Research and Practice on Teaching Interaction of Post Education Based on the Demand of "Golden Class"

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Abstract. Effective teaching interaction is an important teaching procedure to create "Golden Class", as well as an important factor to improve the quality of training. Three implementation strategies of the teaching interaction for the post education was put forward in this paper based on the research and study of the teaching interaction theory, in order to overcome the randomness and blindness of the teaching interaction and avoid the lower-level "question and answer" interaction. Practices have shown that the preparation strategy, organizing strategy, and perfecting strategy can improve the teaching interaction and realize the “Golden Class”.

Introduction

On June 21, 2018, the first session on the undergraduate work of Chinese universities in the new era had been held by the Ministry of Education since the reform and opening up. Wu Yan, the director for higher education of the Ministry of Education, pointed out that it is necessary to eliminate the "Water Class" and build the "Golden Class", and that the teaching form should reflect the advanced and interactive nature of the teaching form. In view of this, it is imperative to strengthen the interactive research of teaching, improve the learning initiative of cadets, and make the cadet changed from "Phubbing clan" into "Raising clan".

Theoretical Research on Teaching Interaction of Post Education

Connotation

Post education teaching interaction is a teaching method, in which instructors constantly trigger the teaching activities and cadets keep on giving the feedback and adjust the teaching activities to meet their learning demand so as to fulfill the mutual development during the blending of such aspects as knowledge, feelings, thoughts, spirit, etc. in a communicative, exchanging, cooperative and conversational context. In interactive teaching activities, the relationship between the instructor and cadets is not only a teaching-learning relationship, but also a role interactive relationship. Moreover, it is a social interaction in terms of ideological exchange, emotional communication and personality collision.

Type

According to the levels of teaching objects, contents and objectives, the teaching interaction can be divided into, task driven type, context-case type, student lecturing type, thesis defense type, practice type, communication type, expert guidance type, network interaction type, etc.

Implementation Strategy of Teaching Interaction

Effective teaching interaction is not preformed or accomplished, but generated during the interaction. Based on the arrangement of curriculum and teaching design, it develops from the objective connection and subjective scheduling between the interaction situation among instructors and cadets and the course resources. The preparation strategy, organizing strategy and perfecting strategy are considered to be the most important three implementation strategies for the teaching interaction of post education, through the teaching interaction research and practice on 8 courses and more than 60 classes such as “Basic Course of Military Information Application”.

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Preparation Strategy

The preparation strategy is a preparing strategy for teaching interaction, which mainly includes creating an effective interactive environment, eliminating the psychological barriers of both sides of the interaction and presetting an effective interactive program.

**Creating an Environment Conducive to Effective Interaction.** It is the premise of effective interaction that creating a physical environment suitable for cadets' interactive learning and a positive social and psychological environment. Harmonious relationship between instructors and cadets determines both the type of interaction between instructor and cadet and the degree of interactive development. The instructors should put aside the hierarchy concept and create an equal, democratic, harmonious and relaxed classroom atmosphere to make cadets dare to think, to say, to ask, and to do, and also guide cadets to do thinking, speaking, listening, and evaluation. Furthermore, the instructors should keep in mind to leave the questioning rights, speaking time, lecturing chance and executive process to cadets.

**Eliminating Psychological Barriers.** Eliminating interactive barriers is a necessary condition for effective interaction. There are two reasons that instructors are afraid to interact: firstly, they are worried that the interaction will disrupt the scheduled teaching process; secondly, they lack army experience. Cadets are afraid to interact, mainly because they lack confidence and dare not to interact for fear of making mistakes.

To eliminate the psychological barriers of the instructors, on the one hand, the instructors should improve their own professional quality, through acting, serving and other ways to become familiar with the military posts. On the other hand, instructors need to confront these unanswerable questions calmly, and find the answers together with cadets, to achieve mutual improvement. For cadets, it is important to help them become confident. It is suggested that the evaluation should be done in a mild expression and a sincere tone for the sake of cultivating cadets’ confidence in showing themselves in public.

**Presetting Effective Interaction Scenarios.** In teaching design, such issues as how to introduce interaction, when to interact in class, whether to extend the interaction should be preset according to teaching objectives, materials, methods and cadets' reality. The preset interaction should be "Multiple and precise in use", and "Flexible in design". The former refers to the preparation of several interactive programs in the preset. The form and the content of the interaction should be diversified, but those programs should be selected carefully according to the practice. "Flexible in design" refers to the design of interactive content and forms should be varied with each individual. "Preparing a teaching plan" should be changed into "preparing a learning plan, which means the main energy should be put into the design of pre-learning plan. More coping strategies from more aspects should be considered to deal with the potential possibilities, so that the pre-learning plan can be flexibly adjusted when problems happen.

