

Application of Situational Teaching Method in Humanistic Wisdom Class

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Abstract

The application of situational teaching method in humanistic wisdom class can stimulate students' interest in learning and avoid the problem of lack of personality education caused by traditional teaching method. On the basis of analyzing the disadvantages of traditional teaching methods, this paper summarizes the characteristics of the application of situational teaching method in humanistic wisdom class. This paper puts forward some suggestions on the setting of situational emphasis in humanistic wisdom class teaching. In teaching practice, this paper summarizes the rules of application of situational teaching method in humanistic wisdom class.

Keywords

Situational Teaching Method; Wisdom Class; Application.

1. Introduction

Humanities courses play an important role in the realization of the educational goal of moral education, undertake the task of cultivating high-quality talents to adapt to the current development trend of humanities and natural sciences. The humanities courses offered by Anhui University of Finance and Economics mainly fall into two categories: one is the public basic course represented by "Writing and Communication"; the other is the public elective course represented by "College Chinese", "Introduction to Lao Zhuang", "Chinese Classical Novels" and painting and calligraphy. Qingchang Liu believes that "cultivation", "shaping" and even other "images" of educational behavior are nothing but different styles of influencing "people", and their essence is "intervention"[1]. The goal of humanistic courses is to train students to establish correct values and improve their aesthetic taste and humanistic quality. Nowadays, with the increasing emphasis on humanistic care, cultural quality education is no longer just about imparting knowledge, but also pays more attention to the improvement of students' artistic aesthetic ability and its application in daily life. Today, with the rapid development of mobile Internet, humanities courses cannot meet the traditional special language skills teaching. Teachers should improve their ability to apply network learning space and adapt to the current networked, digital, personalized, intelligent and lifelong education system. If the situational teaching method can take the wisdom class as the carrier, it can not only stimulate students' interest in learning, but also help to expand the space of humanities education, so as to truly realize the purpose of "enlightening students".

Situational teaching method was proposed and gradually perfected by British applied linguists from the 1930s to the 1960s, but in fact, ancient Chinese tried to create situational education for students very early, such as Confucius and Mencius. Constructivism learning theory regards "situation", "collaboration", "conversation" and "meaning construction" as the four basic elements of learning environment, which shows the importance of situation.

In terms of teaching, "Internet + Classroom" and "Wisdom Classroom" lay emphasis on the updating of technical means. "The core of wisdom classroom is to use the latest information

technology to change and improve classroom teaching and solve the long-standing and difficult problems in traditional classroom teaching"[2],while situational teaching principle realizes students' meaningful learning from the aspect of teaching content. If the network teaching is the mobile learning, dynamic learning to stimulate students' interest in learning, situation teaching principles to guide students in the use of modern information means at the same time, combine emotional education and the students' cognitive experience, to promote cognitive emotion and evoke emotion cognition, at the same time pay attention to the double education of students' intelligence and character. It could help use to avoid the problem of lack of personality education caused by traditional teaching method.

2. Characteristics of Situational Teaching Method Applied in Humanistic Wisdom Classroom

2.1. Combination of Situation Creation and Mobile Learning

Teachers should create student files according to the learning situation in wisdom class, collect the data of students' learning characteristics and learning state to diagnose their learning situation. Context creation should be targeted. Teachers should teach students according to their aptitude, share learning experience in the form of teacher-student interaction and student-student interaction. The interactive learning activities are organized by using collaborative interactive communication, real-time feedback and evaluation technology. The interaction of classroom quiz competition and homework evaluation is carried out by information means. The feedback results are analyzed according to the practical results, which is an important basis for testing the teaching effect of this link. Teaching materials are stored on the network, the teachers and students use mobile communication Internet technology to review and summarize the whole process of teaching, so as to realize two-way evaluation and build a learning situation platform.

2.2. The Goal and Law of Situation Design

Situational design is the main means of situational teaching method and also the key to stimulate students' enthusiasm for learning. How to use modern information technology to set up the situation around the teaching content will be an important content of this research. The setting of the situation should be carried out around the following two points: first, a comprehensive analysis of the teaching object. Understand the existing knowledge structure of students, explore the interests of students, grasp the psychological characteristics of students, so that the situation could presents itself naturally and reasonably. Second, the accurate orientation of teaching purpose. The setting of the situation is not a whim in classroom teaching, but a deliberate arrangement around the realization of teaching objectives. The emergence of each situation has its preset goal, which is subject to the ultimate realization of the overall teaching goal.

2.3. Study on Transfer of Learning Subject and Learning Psychology

First of all, wisdom class emphasizes the respect for students' dominant status and the transformation of learning styles. The application of situational teaching method should pay attention to the intuitive perception, stimulate the desire of students to explore independently, create a harmonious classroom atmosphere, emphasize the emotional communication between teachers and students, strengthen the subject consciousness of students' participation, and protect the innovation consciousness of students. Secondly, situational teaching method attaches importance to the guiding role of teachers. Teachers are the designers of the organizers of the classroom, the teaching process should be designed around the teaching purpose, according to the characteristics of humanistic curriculum, based on the teaching

content of conscious creation, to stimulate students' learning interest, activate students' thinking, promote the development of students' cognitive ability and psychological function.

