

L Heading For Constructing: The Reform Direction Of College Teaching A Case Study Of Ideological And Political Theory Course

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Abstract: *Classroom instruction is basic form of higher instruction. With the development of the society, humans have entered the age of knowledge and economy, which has brought the severe challenge to classroom instruction of colleges. For this case, the classroom instruction reform of colleges should help exert students' subjectivity, increase the learners' ability to automatically construct knowledge, create situations for increasing the learners' ability of scientific study; initiate collaborative learning for knowledge can be constructed in the interaction of the teacher and the learners and change the roles of teachers and learners for establishing new relationship so that the effectiveness of classroom instruction can be increased and the goal of talent cultivation of higher education can be realized.*

Key words: *constructivism; classroom instruction; instructional reform*

I. INTRODUCTION

Constructivism can also be called structuralism. As a new cognitive theory, constructivism proposes that students play a major role in the course with the help of teachers; the learning environment contains four factors, i.e. situation, collaboration, conversation and meaning. ^[1] Constructivism highlights the significance of independence, situationality and sociality in the process of acquiring knowledge. It emphasizes that learning takes place in a fixed situation against the existing knowledge background and constructs the meaning of knowledge through cooperative work. Therefore, learners are required to take an active part in the process of knowledge construction and understand by means of negotiating, communicating with and questioning each other. With the development of the society, the era of knowledge-driven economy has poses challenges to college teaching. The constructivism theory has provided basic mentality support for course reform.

First、The Plight for College Teaching

II. LACK OF SUBJECTIVITY

Subjectivity refers to independence, initiative and motility a person manifested in practice. College teaching should focus on culturing the subjectivity of students. However, the traditional college classroom is almost place for knowledge cloning in which teachers control everything and become the dominators who occupy and teach knowledge; students are in the state of passive repression and become receiving containers of knowledge. Influenced by the traditional concept of

education, teachers often patronize students, ignoring students' self-learning ability. Some scholars investigated and analyze the situation of college students: students who think they can learn actively and expand their knowledge after completing the learning task account for 25.2%; students who listen carefully and complete the required task under the guidance of teachers account for 31.3% ; students who learn passively to keep up with the teaching progress account for 21.2%; students who believe they can complete the learning task with no need of hard working account for 11%; there are 7.5% students who fail to keep up with the progress and complete the required learning tasks well; the other account for 3.9%. We found that the proportion of students who passively learning or even do not finish the task accounted for 43.6%.^[2] This suggests that in the current college classroom, college students in general are lacking of initiative and enthusiasm. They tend to be mediocre, think exactly the same way as others, follow the teachers' suit, which is not conducive to improving students' self-learning ability.

III. THE STUDENT'S CONSCIOUSNESS OF PROBLEMS HAS BEEN WEAKENED

The real teaching is not the one that students have no problems but the one can spur their interest to seek for truth and nature and make them start from questions and end in higher level questions. The teaching can not succeed without questions. The teaching should focus on training their creative ability, encouraging questioning, spurring their creative interest and finally culturing creative personality. College teaching should not merely impart some amount of knowledge but also teach students how to find problems and find ways to solve problems. However, the traditional teaching mode in college believes in the objectivity of knowledge and deems that each question has only one answer. Many students merely accept “truth” and safeguard “authority” instead of seeking for truth and challenging authority. All these above have weakened their consciousness of problems. According to some research by scholars, the class that teachers dominate the class and students ask questions sometimes account for 70.15 percent; the class that teachers teach from the beginning to the end account for 17.14 percent; only 9.08 percent students think that they are given some time to think and ask questions.^[3] This suggests that, nowadays, in the college teaching class, many teachers ignore to cultivate students' consciousness of problems, which creates many one dimensional men who usually follow other people blindly, say what other people say, and lack of the spirit of criticism and innovation.

