

# The Application of SECI Model Theory in Ideological Teaching

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## Abstract

Time teaching of ideological course is getting more and more attention nowadays. But there are a lot of problems showed up because of the immaturity of time teaching. This paper started from the core of SECI model theory- the perspective of tacit knowledge theory, introduced the tacit knowledge and implicit knowledge, discussed the function of tacit knowledge in ideological practice teaching, and then obtained the inspiration of ideological practice teaching application.

*Keywords:* SECI model; Tacit knowledge; Ideological course; Practice teaching.

## 1 Introduction

SECI model theory is a core theory in knowledge management. The theory was proposed by the Japanese scholar Nonaka and Takeuchi first, and then produced a wide range of influence. This theory explains the constant interaction process of tacit knowledge and explicit knowledge, through Socialization, Externalization, Combination, and Internalization four knowledge transformation patterns, accompanied by different levels gradually spreading of individuals, groups, organizations and so on, finally form the "knowledge screw", thus contribute to the spread, implant and accumulation of knowledge [1]. Although the SECI model theory is applied in the field of management at the beginning, then it is widely used in education and other fields. This study explored the SECI theory, especially the conversion theory of explicit knowledge and tacit knowledge, which is of an important enlightenment function for ideological course education in universities and social practice.

## 2 Seci Model Theory

### A. SECI MODEL AND KNOWLEDGE INTERNALIZATION

Knowledge acquisition and innovation area consequence of constantly transformation between explicit knowledge

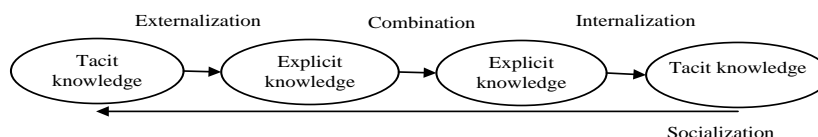


FIGURE 1: Evolution mechanism of Knowledge internalization based on knowledge screw theory

### B. TACIT KNOWLEDGE AND ITS PRIORITY

Tacit Knowledge was originally produced by Polanyi in 1958 in Individual Knowledge. Polanyi believed that human knowledge is divided into two categories, namely explicit knowledge and tacit knowledge [3]. Explicit

and tacit knowledge while discussing based on SECI theory. Individuals and organizations through the forms and methods of knowledge creation screw, integrate and manage the dispersed knowledge points in different carrier for further coordination, to make knowledge flow, sorting, and then to transfer and accumulate and then recycle, in order to produce a continuous recycled knowledge acquisition process. Polanyi believed that essence of human knowledge acquisition form is a process of actively creating, organizing and sorting by own experience. Therefore, the knowledge that can be expressed with the form of words and figures actually is only on behalf of all our knowledge of a drop in the bucket. Therefore Polanyi thought that what we know is much more than we can say [2].

From the point of view of knowledge internalization mechanism, in fact, human knowledge internalization has experienced the following four processes: ○,1the formation of tacit knowledge; ○,2the transformation from tacit knowledge to explicit knowledge; ○,3the transformation again from explicit knowledge to explicit knowledge; ○,4finally the transformation from explicit knowledge to tacit knowledge. Knowledge internalization evolution mechanism based on knowledge screw theory as shown in Fig 1:

knowledge is a knowledge expressed by the form of written texts, graphics, and mathematical formula and so on. Tacit knowledge is a kind of knowledge owned by individuals that is difficult to specify and communicate. Polanyi hold the opinion that tacit knowledge is sufficient compared with explicit knowledge, and explicit knowledge

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needs to rely on tacit knowledge, grasped, understood and used tacitly. Therefore, all human knowledge is inseparable with tacit knowledge, and explicit knowledge is a basis of tacit knowledge. There was an old saying goes: It's perceivable but indescribable. This is talking about the importance of tacit knowledge and the field explicit knowledge can't reach. Therefore, in fact, the human cognitive process in nature is a process of tacit knowledge [4]. Tacit knowledge is always overlooked because of its particularity. But that can't explain there is no value of tacit knowledge in ideological courses of classroom teaching and practice teaching. On the contrary, tacit knowledge in the ideological courses practice teaching has a very important tacit role.

### 3 The Problems in Ideological Courses Practice Teaching

College's ideological courses practice teaching is a kind of teaching that students can devote themselves into ideological knowledge for traditional classroom theory teaching, which makes students deeply understand ideological education content, cultivates students' ability of integrating theory with practice and finding problems, investigation, analyzing and solving problems. Practice content requirement is closely related to the main content of teaching material, and highlighting the key point, contacting college students' thought and demand theory with the actual life, focusing on the typical hot and difficult problem, unifying ideas to the party's basic line and ideological cognition routes, guiding social practice activities with socialist core value system [5]. According to certain period goals and content requirements, the writer counted 100 practice reports for two semesters, in which the passing rate for the first choosing topics is about 72%. After the practice is finished, the passing rate for report's draft content is about 81%. Except organization and form problems, there are generally with the following three aspects:

- (1) Some students do not know what to choose since they are lack of cognition and understanding of topics for practice activities.
- (2) The students' cognition and problem-solving abilities are still not ideal after the completion of practice activities.
- (3) Practice report is too shallow and lack of deep discovery and understanding for practice topics. Academic knowledge on book cannot be applied well to realize the actual problem.

After analyzing those problems, we can know the main reason is student knows little about tacit knowledge, so the effect in ideological practice teaching is not optimistic. At the same time also the application degree of academic knowledge on book for students does not meet the standard. So the interaction transformation between tacit knowledge and explicit knowledge is needed to strengthen the practice ability of students.

