Task-Driven in "Spur" Teaching

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Abstract. This paper is on how to improve the students' active learning enthusiasm under the condition of not correct college students' learning attitude. From the status analysis, the paper studies solution measures and effects.

Introduction

Teachers always care about how to improve the teaching quality, and always want to teach what they have learned. "The new coming from the old is better than the old" may be the ultimate desire of every teacher. A high school teacher once said: what kind of people in the world are the most selfless? Teacher. Teacher is one of the world's most selfless people! Because teacher always tries to let the students take away what they know, the more the better. In the contradictory unity of teaching and learning, teacher is selfless for he will pour all to students; while students tend to be stingy, who are often reluctant to spend a little time to accept what teacher's taught.

Teachers always have this feeling: now it is more and more difficult to teach students, especially college students. This difficulty does not mean that knowledge is difficult, nor the poor degree of students, but the students' learning attitude. You chapter and verse on the podium with circumstantial evidence passionately; while the audience are playing with mobile phones head to head. As you can imagine, in the face of this, how do you feel if you were a teacher, if you were standing on the platform?

The Present Situation

There is such a twitter online: kindergarten students take classes of primary school; primary students take classes of high school; high school students take classes of university; what do they learn in the university? University students are taking classes of kindergarten - playing the game!

Today, it is a time of mobile phone, network, and crazy games, which more or less influences college students' learning environment.

Situation 1: Lonely teacher, "busy" students.

Preparation bell's long lingering for class has disappeared; the teacher erases the blackboard silently in classroom, and quietly turns on the computer. More than one hundred seats are empty. The bell for class is well off, but still about a third of the students haven't arrived.

After late students for class start turning up with food bags in left hand and beverage box in right hand with no back bag. Intermittent appearance will last about 20 minutes. At this time, the classroom is with a floating smell of food flavor.

Then, a scene of colorful diet is on. Some students eat secretly, quietly drink, thinking of that at this time, it is neither the time nor the location to eat here. Some students do not care. With head lifted high, they eat with big mouth. When you stop him, he has a vacant face as if saying that why can't we eat in class?

Situation 2: The students come to the classroom for "to the classroom" but for "to have class".

Some students don't want to have classes, but because of the impact of school system, they have to very reluctantly come to the classroom. So students just come to the classroom to answer the roll. In fact, they don't understand and don't want to see that the school system is not to control students, but educate them.

In order to be able to know the students' attendance, measures generally taken by teachers are calling the roll. Roll call time is generally when class content is finished, that is in the last few minutes of class time in order not to delay the class content. Some of the students grasp the characteristics, and slip into the classroom10 minutes before class time from the back door just for calling the roll.

When teacher announces the names, some students would be in cheers, because they think this class was worthwhile.

From time to time, we can hear some students' complaints: whenever I'm absent, the teacher would call students roll; whenever I come to the class, the teacher doesn't call the roll. From time to time, they mutter something dirty.

Situation 3: "students without three things" and "students with three things" are intensified.

Today, "students without three things" and "students with three things" are more and more. The so-called "students without three things" are namely "students with no paper, pen, teaching material"; the so-called "students with three things" are namely "students with much sleep, words, mobile phone". This is by no means alarmist, but commonplace.

In multiple class survey, one record is this: the class has 89 students, of which 14 students are "students without three things", accounted for 15.7%. The teacher found one student has two phones on the desk with one playing in his hand. The student shows off that there is another in the pocket. Of course, what we call many mobile phones, not only refers to the number of mobile phones, but mainly refers to the frequency of the use of mobile phones - students' play games, watch video, QQ chat, and so on. When teachers stop this phenomenon and criticize them, the students respond eloquently: "school requires us to get up early without enough sleep." "Teacher, my book is being stolen." "Teacher, I was in a hurry, I forgot." "Teacher, I won't do it next time." This is their mantra. The next time? It would be the same. Faced with students with such courage to confess a fault, but cannot rightfully correct mistakes, what can you do? You can lesson for the moment, but not the whole class.

Situation 4: "learning evaluation of teaching" makes the students free.

Almost every school has a system of "learning evaluation of teaching". "Learning evaluation of teaching" should be "students' evaluation of teachers". Through the students' evaluation for teachers, the school finds out the condition of the teacher. We can advocate learning from the teachers with good teaching quality, learn from their teaching experience, and achieve the goal of improvement. For relatively poor teaching quality, improving method should be put forward. I think this is the aim of "learning evaluation of teaching".

But now, some students view "learning evaluation of teaching" as a deal with the teacher. For strict teachers or criticized by teachers for some reasons, students give the lowest points while giving learning evaluation. If the learning evaluation of teaching is in "A, B, C, D, E, F" sixth gears, these teachers, without exception, would be rated as "F". To think of it, as long as there is one or two such students' "F", the teacher will no doubt become an "unqualified" category.

Such bad consequences can make teachers think. For some adverse phenomena of the students, teachers dare not regulate.

Students play all the time and think about how to deal with the teacher. Will the learning effect be better?