3. Starting Point of Situation Creation in Humanistic Wisdom Class

3.1. Respect Student's Main Body Status and Realize Individuation Study

Take writing, for example. Writing is an important compulsory course for general education. Although it is offered by many colleges and universities at present, it is not a specialized course and the school does not pay enough attention to it, which causes the problem of short class hours. For example, the course "Writing and Communication" in Anhui University of Finance and Economics is only offered in one semester, with a total of 36 class hours. However, the content of writing course is very varied, and it is difficult to improve students' writing level in only one semester. It is difficult for teachers to give one-to-one guidance only by relying on classroom teaching. In this case, both teachers' teaching methods and teaching contents show the characteristics of collectivization, that is, the same teaching content and teaching methods are adopted for different students. Writing class is different from other courses, with a very strong color of subjectivity. Before the class, each student's situation is different. They differ in their understanding of the course, writing experience, level, content, what they are good at and existing problems. In order to really improve the overall writing level of students, teachers should not only carry out collective classroom teaching, but also carry out targeted guidance according to the different characteristics of students. However, due to the limitation of teaching hours and teaching means, such targeted guidance is difficult to achieve, which limits students' personalized, diversified learning and is not conducive to the improvement of students' writing level. In traditional writing teaching, teachers usually write relevant materials before class, design teaching content, and teach students with established teaching content. In class, although students are the main body, they are always thinking and learning under the guidance of teachers from beginning to end, unable to show their own personalized and diversified learning characteristics. Wisdom classroom is based on the disadvantages of traditional classroom. It stresses the importance of students' characteristics both before and during classroom teaching. Jinjin Bian and Fuyin Xu believe that wisdom classroom mainly refers to a deep, efficient, independent and open classroom learning mode that utilizes intelligent, personalized and diversified learning services for learners in the system environment and uses mobile terminal devices to achieve specific teaching objectives [3]. In writing wisdom class, teachers no longer intervene in students' learning and thinking, but play a certain guiding role through setting up situations. For example, teachers can set some thinking questions before class and ask students to solve them by consulting materials and thinking independently. In classroom teaching, teachers can swap roles with students and let students give lectures on stage. After the course, students can be guided according to their learning situation through modern teaching technology and means, and different reading materials can be pushed to them. In this way, it not only improves students' participation, greatly stimulates students' interest in learning, but also realizes the transformation of students' subjectivity in class and realizes the individuation of learning.

3.2. The Change of Teaching Process and Innovation of Teaching Method

Lei Zhang and Jicun Xu believe that with the advent of the digital era, the integration of classroom and after-class, the connection of offline and online MOOCs, and the content and form of hybrid courses are increasingly diversified, extensive and popular, creating unparalleled opportunities and convenience for individual independent learning and lifelong learning [4]. In the traditional class, the teaching process is usually shown as an established model, which is mainly shown as two links: teacher's explanation and students' practice. In the humanities courses based on wisdom class, the education process includes pre-class study, class discussion,

homework exchange between students, and writing communication between teachers and students after class. In pre-class autonomous learning, teachers can release course information in advance on the network platform, including recorded teaching videos, electronic teaching materials, and set relevant thinking questions. According to these materials, students carry out independent learning, so that the traditional classroom teaching content is changed to independent learning before class, which not only effectively saves class time, but also greatly improves students' interest in learning through diversified learning content and thinking about related issues. In the classroom, it is no longer just a teacher's explanation, but an occasion for discussion and communication between teachers and students. Through independent study before class, students have mastered the content of the class. In the classroom, we can discuss some curriculum issues under the guidance of teachers. The advantage of this kind of discussion is that students can acquire more knowledge through communication and discussion, deepen their memory and understanding of the course knowledge, and at the same time capture inspiration in the fierce discussion. Of course, when students are discussing, the teacher must guide and summarize, otherwise the class will be limited to disorder. Through the teacher's summary, students will get the overall cognition of the course knowledge. Since college courses are generally connected in two sections, after the discussion and summary, teachers can assign relevant exercises and ask students to complete them in class. The teacher can ask the students to change the marking according to the situation, for example. The advantage of this method is that students can improve their own level by correcting other students' compositions. After the traditional class, teachers usually correct students' homework. However, the form of humanities course teaching based on wisdom classroom is more flexible. Teachers can correct students' compositions one by one and summarize them on the network teaching platform. Students can leave a message under the summary to continue to inquire. After the homework is corrected, teachers can send relevant extended reading materials for students according to their personal conditions to complete the teaching task.

Jian Wang and Wenli Wang believe that the continuous strengthening of teachers' initiative in traditional classroom teaching is based on the continuous weakening of students' initiative [5]. Traditional teaching mainly depends on teachers, with the growing of science and technology developed, the current school teaching method also increasingly rich rise, one of the most prominent is to integrate information technology into classroom teaching, it effectively solves the problem of shortage of a lot of course class. Wisdom classroom is a successful teaching method using information technology. Anhui University of Finance and Economics, where the author teaches, attaches great importance to the updating of teaching methods and teaching methods. The "network teaching platform" of the Teaching Affairs Office is equipped with "Super Star Network teaching Platform", "Wisdom Tree Network teaching platform" and "University State Network teaching platform". In addition, it actively promotes the use of the mobile app "Learning Tong". Take "super star network teaching platform" which the author often uses as an example. Teachers created the entrance of course in "Super Star Network teaching platform" and set up the corresponding learning period. One day before class, relevant materials will be released on the platform for students to study independently, so that students can learn the course content in advance. After the course, teachers will summarize and comment on the online teaching platform according to the classroom situation and homework situation of students. This is an open teaching activity for most students. On the network platform, students can freely express their learning experience and even discuss with each other, forming a rich learning atmosphere. Compared with class summary, the advantages of this teaching method are that it does not need to occupy class time, and is not limited by time and space. It is more convenient and flexible for students to fully express their views.

4. Conclusion

The application of situational teaching method in humanistic wisdom class is consistent with the law of learning thinking. Constructivism holds that learning is not a process of direct indoctrination. Using situational teaching method, teachers can mobilize students' healthy emotional experience, make students have expected expectations, doubts, curiosity, yearning and other psychological feelings, so as to stimulate students' desire for independent exploration, which is helpful to achieve the goal of education.

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