Introduction of 360-Degree Teaching Model and Its Application in the Army's Psychological Service Work

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Keywords: 360-Degree teaching model, Teaching effect, Methods.

Abstract. Under the guidance of domestic and overseas mature instructional theory, this paper studies out 360-degree teaching model and applies it in the teaching process of Psychology course by combining with the teaching objectives and characteristics of Psychology course. The aim is to make up the deficiency of traditional teaching model that focuses on knowledge impartment but neglects the ability cultivation, explore innovative teaching model that can substantially improve the teaching efficiency, and provide feasible methods and procedures for the application of such model.

Problem Posing

Along with the constant advancing of Chinese army’s modernization process, how to develop military talents required by the contemporary army, explore new teaching approach, improve the teaching quality and guarantee the generation of fighting capacity is always the ultimate aim pursued by the educator of military school. Also, it is the new challenge confronted by military academies when innovating the teaching model. Thus, the educators of military school in the new era must innovate boldly, so as to adapt to the military college education of the new period and help to realize an effective model of the teaching tasks.

Currently, the psychological education and training has been launched vigorously in various army academies, such as popularizing the health knowledge of psychology, offering psychological counseling service, and carrying out mental outward bound as well as psychological behavior training. However, since the psychology and psychological training begin late in China, the psychological education and training of our academy remains at the exploration stage, and there are still some imperfections. In allusion to the problems presented by students on the traditional class, the teaching standards of Psychology course as well as the new requirements for strengthening ability training of military college students, the author has groped a set of experiential teaching methods that are suitable for cadre and petty officer cadets, namely 360-degree teaching model.

The Theoretical Foundation of 360-Degree Teaching Model

Since it is the instruction of course in the aspect of psychology, it shall study the influence of the new teaching model on the teaching effect according to the relevant branching theories. Then, we find some problems of traditional classroom through the research on the students. To conclude, there are mainly four manifestations:

Firstly, the students lack chances of participating in learning and jointly stimulating the thinking.
Secondly, the traditional classroom lacks stimulation, which cannot evoke the primary motives. As a result, the students have no learning motivation, and the initiative is also weak.

Thirdly, students lack anxiety consciousness, satisfy with the current situation, and can not improve the learning interest.

Fourthly, the students lack the connection of knowledge with the actual situation as well as the old experience.

In allusion to the above manifestations, we seek for the answers of solving problems by using the Chinese and Western mature theory.

(1) The group dynamics theory of German American social psychologist-Kurt Lewin proposes that: a person’s behavior (B) is the result of interaction between individual intrinsic demands (P) and external force of environment (E), which can be expressed with the functional expression \( B = f(P, E) \). The so-called group dynamic theory can expound various things’ interaction relation of correlation dependence and mutual promotion within the group. Then, we divide the teaching teams into several groups as conducting teaching preparation meeting and each group is a community. Through the group discussion and participation in the activities, it is to achieve the goal of mutually promoting the learning motivation.

(2) The motivational theory of American social psychologist Abraham H. Maslow advocates that the motivation is the internal strength to promote the individual to conduct behaviors. There are two reasons for the generation of motivation, in which the one is demand, and the other one is a stimulus. Based on this hint, we turn the knowledge points that shall be taught on classroom into the problem and ask students, so as to stimulate them, trigger their instinctive reaction and prompt their curiosity drive.

(3) The moderate anxiety theory of psychologists of Harvard University-Robert M. Yerkes and John D. Dodson demonstrates that there is a subtle anxiety balance point during the period when people pass the barrier and break down from nervousness. As long as the anxiety degree does not exceed this balance point, people can gain success under the stimulation of anxiety rather than misbehave due to excessive pressure. There is another assumption: individuals can improve the performance by keeping certain “alertness”. Then, we make a design, adopt between-group competition mode on the classroom for experiential learning, and stimulate inherent potential of students through personal sense of honor.

(4) The constructivism theory of cognitive school branch advocates focusing on the constructivism theory in the learning process. The teacher is the helper and promoter of meaning construction rather than initiator and indoctrinator of knowledge. Meanwhile, student is the subject of information processing and initiative constructor instead of passive recipients of external stimulus and object of being taught. Thus, we help students to build the relation between new knowledge and personal experience, create situation, and hint clues of connection between old knowledge and new knowledge.

