

The Innovation Dimension of Practical Teaching of Humanities and Social Sciences in Colleges and Universities in the New Era

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ABSTRACT

The knowledge of humanities and social sciences needs to play a role in social practice. Humanities and social sciences in colleges and universities should realize the integration of theoretical teaching and practical teaching, should grasp the connotation and essence of practical teaching, and make comprehensive efforts in the four practical dimensions of on-class, off-class, base and life, so as to promote humanities and social sciences in colleges and universities to a new era of teaching that emphasizes both theory and practice.

Keywords: new era, humanities and social sciences, practical teaching

I. INTRODUCTION

Systematicness and theory are the prominent characteristics of humanities and social sciences in colleges and universities, but theory comes from practice, and "practice is the only criterion for testing truth". Therefore, humanities and social sciences in colleges and universities need to step out of the "comfort zone" of traditional theoretical teaching and move towards a new era of teaching that emphasizes both theory and practice.

II. ANALYSIS ON THE CONNOTATION OF PRACTICAL TEACHING OF HUMANITIES AND SOCIAL SCIENCES IN COLLEGES AND UNIVERSITIES

The interpretation of the connotation of practical teaching of humanities and social sciences in colleges and universities can be divided into narrow sense and broad sense.

In a narrow sense, humanities and social sciences are composed of theoretical teaching and practical teaching. Practical teaching is the extension, expansion and sublimation of theoretical teaching outside the classroom. For example, "the practical teaching should go out of the classroom and into the fresh social practice" [1]. In view of this, it more specifically refers to the social practice activities in extracurricular organizations.

In a broad sense, all the teaching activities related to the teaching content except the classroom theory teaching are practical teaching. For example, "to

advocate teacher-led teaching activities that are related to the course content and students' active participation, in addition to classroom theory teaching". [2] It can be seen that this highlights students' subjectivity and emphasizes their subjective initiative, aiming to acquire and verify knowledge independently and cultivate and exercise their abilities.

In a word, practical teaching of humanities and social sciences is a general term for all kinds of teaching activities other than classroom theory teaching. Its purpose is to improve students' cognitive level, ability, quality and emotional identity, enable them to complete self-knowledge construction in their practical experience perception, and cultivate their knowledge transfer and application ability.

III. THE THEORETICAL ORIGIN OF PRACTICAL TEACHING OF HUMANITIES AND SOCIAL SCIENCES IN COLLEGES AND UNIVERSITIES

Compared with the traditional theory teaching, the practical teaching activity boasts more exquisite design, more prominent subject, more clear goal and more active atmosphere. Its proposal is mainly based on the following scientific theories.

A. Marxist view of practice

Marxist view of practice is the philosophical theoretical basis of practical teaching. Dialectical materialism holds that practice is the basis of cognition and the most important and basic way for human beings to acquire correct cognition and ideological viewpoint.

Marxist theory of practice provides theoretical basis for practical teaching from two aspects. First, students' dominant role is confirmed in the practical teaching. Marxism takes that practice is a kind of "objective perceptual activity". As a practical activity, education itself is a process of two-way objectification of the subject and object of education. practical teaching highlights the main role of students' self-practice in educational cognitive activities, and guides them to find, analyze and solve problems in practice activities, so as to improve their practical ability and cultivate the spirit of innovation. Second, practical teaching is the fundamental way to promote the growth and progress of students. According to Marxism, people finally realize the comprehensive unification of individual ability, personality development and their own value in the process of practice. Therefore, the "inner experience" in the teaching process is not only the starting point of students' knowledge learning, but also the premise of promoting their personal growth and progress and realizing their own value. The effective application of practical teaching carrier in humanities and social sciences teaching can fully reflect the decisive role of practice in the formation and development of cognition, which is also the requirement and embodiment of adhering to the Marxist concept of practice.

B. Subjectivity education

The theory of subjectivity education is the foundation of pedagogy theory of practical teaching. The theory emphasizes the dominant and active role of students in education, and holds that "teachers are the subject of education implementation while students the subject of learning. The two serve as two ends of teaching activities and establish an interactive subject community." [3] The practical teaching gives full play to the initiative of students, and weighs more on independent reading, learning and research. It can fully mobilize the independence of students, guide them to face and solve problems independently, continuously stimulate their creativity, as well as thirst and enthusiasm for knowledge through more vivid and intuitive experience. The practical teaching is completed in the two-way interaction between teachers and students, which breaks the stereotype of "teachers teaching students" and passive learning, and enables students to play subjective active role, fully conforming to the core idea of the subjectivity education.