Normal learning cannot be guaranteed. You can imagine. In a course of Electro technics, after the analysis on the concept of impedance, and then do the exercises after class and thinking with the title: "RL series circuit impedance is $Z = 4 + j3\Omega$, tried to find the resistance and inductance of the circuit?" The teacher asked ten students. The first 9 students answered exactly the same: "I don't know." Only the last student gave the correct answer. Is such a problem difficult? I think if I give pupils about these problems, they will know the answer. But our college students don't know, why? The teacher then put forward a question: which chapter's content today are we talked about? They did not know. There is only one reason, which is they did not listen to you, or with no book to see.

Standing on the platform, facing the callous students, teachers always have such a sigh: how can I save you, my students.

Revelation

In teaching training, there was one education scholar who said such a sentence: there is no bad student but bad teacher. For this sentence, our teachers have been reflecting on ourselves. Teachers know deeply that if they want to give students a drop of water, they need to have a bucket of water. Therefore, teachers constantly study hard to improve their teaching level. At the same time, prepare classes, improve methods, and give more interpretations and so on. But there is little effect.

In fact, we made a mistake, a mistake in breach of dialectics. Dialectics tell us that the internal cause is the basis of change, and external cause just changes conditions. We just emphasize the teacher condition, and ignore the fundamental students. To improve teaching effect, in the case of teachers improving themselves, mobilize students' initiative and enthusiasm. It is very difficult to arouse the students' learning enthusiasm in the time of mobile phone and games.

The teacher wants to improve teaching effect by improving himself, but the result is invalid; the teachers inculcate to improve the students' initiative, but the result is failed. How to improve the teaching effect may be every teacher's lingering problem.

A cartoon and a road dialogue give us enlightenment.

Revelation 1: this is a picture of foreign cartoon, which is about classroom teaching. The teacher sat idly on the platform, drinking milk and eating bread while students below sweaty did the tasks teacher assigned.

The picture enlightens us that the teacher should calm down, and let students move. The teacher's gushing may cause the soil for "students without three things" and "students with three things". Teacher does everything, then students spare no matter, also have to idle. If the teacher let students move, even if not actively, it may improve their initiative, which also has half effect.

Will today's students listen to your advice and really be active up?

Revelation 2: On the way of a class, a few students come eagerly and ask the classmates if the teacher called the roll? Yes. Did you answer for me? No, the teacher was very strict. God, the teacher knew my absence from school.

We can see from the conversation that though today's students are cynicism, they fear of school discipline.

If we let students passively move, then consider the scruples of school discipline, and be active up again? Perhaps, passive inertia would turn into active.

Measures

How can we let the students passively move? It's good to adopt the way of "push". Since the students are difficult to study independently, the teacher will give the pressure, and force students to move. For those who are indifferent to the "push" of the teacher, teachers have to constrain them through school discipline, and mobilize their self-consciousness. How to do this? It is actually very simple. The teacher does nothing but a guiding role in the process of teaching, and let students do the rest.

An education scholar once said: teacher should not teach what students can't understand; teacher should not teach what students can understand. Because if they do not understand, it's no use to illustrate it; because they can understand, the teacher does not need to teach. So, what should the teacher teach? What the students cannot understand, but after the teachers' advice and guides, they clearly understand. This requires teachers to prepare lessons, and to prepare students. Lesson preparation is to find out the important and difficult parts, find out what student may understand and could not understand, and carefully combed. Students' preparation is to understand their knowledge base and the point of interest. This requires teachers' contact and communication with students and knows them fairly well.

In this way, the contents of the class don't have much to say actually. Speak less; most of the time in class can be handed over to the students. Let students move, and the teacher quiet down.

Measure one: find out the key and make excerpts.

Find out the key by the teacher; Excerpts are asked to be done by students.

The teacher's quiet is not really quiet, which requires moving before class. Before the class, teacher should make know, master, and sort out basic concepts, basic formulas of the lesson, important and difficult decomposition. The teacher selects the content students must master, put the key words such as quantifiers and nouns, even judge word into blank space, and ask students to fill in the blanks. One is to ask the materials copied, it is more memorable by writing it again than watching it again; the second is to fill in the blanks by reading them. Reading is the process of learning process, and this kind of reading is not blind, but reading with a purpose. With problems, reading is better. Students must have to finish the work with paper, pen and textbooks. In this way it can not only improve the students' study effect, but also put an end to "students without three things". At the same time, because the students are busy to finish their task, and basically do not have free time in talking and playing mobile phone before going to sleep, "students with three things" will be significantly reduced. In such a "push" way, these problems can be solved basically.

But this is our wishful thinking. Will students do as our request?

Measure 2: task completion combined with appraisal.

When decorate tasks, generally there are such circumstances. There are students never do according to what you said. Second, some students always have entanglements between handing in or not. After task arrangements, students always ask: teacher, shall we hand in homework? If you say yes, they quickly write; if you say no, they won't try so hard to write.

In the above two cases, "force" may not work. In order to prevent students' ignoring phenomenon of the teacher assigned tasks occurs, we will use the students' fear for school system's scruples to supervise the students. Require students to complete assignments in this class, and make a direct impact on credit. In order to complete course credits, students will spare no effort to get a better result.