### 4 The Role of Tacit Knowledge in Ideological Practice Teaching

As we all know, it needs perception, memory, learning and

thinking, and other cognitive component from the process of being put forward to being solved, also including the implicit cognition of tacit knowledge and explicit recognition of explicit knowledge. Implicit cognition is a way of obtaining tacit knowledge, which means unrealized individual cognitive activity that can be classified as thinking method of implicit cognition. This cognition contributes to finish practice activity well in ideological practice teaching for students. On the basis of above ideological practice teaching features, we can divide student's social practice into four stages: preparation, practice, inspiration and report as shown in Fig 2. The first stage includes problems found, collection of the necessary facts material and all kinds of information, and reservation of the necessary knowledge and experience, etc, to determine the topic and carry out plan. The second stage is process of carrying out practice activities, which needs to carry out practice activities taking the problem in the first stage. Subconscious of students will around the problem what they thought to practice. The third is comprehension stage. Students have a certain understanding and comprehension about this problem from putting forward questions to finishing practice process, and combined with the theoretical knowledge learned in class to analyze and conclude. Tacit knowledge plays an important role in this stage. The fourth stage is a process to express by writing practice report for the obtained opinion form comprehension stage.

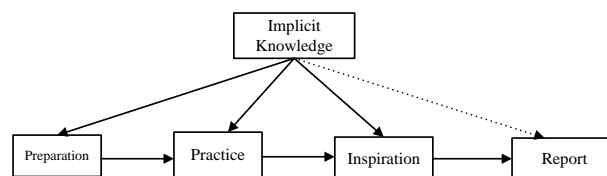


FIGURE 2: The role of implicit knowledge in ideological practice

As shown in Fig 2, the preparation, practice and inspiration stage in practice, except the dominant theoretical knowledge of ideological course learned in the classroom, student's own tacit knowledge plays an important role in the whole practice. In the first three stages of practice process: preparation, practice and inspiration, tacit knowledge is involved in it, showing with all sorts of implicit cognitive activities in solid line in the figure. When the practice activity is entering the final stage of writing practice report, the effect of tacit knowledge to it is not obvious, in dotted line in the figure. The obtained tacit knowledge plays an important role through a lot of implicit learning for individual on subconscious cognition of vital problem in ideological field, on sensitive problem of investigation value and social meaning, on intuitive judgment of rationality in investigation method, on presentiment of value in investigation results.

### 5 The Inspiration for Ideological Practice Teaching

To sum up, we can conclude the importance of tacit knowledge in ideological practice. Then, how to consciously enrich students' tacit knowledge as much as possible in the ideological classroom theory teaching is becoming very important.

### A. ENRICHING VARIOUS MATERIALS OF IDEOLOGICAL CLASSROOM THEORY TEACHING, ABUNDANT INDIVIDUAL STUDENTS' TACIT KNOWLEDGE

Ideological course is the theory foundation of students entirely grasping subject basis and professional knowledge as a public basic theory class. Actually, ideological knowledge itself contains a lot of content [6]. For this reason, you first need teachers to understand the large content of ideological knowledge, to require case material as much as possible, to enrich teaching content by enriching the historical background material, to have true feelings, to convey students' rich knowledge through various channels, to improve the students' knowledge structure. Only when we learn theory course well in classroom ideological knowledge teaching, and enrich the students' individual tacit knowledge, can we build a foundation for further better carrying out practice teaching.

### B. APPLYING VARIOUS FORMS IN CLASSROOM IDEOLOGICAL THEORY TEACHING

Individual's implicit learning, cultivating the students' thinking ability was pointed out in Neisser's book *Cognitive Psychology* as early as 1967. There are two kinds of human thinking forms; one is intuitive, prelogical, creative, spontaneous and the primary processing. And the other is rational, suppressed, logical and realistic and secondary processing. These two thinking forms are respectively parallel and serial processing. Implicit cognition and tacit knowledge is actually a kind of parallel processing. When people face complex stimulation structure, unclear critical information, they first commonly use single linear thinking way of in accordance with formal logic. Nevertheless, once the solving-problem related information clue cannot be solved at that time by masking, people will temporarily stop thinking activity on the surface. The brain is in a state of relaxation, unconscious

restrictions were relieved. At the moment, the implicit mechanism is started by subliminal effect; problems information is activated in the shape of sector, to spread in the mapping way. This is likely to be consciously ignored; the key problem of information nodes generates connection [7].

### C. AT THE END OF THE PRACTICE, THE EXCHANGES AND SHARING OF TACIT KNOWLEDGE SHOULD BE STRENGTHENED, TO MAKE THE TACIT KNOWLEDGE CLARITY, THEREBY TO IMPROVE THE EFFECT OF PRACTICE TEACHING

It is well-known that communication theory indicates that interpersonal interaction can make thinking breaks through the bondage of traditional view, regroup various views and establish new contacts. It will have a good effect to strengthen the exchange and sharing of tacit knowledge and apply tacit knowledge clarity into ideological practice teaching [8].

## 6 Conclusion

The above ideological practice teaching way can strengthen communication and exchanges, enhance the communication of tacit knowledge to promote students' individual knowledge, play an important role to deepen students' understanding of textbook theory knowledge. After the student's process, the teacher arranges students to group as the unit back to the classroom using electronic lecture to exchange, communicate and report with the whole class classmates. Individual feeling will make an improvement in this process by sharing and exchanging practice and theory knowledge, which lay a solid foundation for the final ideological practice report writing. Students should enrich various ideological classroom theories teaching materials, abundant the individual tacit knowledge, to understand deeper for the knowledge of ideological teaching.

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