Effective Teaching Strategy Analysis—Aimed at College Freshmen

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Abstract. Teaching strategy is a hot issue in the teaching psychology research and also an important method to improve the teaching quality. Based on the analysis of college freshmen characteristics, this study takes the example of the course “Fundamental Accounting ” to summary three effective teaching strategies aimed at college freshmen. These strategies address three areas: providing a real learning situation; directing an independent learning; implementing inquiry learning for students.

Introduction

Teaching strategy is a hotspot of research on instructional psychology. Many scholars research on teaching strategies in different angles, scholars researched the connotation of teaching strategies initially, such as Li-Xuan CHEN (2002) argues that effective teaching strategy is the key to stimulate students' initiative and enthusiasm, take active cognitive intervention and reasonable management, monitoring, maintaining and motivation, to keep being inspired the enthusiasm of [1]. Then, many scholars combined with different disciplines, different ways of learning for further studies. You-Xiang DENG (2009) argues that effective mathematics activity teaching should attach great importance to the "creation" of mathematics, based on the knowledge and experience of students, strengthening the exploratory elements of mathematics activities, guide students "mathematics thinking” and "do the math” [2]. Xue LI (2012) argues that university literature course must be as much as possible to get rid of the ineffective teaching tendency in recent 20 years, from the change of the role of teacher, establishing the new thought and restart the dialogue teaching literature of open space, three strategies to establish fruitful college literature [3]. Bao-Lai CAI and Yi Yang (2015) combined with the characteristics and requirements of mobile learning, discusses the implementation of effective teaching in class, and puts forward five teaching strategies, respectively for the terminal technology to master strategy, learning resources acquisition strategy, mobile devices, auxiliary teaching strategy and evaluation strategy, the learning process and feedback strategy [4].

The Characteristics of College Freshmen

Compared with other senior students in university, college freshmen have their significant characteristics due to just enter college. Firstly, the knowledge structure waits to be further optimized. The knowledge structure of freshmen remains in high school stage where it just forms initially. And the main source of knowledge is the class teaching in junior school, when students know little about the society and lack of professional knowledge background. Secondly, learning interest is not strong. In the junior school stage of our country, the objective of a struggle of nearly all students is to enter a university. When the aim has been achieved, many freshmen slack off in their studies after entering the new surroundings in university. They may feel they don’t know what goal worth striving for and their study interests would discount greatly. Thirdly, the studying method needs to be changed. The teaching method in senior school is mainly following the teacher. Most students are used to listening teacher teaching, numerous homework and frequent testing. After entering the university, they are unaccustomed to the teaching method of professors in university without the past studying pattern and they don’t know where to start in front of new knowledge.
The Effective Teaching Strategies Aimed at College Freshmen

Provide a real learning situation. The knowledge in textbook is generalized and abstracted from many real situation and many of these are abstract and indirect for students. Therefore, in order to make students understand and specify on what condition to apply these knowledge, teachers should actively create a real learning situation in accordance with studying, return what knowledge would be and make it concrete, sensible, simple. During the process, students would learn knowledge, gain capability, understand the world and fresh their life experience. Study in university addresses professional learning, which is different from the basic course in senior school. In order to make them better accommodate change specially, teachers can take the following methods.

Provide introduction of relevant professional background. When it refers to the essence of accounting, “Fundamental Accounting” course can’t leave the micro subject in market—corporation. But students have no knowledge about corporation. Meanwhile, they can better understand what a corporation is and the role of accounting in a company by teaching the well-known corporation organization form. In addition, when it comes to the fund source of a company, teachers should discuss the current situation in China’s capital market, the meaning of stock, bond and the difference between them so that students can better understand the difference between equity financing and debt financing.

Connect Select real-life examples with students’ daily life. As an individual, students form an experience in daily life. These experience and theoretical knowledge combine with the students’ own knowledge, through arousing students’ awareness, to achieve more effective teaching effect. As a result, teachers need teach by relating theoretical knowledge with aspects of students’ development associated with people, events and thing. As a professional foundation course, “Fundamental Accounting” course is the basis on further study. Teachers should take a lot of examples to let students know the conceptual framework and basic principle of accounting in class as to lay a solid professional foundation for students. Because of the limited life range of students, the examples should come from their side life to help their understanding. For instance, when it comes to the fund movement in company, if teacher takes the product process in large enterprise for example, students would not understand well due to the limited connection in daily life. Thus, teachers can use a supermarket or shop near to school as an example. In teaching, teachers can associate with students’ life by the mean of recalling life, observing life, describe the life situation and improving life.

Provide practice opportunity of observing, simulating and surveying. As we know, school life can’t reflect life totally due to the activity in life has situationality and truth. The communication between school education and student life is not simply introduce life into school, it also means student life should enter into real life field. For this purpose, school should provide all kinds of on-campus and off-campus practice opportunity to strength students’ learning of theoretical knowledge. For example, school could consider organizing students to practice in large company outside school, letting students know the product process by observing and inquiring or organizing manual accounting practice in school. These methods make students prepare voucher, make book and financial statement, through which students can have a direct recognition to the theoretical knowledge in “Fundamental Accounting” course.