Measure 3: frequently ask questions before class and let the passive become active.

"Push" may receive the effect of passive learning. Passive learning is not our purpose. Let the students be initiative is the effect we want.

How to make students of passive learning have the evolution of active learning?

Fill in the blanks as the foundation and short answer for assessment. The teacher makes blank questions into short-answer questions. Ask questions before class as a test project. Only to cope with the teacher appraisal, students will review the content of the learned before class. Although their study is passively active, but it lets the students are active.

Measure 4: establish a timely roll calling mechanism.

Students find out the characteristic of teachers' calling the roll and cut class. If the teacher has no characteristic in calling the roll, truancy phenomenon may be reduced. Though this may affect the teaching schedule, if we can put the heart of the students in the classroom, and that is the first step to success.

If this mechanism has received the result, the corresponding name callings are less and less. Teaching also can have normal operation.

Measure 5: pursue "a by-product of suitors" consciousness education.

The main purpose of the students coming to school is to learn knowledge and learn skills. Students reflect, however, due to poor foundation or other reasons, they lose their confidence with a vicious cycle, resulting in a loss of confidence, and lose learning interest and motivation, finally give up learning. "Efforts may not succeed, but giving up must fail." So we should not let students lose confidence, and let the students give up.

The pursuit of "a by-product of suitors" consciousness education perhaps can arouse the students' learning motivation and confidence from the side.

Goethe was to pursue a girl. After a year's pursuing, there was a byproduct - "The sorrows of young Werther".

Roentgen spent six years in the laboratory looking for crystal spectrum, but he did not find spectral, but accidentally discovered x-rays.

In this world, for suitors, there is no loser. Even if they cannot achieve the initial dream, they will also get a by-product hiding behind the dream. Don't stop your footsteps, and surprise may come tomorrow.

What is a byproduct of study? Tenacious attitude, the spirit of never giving up, the serious professional quality will be fortunes for our lives. The "advice from corporate executives" has such words: in work, what matters is not what you do, but how do you develop good working habits, earnest, steadfast work style at work, and whether learned how to accept new things in the fastest time. It could be crucial to lay the foundation for later career development, which will be your future development watershed.

There is a phrase in Wang Anshi's "Travel in Bao Chan Mountain": "If one can get somewhere, but he did not, then other people may laugh at him, and he would regret; if one did his best, then he would have no regrets. Would there be anyone to laugh at him?" After we tried, even if we don't succeed, we won't regret it; Even if we cannot get MVP, we might get fastest progress award this year, even the best sixth man. Otherwise, if one day, when we look back, we will sigh: if I knew how, I may be somebody? There is no "if", but "result".

Measure 6: perfect the system of "learning evaluation of teaching"

If students take "learning evaluation of teaching" as a weapon against the teacher and our teachers are under the threat of the weapon and yield. I think this kind of "learning evaluation of teaching" should get an end.

Most "learning evaluation method of teaching" is a table with a few grades. Let the students tick in the above. Without hesitation, students cross off at random. This method of straight tick is too subjective, and actually could not reach the effect we want. We might as well add a case, "Tell your reason". In this way, students' randomness may be reduced, and at the same time, according to these reasons, it is target-oriented. Both avocations and improvements will have targeted.

By changing the structure of the form, make indications of what teachers are asked to do and what teachers are prohibited to do to let the students draw ticks. On the basis of the requirements, judge teachers and give a relatively fair evaluation, such as, "whether often late", "whether often end class early", "whether have good time allocation" and so on, so that we can avoid the arbitrariness of students and make the results more fair and just.

Effects

Through "spur type" teaching, better teaching effect can be received.

Students move up and there is no time to go to "talk" with other classmates, let alone to play mobile phone and go to bed, and "students with three things" are gone. To complete the task teacher left, students have to copy and read textbooks. In class, it is hard to see "students without three things" again.

The teacher calming down in class will have more time to coach and supervise and urge students to better keep the classroom discipline. With the guarantee of classroom discipline, learning effect is obvious.

Questions before class, class transcription as well as important content of class analysis, it is constantly repeated, repeat the deep memory, and thorough understanding. There are such words in central sports channel: champion is one repeats once and once again. Genius is the one repeats the most. It is clear that repetition is not a waste of time.

The results of a test verify the effect of "push". Before class, ask the last class blank questions in the form of short answer questions, about 87% students were able to answer. About 10% of the original had the right rate, and got obvious improvement.

Academic performance has been improved, and the students' interest in learning has also been greatly improved. With interest, learning will no longer be passive. In this way, the original "push" although is passive, this kind of passive inertia will turn into active learning.

Perfect the system of "learning evaluation of teaching". With the objective evaluation of the students, with the evaluation of the teacher at the same time, students are evaluating themselves too.

In this way, the teacher will have no trouble back at home, and the teaching enthusiasm is further improved. In an effort of students, teachers are trying. With two forces together, "1 + 1 > 2" effect is formed.

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