“Artisan Spirit” and Discussion Teaching Method

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ABSTRACT: Discussion teaching method is a commonly used teaching method in Chinese and Western education, and teachers and students need to introduce artisan spirit into discussion teaching method, to implant fresh blood and stimulate vitality. As teachers have some difficulties in the implementation of teaching practice, this paper analyzes the reasons of both teachers and students for the implementation difficulties, proposes specific suggestions of using discussion teaching method with artisan spirit in teachers’ teaching, and predicts the application of discussion teaching method.

KEYWORDS: Discussion teaching method; Teaching dilemma; Reflection

Discussion method emphasizes to inspire students to express their views on specific issues through predefined design and organization under teachers’ careful preparation and guidance, to achieve certain educational goals, and to cultivate students’ independent thinking ability and innovative spirit. Steps of discussion teaching generally include designing issues, providing information, inspiring ideas and drawing conclusions.

Discussion teaching method is a commonly used method in Western teaching, and combined with the actual teaching of Chinese teachers, the following issues need to be addressed. The implementation process of discussion teaching method meets some difficulties. What kind of methods should be used in discussion teaching? What is the knowledge coverage of discussion teaching? What are the ways of discussion questioning? What to do if the teaching goal cannot be finished? What to do if students take up long time in discussion process? Should discussion teaching be applied in disciplines, areas or issues? Is it student-centered? Is it interaction between a person and a teacher, or among various people? How to mobilize the enthusiasm of students except main discussion representatives? What to do if students do not read materials or cases? Is discussion teaching method suitable for each class? How can teacher get students’ recognition just after the transformation from student to teacher? Why do these difficulties exist in practical course teaching? What method should be applied in solving above problems, what kind of spirit and ways should be used to help apply discussion teaching method, and what the future application prospect of discussion teaching method is are the focuses of this paper.

1 DIFFICULTIES IN THE APPLICATION PROCESS OF DISCUSSION TEACHING METHOD

1.1 Single Use of One Teaching Method Makes Teachers Difficult to Achieve the Teaching Objective.

In specific teaching process, some teachers blindly use one single, rigid discussion teaching method, but do not apply teaching methods like case teaching method, heuristic teaching method, problem-oriented method, brainstorming method, simulation method, field demonstration method, and flipped class teaching method into a class. Teaching also needs continuous accumulation in practice. Repeated use of a single discussion teaching method will make students lose learning freshness.
1.2 **As Discussion Process Involves Too Much Knowledge and Assessment Coverage, Students Feel Difficult.**

Some teachers propose problem cases involving multiple knowledge points in curriculum discussion process, which are too difficult for students. Teachers do not set discussion content of different levels of difficulty according to students’ specific circumstances, their assessment and incentive skills need to be improved in the teaching process, and they cannot teach students in accordance of their aptitude in the hierarchical teaching.

1.3 **The Problem Guiding by Discussion Is in Lack of Controversy, So Students’ Thinking is Easily Fixed.**

Sometimes the problem raised by teachers is less controversial, discussion results are single conclusion, and there is no actual discussion significance, which is not conducive to stimulate students’ interest. Students can easily solve problems after using smart phones, the problem is easy, students feel no challenge, and students who passively interact with teachers are relatively more.

1.4 **Discussion Time Period is out of Control, So Teaching Task is not Completed.**

In the implementation process of discussion teaching, some students are enthusiastic, well-prepared, have innovative ideas and long discussion time, teachers cannot interrupt students’ statement, and then many students positively participate in the discussion under the drive of the student, eventually leading to that other discussion problems of this course cannot be carried out as planned.

1.5 **Combined Use with Problem-oriented Teaching Method in Science Subjects Meets a Greater Obstacle.**

After interviews with a number of teachers, it is found out that discussion teaching method can fit well with problem-oriented teaching method in teaching, and the teaching process can be set according to the path of asking questions - discussing and analyzing problems – solving problems. In the implementation process of discussion teaching, science teachers feel difficulty, that is, when a question is proposed for students to discuss, students have no profound professional basis, do not carefully analyze concepts, formulas, theorems and data, and are still relatively confused on the problem analysis. It is generally considered that discussion teaching method is unsuitable for large-scale teaching implementation in science curriculum.

1.6 **Discussion Content Cannot Satisfy the Actual Needs of Students, So Students’ Attention is Insufficient.**

Some reading material, leading-in issues and cases fail to resolve hot issues of students and cannot bring real economic benefit and social value, or students’ costs and benefits are not equal, or there is no direct value for students’ internship and employment, or there is no help for improving the concerned ability of students, so students choose to remain silent or play mobile phone.

1.7 **Interaction Modes Are Single, So Many Students Can Not Be Effectively Mobilized.**

In the process of classroom instruction, due to limited time, class groups, and student number within the group, sometimes many teachers choose group representatives to make a statement, thus leading to that a lot of students participated have no chance to perform, or the existence of speculative learning motivation.