IV. STUDENTS ARE NOT GOOD AT COOPERATIVE LEARNING

Learning is also a process that you cooperate with others. Knowledge can be truly acquired only by cooperating with each other. The real learning does not happen without the cooperation between teacher and students or among students. Understanding can be gained by the interactivity between human, society and environment and the sharing and coordinating meaning so that the prejudice can be eliminated and knowledge can be constructed. Some scholars did a research on the necessity of cooperative learning. Here are the results: 64.47 percent of students think that it is necessary; 12.71 percent think it is urgent; The above two answers account for 77.18 percent.^[4] As we can see, cooperative learning plays an active role in improving teaching efficiency and mobilizing the enthusiasm and initiative of students. As for the current cooperative mode, students and teachers who are too desperate to succeed cooperate only to finish a specific task so that the cooperation is short of long term goals. What's more, most students are the only child of the family and are spoiled by their

parents. Many students are not disciplined, selfish and solitary. In many cases, students and teachers can not clearly judge their position and fail to play enthusiasm and initiative into full extent. The teaching is not efficient because students and teachers have no idea how cooperation work and do not communicate effectively.

V. The Alienation Between teachers and students

The teacher-student relationship is the interrelationship that formed in the teaching process. Good teacher-student relationship is fundamental guarantee of efficient classroom teaching. It is the affection cultivated in communication that creates good teacher-student relationship. However, in college classroom teaching, knowledge dominates the thought and action of teachers and students, leaving many factors such as emotion behind and resulting in the alienation. One research conducted by scholars reveals that 76 percent students think their teacher hardly communicate with them, 64 percent students think they study in a dull and simple environment and 37 percent students say they do not say hello to their teachers after class.^[5]The results suggest that teachers and students in college do not live like living bodies but like tools for seeking knowledge. In a sense, the teacher-student relationship is more like the “trading “of knowledge. Many students are likely to lose interest and enthusiasm about leaning, feel depressed and lose creative ability and health personality due to the relationship.

VI. SECOND, THE STRATEGIC CHOICE FOR COLLEGE CLASSROOM TEACHING

The college classroom shoulders the responsibility of purifying heart, elevate soul and perfect personality. Facing up with the plight, college classroom teaching should focus on the reform concerning about improving the initiative and enthusiasm, constructing knowledge by students and upgrading the teaching efficiency.

(a)Playing the Subjective Role of Students and Cultivating Self-Constructing ability

Students play an active role in constructing the meaning of knowledge. They ought to understand its meaning by digesting, connecting and absorbing instead of direct infusion from the outside world. Therefore, teachers are required to make students the master of knowledge and their subjective role into full play. What’s more, they should understand that the knowledge they impart should meet the basic requirement of times and society. Only if students fully understand these requirements, can the meaning of knowledge construction be promoted. Otherwise, students are likely to turn a passive attitude to what they have learned and even resist the teaching. Apparently, it is students who are the focus of teaching rather than teachers. We can learn the following lessons as a result. First, it is important to hold the “student-centered’ idea. College teaching reform should focus on students and meet the demands of students. It should also respect the diversity of students, adopt individualized teaching and give top priority of the subjective role of students to ensure their health development both in mind and body. Second, developmental teaching should be implemented. College teaching should treat learning as a developmental process. The key of reform lies in the development of students, which contains not only knowledge and ability but also emotion, will, moral trait, individual characteristics, and moral life ,so that they can become the people helpful to the society. Third, highlighting the dominant role of students makes sense. Teachers are required to guide students to take

an active part in class, give them the right to choose and cultivate their self-constructing ability, which can arouse students' interest in study, highlight their dominant role and promote teaching reform and improve teaching efficiency.

(b)Creating the problem setting and enhance the ability of scientific research

The knowledge construction lies in specific situation so that constructivism proposes that learning should be combined with various situations, in which they can get and experience knowledge. When creating a specific situation, teachers need to deeply understand their knowledge background and take the knowledge and situation students have met into account to make sure that the existing knowledge and situation can support them to a higher level of understanding. Taking ideological and political lesson for example, we usually adopt the following methods. First, we cultivate their consciousness of problems by using case-based teaching. Case-based teaching can help students to think about problems actively and see the nature of things through the surface instead of puzzled by the surface. In a word, case-based teaching can cultivate their consciousness of problems and learn new things in the process of problem solving. The second method is to watch video to guide them to explore problems. The videos concerning about the teaching content can create a situation, which can play the advantage of situation teaching. Students can recall the knowledge existing in their mind, arouse their interest in new knowledge and spur their desires to explore new problem by watching videos so that their ability of problem analysis and problem solving can be improved. The third method is to use on-the-spot teaching to mobilize their appetite for knowledge. The traditional class belongs to spoon-feeding method where students have no initiative and enthusiasm to think about problems. The on-the-spot teaching can solve this problem because student can experience physically and gain rich perceptual experience, which can arouse their appetite for knowledge, mobilize their initiative and enthusiasm of solving problems, help them understand and acquire theoretical knowledge and cultivate their creative ability.

