

Virtual practice teaching skillfully transforms trending online events into thought-provoking learning topics, prompting students to engage in in-depth inquiry-based learning about internet culture, ethical norms, harmonious coexistence, and issues of alienation within the digital sphere. This educational approach guides students to perceive the virtual and real nature of cyberspace rationally and equips them to navigate the complex relationship between online and offline life.

Educators have the crucial responsibility of helping students maintain a delicate balance—fostering relative independence while preserving an appropriate level of dynamic tension between these two worlds. This empowers students to transition seamlessly between the virtual and real dimensions, enabling them to fully express their autonomy and unleash their creativity during virtual practice sessions. The ultimate goal is to nurture well-rounded digital citizens—individuals who are neither overly reliant on the Internet nor prone to violating laws and ethical standards. Through this approach, students can achieve balanced and comprehensive development across both the real and virtual landscapes of their lives.

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## ВИРТУАЛЬНОЕ ПРАКТИЧЕСКОЕ ОБУЧЕНИЕ: ПОДХОД К ПРОБУЖДЕНИЮ СУБЪЕКТИВНОГО СОЗНАНИЯ СТУДЕНТОВ В ПРОЦЕССЕ ИДЕОЛОГО-ПОЛИТИЧЕСКОГО ВОСПИТАНИЯ

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**Аннотация.** Виртуальное практическое обучение, формирующееся в эпоху Интернета, представляет собой новую форму, измерение и направление развития практической подготовки. Данная модель опирается на современные информационные технологии и интеллектуальные сетевые коммуникационные платформы, обеспечивающие интеграцию онлайн- и офлайн-образовательных ресурсов. Создание виртуальных библиотек практико-ориентированных материалов способствует формированию у студентов субъективного сознания и выступает важным дополнением к традиционным форматам практического образования. Глубокое исследование возможностей виртуального практического обучения стимулирует реформирование системы идеолого-политического воспитания в высшей школе, усиливает убедительность, привлекательность и коммуникативный потенциал данных дисциплин, а также способствует инновационному развитию образовательных концепций и дидактических систем в сфере идеолого-политического воспитания.

**Ключевые слова:** эпоха Интернета, идеолого-политическое воспитание в высшей школе, виртуальное практическое обучение

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