Organizing Strategy

Organizing strategy is a specific practical strategy for teaching interaction, including several stages, such as setting up doubts, stimulating interests, making dialogues, cooperation and non-verbal communication, which can be flexibly selected and applied according to the actual situation.

**Creating Doubts.** It means to create a psychological suspense through building an appropriate question situation. Taking problems as the main line to regulate classroom teaching can fully mobilize cadets' initiative and promote cadets' capability.

In teaching, the problems should be designed with levels and gradients as far as possible, and its overall efficiency can be improved by means of combination and foreshadowing. There are two ways to collect the questions: one is the questions brought by the trainees from the army; the other is the questions collected by the instructors in the army during their service, acting, investigating and researching. By sorting out these problems, the "menu" of problems can be summarized by instructors, which can be regarded as the topic of teaching interaction.
The instructors should pay attention to two aspects: "What to ask" and "How to ask". The first one means to extract the hot spots, and key issues urged to be solved in the military construction, and focus on the problems according to curriculum standards. "How to ask" means that the actual situation of cadets should be considered to avoid a large number of "one question and one answer" modes and "one question and answer in unison" modes.

**Stimulating Interests.** It is the motive force of teaching interaction between instructors and cadets. Specific methods to stimulate interests include:

1. Using media and emotions. Emotions related with teaching contents can be aroused through audiovisual and multimedia materials, so that cadets can gain the immersive experiences, and strong response and emotional resonance can be arouse for cadets, thus learning interests can be stimulated.

2. Connecting with work. Lead-in from the work situation can bring a sense of intimacy to cadets, so as to stimulate a strong desire of exploration, and the pursuit of new knowledge.

3. Asking smart questions. Introducing ingenious questions can arouse cadets' curiosity and make them experience the fun of inquiry.

4. Using debate. A small debate around the questions can be carried out to make different ideas confronted, which can help not only to create an active classroom atmosphere, but also to develop the cadets' ability to adapt to changes.

5. Using simulation demonstration. The virtual simulation and teaching aids are used to demonstrate the knowledge and phenomena, which can produce the resonance of cadets and stimulate their impulse to use their hand and brain to gain the firsthand experience.

**Making Dialogues.** The Dialogue is the main interactive channel in teaching. To achieve real and effective dialogues, the following two points should be noted:

1. Instructors and cadets must build a democratic, equal "you - I" relationship, and maintain the equality in concept and personality.

2. Cadets should be given equal right to speak and be allowed to express different opinions.

The continuous deepening of the dialogue is "question", "discussion and consultation", "summary evaluation", "point to deepen transfer" and so on. What instructors should do is less "teaching" and more "thinking", that is, guiding the cadets' knowledge restructuring, organizing and coordinating cadets' discussion and leaving more space for cadets to accumulate knowledge and experience, as well as more time to communicate, activate their original knowledge.

**Cooperation.** In essence, teaching is an activity of "cooperation". The key to effective cooperation between instructors and cadets, cadets and cadets is to do the following:

1. Thinking independently before cooperation. Only after careful consideration can the cadets discuss further and have the spark of thinking collision.

2. Inspiration, guidance and regulation are the key in cooperation. When the cadets have difficulties and doubts in the cooperation, the instructor should timely inspire and guide the individual cadets or groups in the cooperation to have unique insights and innovative thinking, and give timely encouragement and support.

3. Evaluation, induction and improvement are the important points. Instructors should praise these individual or group performing well timely, explain the unresolved problems or new problems arising, and summarize the key points and experience in cooperation.

4. Establishing a "teacher-student interaction field" after class. For example, the extracurricular tutoring groups or online question and answer can help to solve the difficult problems in learning timely and effectively, which is also a good strategy to strengthen the interaction between instructors and cadets.

**Nonverbal Communication.** There are a large number of non-verbal communication methods, such as eye contact, homework comments, online communication and so on. Body languages are very helpful to improve the teaching effect. Body language, spoken language and written language should cooperate with each other, so as to communicate and interact more concretely and truly.