1.8 **The Status of the Traditional Role of Teachers Is High, and Students Are in Lack of Critical Thinking.**

China has had the historical tradition of honoring the teacher and respecting his teaching since ancient times, and many students respect teachers’ thinking and thinking mode too much, while few students can ask questions or question teachers’ thinking, so the cultivation of creative thinking and outdoor training on students should be strengthened. Some teachers themselves are complacent and conservative, overestimate their own, and cannot tolerate and understand students’ good insight.

2 **CAUSES FOR THE DIFFICULTIES IN THE APPLICATION PROCESS OF DISCUSSION TEACHING METHOD**

2.1 **Factors of Teachers**

2.1.1 **Lack of Experience and Skills**

Many teachers who attempt to use discussion teaching method are most young teachers, their experience is insufficient, and their teaching skills are somewhat immature, so they cannot effectively use a variety of teaching methods and interactive modes, and cannot delicately set problems, which all require practice of time and test of practical teaching, to perceive “old ginger is hotter than new” in teaching practice.

2.1.2 **Lack of Energy and Confidence**

Teachers prepare reading materials for students, it is difficult for everyone having materials, and collection of material sources also takes some time.
Teachers have multiple social roles, such as parents, children, instructors, leaders, head teachers and project researchers, and these multiple social roles determine that teachers should bear certain social responsibilities. Many teachers have lots of pressure, some teachers are also in poor physical condition, knowledge updating speed under this state becomes a problem, and knowledge updating determines the elevating of teachers’ core professionalism, while the elevating of core professionalism determines the quality of teachers’ teaching.

2.1.3 Lack of Refined Knowledge and Research
Some teachers select too many knowledge points, which cover lots of knowledge but do not reflect some core concepts in the cases, and they also do not explain the knowledge clearly. Teachers do not consider students’ acceptance ability, actual needs and interests, and do not collect the teaching feedback information at the beginning, middle and end of the term, thus resulting in mismatch of supply and demand of issues selected.

2.2 Factors of Students

2.2.1 Poor Self-control and Independence Ability
In the age of the Internet, smart phones occupy students’ attention, and students are obsessed with online games, movies and novels, thus ignoring teachers’ wonderful teaching. Students’ self-learning ability is poor, and under the temptation of mobile phone, few students can study hard, look up large amount of information in the library, and carefully write reading notes, but take photos, scan and copy instead, or even there are homework agency, class agency and the like. Students’ worldview and values of learning are distorted.

2.2.2 Utilitarian Learning and Lack of Ambitious Goals and Aspirations
From individual interviews, it is found that students’ utilitarian learning purposes are to get good scores for joining the Party, to obtain scholarships, to honor parents, to be honored in front of their classmates, and to go into graduate school for a good job. The first four purposes seem very utilitarian, and the last purpose presents that the pursuit of the students is only the concept of food and clothing, while the idealists to realize social value and change the world no longer exist.

2.2.3 Cannot Ask Questions, and Dare Not to Challenge Authority
Teachers’ “duck-stuffing” type of teaching, Chinese education system and other factors indirectly cause that students cannot and will not ask questions. Students still do not understand, discover and transform the world, do not establish new ideas and thinking, and can not challenge the capacity and psychological expectations of teachers, and even if there are some, the number is very small.

3 SIGNIFICANCE AND NECESSITY OF THE ARTISAN SPIRIT IMPLANTED

3.1 National Strategy of Implanting Artisan Spirit
Thirteen Five-Year Plan of China proposes the core concept of innovation, sharing, openness, coordination and green, proposes strategic plan of Internet + , and also proposes the 2025 plan of manufacturing power. The implementation of innovation requires careful technology artisan, shared new economy needs artisan of network technology, open diplomatic initiatives of a country require intelligent artisan, coordinated sector and regional development need Confucian artisan, and green environmental protection needs angelic artisan. Internet + strategy needs link artisan of “x + Internet + x”, the Internet can be schools, businesses, teachers, students and institutions, and how to achieve the link and docking of social dimensions needs artisan of friend circle type. Manufacturing power is the gravitational wave of artificial intelligence overcoming human intelligence in the future, and if MOOC and micro class will somehow become artificial intelligence, the video of MOOC and micro class should also be implanted into discussion teaching to assist teachers. And multi-location, multi-angle and multi-type artisans are integrated to design discussion source.

3.2 Both Teachers and Students are Artisans
Teachers should be kaleidoscope, peony in the kaleidoscope, the most colorful flower among all flowers, and should have distinctive dedication spirit, professional characteristics, moral education, wit and talent. In the future, they should become artisans integrating subject resources, uniting peers, learning advanced international teaching and research ideas and willing to innovate.