Lead students to learn independently. With the development of science and society, the level of knowledge’s updating is increasing with the speed of geometrical progression. Probably, what you teach today, would become obsolete knowledge after a few years, especially accounting, a major of liberal arts. It based more on the system of current national laws and regulations. With the development of economic, society and environment, laws and regulations need continual improvement, the knowledge about accounting is faced with updating. In order to make students adapt to the requirement of society, the concept of learning independently should be set up at the stage of freshman. It is of vital importance to cultivate students’ independent learning capability. The cultivation of students’ independent learning capability is a process from the change of learning concept and the training of independent learning habit to the formation of independent learning habit. It needs teachers to adopt a series of specific ways when teaching.
Cultivate interest of curiosity and keep motivation of learning. Interest is a kind of cognitive disposition with emotional overtone. It based on the requirement of knowing and exploring some kind of thing, and it is an important motivation for people to know something and discover the truth. From the view of psychology, the ultimate aim of cultivating learning interests to make students learning independently, playing students’ subjective initiative of learning, and motivating their consciousness of innovation, potential of creating and powerful desire of exploring, in order to make students long for learning and find pleasure in learning. Therefore, we should create an educational atmosphere in which students can be led to the active participation, and inspire students’ learning interest, translating the core part from the how teachers teach to how students learn. So during the teaching process of Fundamentals of Accounting, we must add some current hot events, and these events are specially concerned by students at present. If we combine them with the learning of the professional knowledge organically, we can not only add the interestingness of teaching, but also inspire students’ enthusiasm of learning.

Stimulate in good time and reinforce learning motivation. In teaching, teachers should stimulate students in good time, in order to reinforce students’ learning motivation. There come some measures of stimulating. First, teachers should care every student with full of enthusiasm, and express their expectation to them in different ways. For instance, when talk with student face to face; teachers can use motivative words to express their expectation to student like ‘I hope you can do it,’ making students get the sense of stimulation and inspiration. Second, teachers should pay more attention to more praise and less criticism in teaching, especially for the students with deep inferiority feeling due to difficulty of learning. We should try our best to explore their shining point, providing them with praise and encouragement, helping them to set up their self-confidence, and inspiring their motivation of making effort.

Help students to grasp methods. Teachers should help students to gather information about the knowledge of their learning activity, regulating and controlling of their learning psychology, and grasping the ways of acquiring knowledge. Let students reinforce learning methods by reading. In the ways of teaching, we should give full play to students’ main body role, letting students read and practice by themselves. And we should give assistance to students to work out their detailed rules of study about previewing, classroom learning reviewing and assignments, and come up with requirement and ways in details, and give guidance and lead students apply it in learning, making them grasp general ways of learning independently.

Carry out teaching strategy of inquiry learning. The essence of inquiry learning is learning centered on questions, running through the overall process of teaching. Its vital aim is to let students learn in the process of active participation, acquire knowledge and initiative construct new cognitive structure, get knowledge of ways of acquiring knowledge, master the skills needed by exploration in the activities of question exploration, making students acquire independent thinking, experience and comprehend emotion, manner, and values contained in the process of exploration. This teaching strategy pays attention on students’ independent study, requiring students to explore knowledge by themselves.

Create the situation of question, lead students to find and raise questions. Question situation mainly refers to questions full of enlightening, thinking, exploration and creativity. Students’ exploring activity begins with questions. Firstly, teachers should put learning content into the situation of the question, causing students’ cognitive conflict and making them generate doubt. And then, the questions that should be solved should be put forward. We can use case study and stories to create situation of question.

Provide opportunities to analyze and solve question, guide students solve question. It is only a beginning of exploring activity if we have a question which deserves exploring. Then teachers should provide students with the opportunities of exploration, preparing for materials and equipment that required by exploration, and providing necessary guidance and help at any time. If teachers are influenced by traditional routine, and tell the key of the question to students directly, students will lose the opportunity of exploration. So in teaching process, teachers should provide the opportunities of exploration with students, and let students have space and time to think independently and explore independently.
Organize students to summarize, communicate, evaluate and reflect. The last stage of exploring activity is organizing students to communicate, evaluate and reflect, and the final summary must be in form of writing. Teachers should cultivate students to finish summary by verbal descriptions, tables, and other ways. And teachers can let students communicate about the process and results of exploration in any forms like classroom discussion. After communication, personal reflection and group reflection should be done to analyze the reason of success and find out the deficiency. For success, we should move forward to explore whether there are better and simpler ways. For deficiency, we should explore the probability and measures of improvement. Finally, teachers should make summary, carding, and supplement knowledge, making it systematic. And the summary of ways help students set up self-confidence, and repairs the pity.

Teachers make teaching operate effectively by different kind of teaching strategy, and make students quickly adapt to college learning after gradually transform the concepts of learning, the methods of learning, and the habits of learning left over during the stage of high school. At last, this lays a solid foundation to the future professional learning.

References