In a word, interaction runs through every stage of learning. Cadets are encouraged to change from "being wanted to learn" to "I want to learn" through setting questions and stimulating interest;
through dialogue cadets are transformed from "I want to learn" to "I can learn"; through cooperation, cadets become "I learn well". It can be said that this kind of structured interaction forms a kind of meaning construction "field", in which instructors and cadets can always be in the state of connection and process of the meaning relationship of the dialogue, while moods and emotions can be fully experienced, expressed and shared, and experience and knowledge can be fully understood.

**Perfecting Strategy**

Perfecting strategy is a complement to the above two strategies, mainly focusing on several "degrees" of interaction. Only appropriate "degrees" of interaction can produce effective interaction.

**Focusing on the Breadth.** The breadth is not enough for the following reasons: the subject is difficult and its range is small; cadets dare not to give full play to their talent in case of making mistakes and being laughed at; there is no enough time to think; and no equal opportunity to speak, etc. Therefore, in the teaching interaction, on the one hand, the teaching materials should be made good use of and the suitable subject matter should be excavated in different levels. On the other hand, it is necessary to establish a tolerant and harmonious interactive atmosphere.

**Focusing on the Depth.** The depth of interaction should not be neglected, in order to make teaching truly realize the impact of wisdom, the sharing of experience, the fit of soul and the sublimation of rationality, that is, not only the interaction of knowledge, but also the communication of thinking method, thinking process and emotional experience are needed.

**Focusing on the Extension.** The interaction cannot be terminated in the classroom. As an extension of interaction, after-class teaching interaction space is larger. Instructors should actively establish after-class interaction mechanism, such as mutual learning groups, project groups. In addition, if an effective interaction can be established between the army and the academy, it will certainly helpful to form the good habits of interaction among cadets, and achieve the effect of promoting interaction through interaction.

**Analysis of Typical Interactive Teaching Cases of Post-service Education**

In the light of "researching along with practicing, perfecting and summarizing ", such distinctive interactive teaching methods as task-driven, context–case, thesis defending, research-and-discussion, distinctive interactive teaching methods are gradually formed. Now the "Computer Network Information Security" lesson will be taken as an example to do the organization and implementation of interactive teaching.

The lesson is taken from the course named "Military Information Security and Secrecy Introduction", a whole army public basic course. The scene-case teaching method is adopted. Through creating the real network environment, the cadets will have a feeling of actually being there. Besides, in combination with fresh cases, cadets will fully realize the hidden dangers and risks in network, which plays a great role in promoting the secrecy consciousness.

Before class, the instructor arranges the students to collect stories about the computer Trojan, and to make the students teach in the classroom, which can arouse the cadets’ enthusiasm, enhance their attention. This is the interest stimulating stage. And then the teacher puts the game files with Trojan horse on the server beforehand, simulates the real network environment in the information security laboratory. Use the psychology that the students love playing the games to make their computers infected with the viruses Trojan intentionally, which restores the real life to get viruses Trojan online. This is the interactive scene creation stage. Next, it is natural for cadets to think and ask: how is the Trojan implanted? Interaction enters into the dialogue stage, and teaching interaction also occurs naturally. After that, with questions unanswered, teaching interaction enters into doubt-setting stage. In this stage the cadets can fully experience the Trojan implantation process, through the teacher's demonstration. Furthermore, the teacher puts the whole class to the climax, through demonstrating the Trojan "ferryboat" process, as well as combining with secret letting out case in real work. Finally, this class study is completed in the cooperation and equality dialogue between instructor and cadets. The situational teaching interaction is inserted into the case teaching.
As a result the instructor and cadets have fully played the role of dual main body, and the strong teaching resonance effect is produced. It is an innovation in the teaching mode.

Teaching interaction not only improves cadets' initiative and confidence in learning and promotes the teaching quality to be improved steadily, but also helps to form a good teacher-student relationship and classmate friendship, and produce a good social interactive relationship for participants. Though teaching interaction can make the classroom full of vitality and promote the learning ability of cadets, there is no fixed law for interaction. It is important to adopt the proper method. Any effective interactive teaching method has its own characteristics and advantages, but also is doomed to have its weaknesses and limitations. During organizing the teaching, instructors must be good at using the teaching principles and combining with their own practical experience and the general rule of cadets’ psychological development to creatively design suitable teaching mode for the real “golden class”, which can satisfy the specific requirements of teaching content, and comply with the practice of cadets.

References