(c)Encourage Cooperative Learning, Construction of Knowledge in the Teacher-Student Interaction

Interaction between learners and the surrounding environment is of great significance to the construction of knowledge. In the teacher's organizations, students learn as groups, communicate and discuss issues of common interest, and analyze and study of various theoretical perspectives so that each member of the group finally complete the construction of sense knowledge. Therefore, how to conduct cooperative learning on the basis of independent study is an important issue the reform of university classroom faces. Taking ideological and political teaching for example, we adopted the following approaches: First, training the students' sense of cooperation. Sense of cooperation can be cultivated through some activities, the process of interaction, and the process of finishing the task jointly. Teachers should strive to cultivate the students' sense of cooperation, so that students can learn cooperation, communication, and competition, so that their mind and body are more healthy, personality and comprehensive quality improve and provide opportunity for lifelong learning and lifelong development of students. The second is to carry out collaborative learning. Collaborative learning is conducive to the development of students' thinking, enhancement of communication skills among students and improvement of inclusion ability. In the process of teaching, teachers should guide students to find tasks. To complete learning tasks, teachers should also encourage students to explore

solutions, at the same time, communicate and collaborate in a free interactive, discuss together and inspire each other to complete the understanding of the significance of knowledge. The third is to conduct group discussions. Students form group freely consisting of 3-5 people and discuss the issues they learned through online news sites, domestic hot breaking news or controversial issues. Teachers should make sure that issues discuss are related to current events, be combined with student background knowledge, take into account the interests of students, and are closely related to the current hot issues, so as to make the panel discussion has a common topic. The panel discussion advocates of the concept of cooperative learning, allowing different views of individual students to show up to argue with each other and inspire each other, in order to stimulate the students 'thinking, reorganize students' prior knowledge of the structure, enable students to achieve a deep understanding of the true meaning of all types of current issues and be able to improve the ability of students' insight into the politics of the problem

(D) Conversion Roles of Teachers and Students, the Construction of New Teacher-Student Relationship

In constructivist teaching, the role of teachers and students has undergone conversion. Teacher's role is not only to impart knowledge, but also play an important role in guiding and helping students to construct knowledge. Students do not just accept that the mechanical knowledge, but rather on the active participation of the teaching activities and construction of the significance of knowledge. How to give full play to both the subjectivity of students to make students actively participate in the teaching process, and give full play to the leading role of the teacher is the key to the success of the current reform of classroom teaching. Specific requirements are as follows: First, teachers should guide their students to construct knowledge, becoming their supporters and helpers. The teacher's role is not only to impart knowledge, but also to guide students. Teachers must guide students to identify problems from the real world, to encourage students to actively explore ways and means to solve problems and answer questions to self-exploration; teachers should be good at creating a good learning environment for students in which they can do self-study, and independent research; teachers should be good at guiding students that the ultimate goal of learning is to use, so that students learning activities become more efficient and responsive. The second is to enable students to become active builders of knowledge. Classroom teaching in college requires students to live independently in the face of complex world, which for students is a huge challenge. Students must take a new cognitive to face the conflicts. Therefore, students should learn self-management, self-regulation, self-service, under the teacher's guide, allowing them to be active builders of knowledge. The third is the construction of new teacher-student relationship. In college classroom, teachers and students should take an equal role in The Learning Process As Old Friends To Build New Teacher-Student Relationship Whose Aim Is To Ensure The Initiative And Lifelong Development Of Students, Characterized By Equality And Harmony To Improve Their Personality. In This Way, Students Will Be Able To Actively Integrate Into The Teaching Process, Complete Self-Construction Of Knowledge, So As To Achieve The Purpose Of Promoting The Development Of Students' Physical And Mental Health.

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