Students are referred to artisans of the coming age, and the arduous historical mission, major future responsibility, chaotic wandering of competition and cooperation require the interactive teaching and learning of both teachers and students, require the integration with society, and require the understanding and reflection after communication with opponents. Communication leads to transaction, transaction leads to heart-to-heart communication, heart-to-heart communication leads to exchange, exchange leads to sharing, sharing leads to integration, integration leads to innovation, and innovation finally leads to development.
4 RECOMMENDATIONS FOR TEACHERS’ APPLICATION OF DISCUSSION TEACHING METHOD

4.1 Set Teaching Strategy and Address Teaching Difficulties

First, grasp the group size, and pay attention to the physical environment of discussion and the student number of discussion. Second, the discussion scope of the group is narrow, a case cannot be fully covered, it is necessary to train students’ expression skills, and it is not necessary to expand the range. Third, the question set should be controversial, so as to stimulate debate, that is, “creating something out of nothing” in Thirty-Six Stratagems, deliberately provoking problems and contradictions and creating ideological disputes. Fourth, there may be awkward silence in the course of discussion, and teachers should foresee some problems in the organization of the discussion, so as to timely treat the problems.

4.2 Reverse Thinking and Transpositional Consideration

First, for the presence of students’ utilitarian thinking, they are very concerned about the important and difficult points in the exam, so students can be asked to set exam questions in the pre-process of the final exam, to inspire students to review, collect and organize learning materials and to improve their comprehensive ability. Second, student participation is sometimes not enough, there are barriers to large classes, and the most difficult things are learning enthusiasm mobilization and normal management, which is to regulate students’ classroom discipline and to regulate teachers to comply with the rules while teaching. Third, in the discussion process, pay attention to students’ statement, and let students to actively participate in the process of mutual evaluation and question asking, to realize organic combination between sub-classes and discussion teaching.

4.3 Equality Between Teachers and Students and Promotion of Both Teaching and Learning

Teaching is vocational skill, but many teachers take on the job without participating in specialized vocational training and have no comprehensive study and practice accumulation of pedagogy and psychology, so their qualification is still shallow. Therefore, teachers should strengthen teaching reflection, positively collect teaching materials, positive communication with colleagues, and learn from experienced teachers. Meanwhile, role reverse can be conducted, and students explain cases on the platform, to flip class, play their dominant position, design topic, and implement curriculum teaching.

Teachers should understand what students think and which ways can be used for students to accept their points of view, for ways and means are more important. They should guide students to learn independently, teach them how to fish rather than give them fish, let students explore learning resources according to the source of case and information and actively go to libraries for self-study, and offer international exchange opportunities for students if possible.

Teachers should pay close attention to the latest news of enterprises related with the profession, maintain close contact with student interns, learn practical knowledge from students’ internship experience, enrich teaching case database and library, learn from old employees and instructors in training base, and enhance linkage and docking of industry, university and research.

5 PREDICTION OF THE DEVELOPMENT PROSPECTS OF DISCUSSION TEACHING MODEL

5.1 Students Set Discussion Topics after Class and Lead Group Discussions in Class.

The dominant position of students is regained, teachers arrange students into different groups to set different discussion topics, then students of different groups designate students of other groups to discuss the topics they set, students respectively review advantages, disadvantages and feasibility of their views based on the discussion findings of different groups, and ultimately teachers summarize their findings.

5.2 Senior Managers of Enterprises Set Unit Question, and Students Conduct Professional Orientation after Solving the Question.

There has always been a natural gap between theory and practice in school teaching process. The enterprise’s senior managers can set discussion topics instead of teachers, so that schools can provide college students think tank for businesses, students’ intelligence can be reflected, which is conducive to business to directly select the best students, and students can realize their worldly ideals and social values.

5.3 Professional Learning Organizations Can Help Build the Interaction of Government, Enterprises, Schools and Students and Team-based Order Mode Training.

Classroom discussions of various professional courses will help to stimulate the establishment of professional student organizations, and the establishment of student organizations is conducive to the interaction of government, businesses, schools and students. This school group can form into mutual learning team focusing on social issues of
different grades and different professions, and form into people network based on this social communication platform. For the government and businesses, it is also beneficial to conduct team-based order mode training on students, and schools can get a professional image and reputation and achieve promotional purpose.

5.4 Bi-assessment of Businesses and Schools, to Enhance Students’ Application Capabilities

In order to achieve the integration of research, businesses and schools, businesses and schools can conduct bi-assessment on students, that is, to conduct assessment on both students’ internship and practical work in classroom learning at the beginning, middle and end of the term. Assessment results are used as the access standards of innovative credit, and identification comments of instructors are added, in order to ensure students’ attitude and effectiveness of work and learning, thus highlighting students’ social adaptability and fully investigating their mobility from theory to practice.

6 CONCLUSION

Discussion teaching meets difficulties in the actual teaching process, and the causes for these difficulties are factors of both teachers and students. The applications of discussion teaching in China and foreign countries are different, for China has its own special application background and actual situation. Future discussion teaching method will play its charm given by the times in teaching practice, under the drive of national strategy of applied universities transition and first-class university, first-class profession building, artisan spirit implanted, integration of industry, university and research, and interaction of government, enterprises, schools and students will further promote the innovation of discussion teaching method, flexible use of a variety of teaching methods will also give new vigor to discussion teaching method, and Chinese college teachers will continue to test and perfect the method in the process of teaching practice.

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8 OTHERS

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