C. Situated cognition theory

The theory of situated cognition is the direct theoretical source of practical teaching. Scholars represented by Brown and Collins believe that, different from the abstract and independent learning in class, extracurricular learning has the advantages of situational and cooperative learning. First, the theory of situated cognition emphasizes the interactive

integration of knowledge learning and situational experience. Learning is a practice that integrates and permeates the situation. Compared with the traditional indoctrination theory teaching, situational experience focuses on the interaction between the teaching object and the educator, and the acquisition of knowledge in the context of mutual communication, so that the teaching object changes from passive learning to active learning. Secondly, the theory values the interaction between instructional design and real situation. The design of teaching content and activities should be connected with the practice in real life. Organizing the experience activities similar to the practice in real life will effectively improve the teaching effect. To sum up, the theory of situated cognition is the theoretical source of situational experience and network practice, which provides a theoretical basis for further promoting the reform of practical teaching of humanities and social sciences in colleges and universities.

IV. THE INNOVATION DIMENSION OF PRACTICAL TEACHING OF HUMANITIES AND SOCIAL SCIENCES IN COLLEGES AND UNIVERSITIES IN THE NEW ERA

As an important base for training new talents with high quality and specialization, the humanities and social sciences plays an important role in cultivating talents with both moral integrity and professional competence. The improvement of the teaching effect of humanities and social sciences and the full play of the practical education function require the comprehensive power from the four practical dimensions of on-class, off-class, base and life.

A. Valuing in-class practice and making good use of the main channel of in-class practical teaching

The practice in class refers to the practical teaching activities based on the theory teaching in class and centering on the theory to raise questions. The purpose is to improve students' ability to discover, analyze and solve problems, which can well reflect the combination of theory teaching and practice teaching. The practice in class emphasizes the concept of "teachers as conductors and students as the main body", and focuses on stimulating students' interest and enthusiasm in participating in practical activities. There are mainly several forms of practice in class. The first is discussion and communication. In combination with the key and difficult points of the teaching content, the students will think about the practical and social hot issues, and the teachers will draw up or solicit discussion topics from the students, and lead the students to discuss and express themselves. For example, a group report session. Before class, students are divided into several groups to determine the group leader and the topic for discussion, to consult materials and write outline

around the topic, preparing for the discussion. In class, the groups will carry out discussion according to the discussion topic, and summarize the content and views to form the discussion report. After class, teachers will explain students' questions, give positive guidance and accurately comment on students' performance, summarize and select excellent discussion groups and members, so as to stimulate students' enthusiasm to participate in the discussion. The second is case teaching. Case teaching is an open and interactive teaching method that combines theoretical knowledge to select a specific case, organize students to carry out discussion, communication or debate interaction, and achieve the purpose of theoretical and thinking enlightenment. Combining with the course content, the teacher selected typical cases closely related to the real life after careful planning and preparation. They also encourage students to analyze cases, raise questions, carry out discussions, and form repeated interactions and exchanges, so as to improve students' ability to analyze and solve problems. In the process of teaching, the teacher always serves as the guide and facilitator, while students the analyzers and problem solvers. The teacher puts forward critical questions based on cases to guide students to think positively and independently. Students will include themselves in the simulation or reproduction of real life scenes, conclude the general principles through discussion, and then deepen the understanding of theoretical knowledge. Compared with other practical teaching, case teaching is in a better position to help students intuitively and quickly understand and master theoretical principles, realizing the unity of knowledge and action. The third is situational experience. Situational experience is a form of dual-subject teaching in which teachers create various teaching situations around teaching purposes and students experience and perceive them. Scene is an important way to transform knowledge into ability. A large number of situational environments are included in the teaching content, helping students immerse into practical simulation and deal with various problems, so that they can understand the principle, get familiar with the process, learn the skills and master the essentials in the process of repeated simulation. Situational experience focuses on the transformation of abstract theory into vivid practice and enables students to complete the construction of self-knowledge in practice. Compared with the traditional classroom, it enjoys more novel design, more prominent subject, more targeted goal and more relaxing atmosphere.

B. Innovating the practice after class to create a new pattern of autonomous practice teaching

After-class practice is an important way to cultivate students' sentiment, enhance their cohesion and communication, and realize self-learning, self-education and self-management through independent

practice. It is also a continuation and supplement of classroom teaching. The following points should be considered to give full play to the teaching effect of practical activities after class: First, the purpose of the activity should be clear and scientific. Practical activities after class are usually used as an auxiliary teaching means in conjunction with certain teaching content. Therefore, the design content and place should be carefully selected according to the teaching objectives. Second, the organization should be flexible and diversified. Since students come from all over the country, teachers can organize some students to make full use of the practical teaching resources in their hometown and go to the places of learning with great educational significance to record videos or micro-lessons. After the students return to school, an excellent work competition can be carried out for further learning exchange. In addition, the strategy of going out to "visit, see and listen" and coming back to "write, discuss and study" can be adopted. That is, students go out to see the good situation, see the real situation, listen to the experience of advanced figures, and when they are back, they write inspection report and experience, discuss the harvest and effect, so that the practical activities and the discussion can be integrated to obtain the best teaching effect. Third, the activities should pursue practical results. After participating in practical activities, students' understanding and experience of humanities and social sciences will positively affect the improvement of their ideological quality and moral sentiment, which is the ultimate goal of cultivating people through practical activities. In addition, as there are many bases and places where students can be educated, the proximity principle should be adopted, and practical activities and professional training should be integrated, enabling students to practice their professional skills, as well as polish their thoughts and cultivate their sentiments.

C. Building a new platform for practice teaching based on the practice in the base

The practice base serves as an important carrier and support for the practical teaching of humanities and social sciences in colleges and universities. Base practice refers to the process in which teachers teach content combining theories, allowing students to study the humanities and social sciences through vivid and realistic history and real cases in the practical teaching base. First, build offline practical teaching base. The practical teaching based on the base should highlight the teaching theme. Let students understand the actual situation of rural and urban areas and feel the new changes of people's life through visiting, studying, investigating and practicing. Second, the construction of online practical teaching base. The rapid development of information technology makes Internet an important platform for college students to obtain

information. The practical teaching of humanities and social sciences in colleges and universities should follow up the development of the times in a timely manner, and carry out online practical teaching based on the network platform. The opening of theory study column Special websites for humanities and social sciences should be set up with special columns such as "political news", "theoretical discussion" and "study garden" to make instant communication and interaction with students online, answer their questions and explain doubts, timely answer theoretical hot spots and current political issues that students are concerned about, and expand the sphere of influence of classroom teaching effect through online practical teaching. The establishment of an interactive platform for teachers and students. Current society has entered the new media era of "2Ws and 1Website (Weibo, WeChat and official website)". The practical teaching of humanities and social sciences in colleges and universities should make full use of the massive resources and instant interaction of new media, and organically combine the new media resources with the practical base of the course. In addition, it is also possible to actively explore and carry out virtual social practice activities such as "restarting the Long March online", so as to attract, serve and lead students with the advantages of new media. To sum up, the practical teaching in the base is vivid and intuitive in form, and vivid and real in content, enabling students to internalize theoretical knowledge into ideals and guide practice more effectively.

D. Infiltrating into the life practice and developing the new way of implicit practice teaching

The life practice of humanities and social sciences mainly refers to the campus life practice. Life practice is the enrichment and expansion of classroom teaching, which belongs to the practical teaching method of ability expansion. The campus life practice is mainly organized by the functional department of the school and specifically guided by the humanities and social sciences teachers. The life practice content includes the festival celebration. For example, major festivals and anniversaries such as Youth Day and National Day. Student club activities are no exception. For example, volunteer services, social surveys, public welfare activities and so on. Life practice can also be speech debate, photography sculpture, sports competitions, theatrical performances, etc.. Life practice is superior to other practice teaching, because life practice is non-mandatory, and students are mostly free to choose with interest, which manifests the initiative and enthusiasm of participation, therefore better practice teaching effect can be guaranteed.

V. CONCLUSION

Practice teaching is an important way to effectively improve students' learning effectiveness, consolidate

the mastery of theoretical knowledge and promote the overall development of students. Therefore, in the teaching of humanities and social sciences in colleges and universities, we should attach importance to practical teaching, attach importance to the integration of theory and practice, and pay attention to the comprehensive development of multiple practical dimensions, so as to effectively promote the innovation and development of practical teaching of humanities and social sciences in colleges and universities.

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