**Teaching Principles of 360-Degree Teaching Model**

The teaching principle is the basic requirement for teaching formulated according to teaching objectives, teaching standards, and teaching laws, and it refers to the general principle that guides the pedagogical practices. The implementation of any instruction models must adhere to the principle of general instruction and specific instruction. Regarding the implementation of 360-degree teaching model, it shall focus on the following specific teaching principles.
Subjectivity principle: constructivism theory thinks that the nature of people’s cognition is the construction process of subject. Only taking the students as the center and fully playing their primary function can the teacher make them initiatively construct knowledge. Thus, the teacher shall establish correct viewpoint of students, regard them as the subject of learning and activities, and play the role of instructor and promoter. For instance, during the process of learning “wartime mental protection”, we construct the condition that accords with the battle-field environment for the students, help their affection and cognition involve in it, and make them feel and reflect the stress response that is possibly generated during wartime as well as their own processing method. Then, we will make review and summary on their thoughts. This pedagogical practice embodies the subjectivity principle of education, makes student participate in the learning activities with the stance of researcher, and changes from “accepting knowledge” to “searching for knowledge”.

Cooperative principle: modern education theory study points out that there are three learning situations in the classroom, which are cooperation, competition and individual learning, respectively. Among them, the optimal learning situation is cooperative situation. The cooperative learning stresses on the multilateral activities of teaching, advocates the mutual cooperation between students and teachers as well as between students and students. Student-student cooperation takes study group as the fundamental form, and enables students to engage in learning activities together in the heterogeneous group constituted by 6-10 people. By conducting wide communication, learning from each other and making division of responsibility, the students can complete the tasks together. For example, in the “relay decoding” course for psychological behavior training, the communication is conducted within the group. After the method and plan of taking action reach the agreement, we make clear division of labour, and fully experience the influence of team communication mechanism and group leaders on the team executive ability. Such kinds of teaching activities make the students deeply realize the limitation of individual capacity, which can help to cultivate students’ awareness of team work.

Exploratory principle: classroom instruction must be an exploratory activity. Indeed, the knowledge shall not be directly transferred to the students by teacher in the form of conclusion. Instead, it shall let students explore and discover by themselves under the guidance of teacher. We tend to consider that the students must not have contacted and known the new knowledge. However, a significant point has been neglected. Namely, no matter how strange the knowledge is, people can find the point that has connection with their previous experiences. For instance, in the content about learning communication, we shall transmit the knowledge concerning the concept of communication, design the “game of tearing the paper”, and make students summarize that the utilization of different communication modes can achieve different effect. Through communication, they can sum up the concept, which almost gets close to the standard answer. This teaching activity helps students stay in an environment of solving practical problems, and obtain approaches and methods by participating, exploring and experiencing.

Operating Procedure of 360-Degree Teaching Model

360-degree teaching model takes experiential activities as supplementary, centers on problem solving, follows the way of scientists who investigate unknown knowledge domain, and adopts the mode of student’s three-step + teacher’s six-step → turning the problem to zero (360-degree). Through four links including heated discussion, immersing activity,
enthusiastic sharing and whole-hearted thinking, this teaching model aims to help students solve problems and digest knowledge points. The general procedure is:

The scheme of students can be divided into three segments:
- Independent thinking → Cooperative research → Experience sharing

The operation of teachers can be divided into six steps:
- Introducing problems → Thinking and discussing → Attempt and practice → Summary and share → Illustration and conclusion → Application and extension

The specific teaching structure can be shown with the picture below:

Figure 1. Specific teaching structure.
The Teaching Effect of “Experiment Investigation” Teaching Model

(1) Intra-group discussion mode can stimulate student’s learning interest, and it is the crucial guarantee for improving the learning efficiency. Implementing 360-degree teaching model is an effective method to cultivate students’ interest in learning the human science course because the activity itself can arouse students’ strong cognitive interest and desire for knowledge. Only the learning interest formed when students explore the relation and rule between the activity procedure and result has a certain stability and durability. According to the finding of investigation, 50% of the students like Psychology course most, and 100% of the students prefer to attend 360-degree psychological behavior training course.

(2) The mode of problem traction can exploit the potentialities of students, and it is an effective mode to cultivate students’ comprehensive ability. Traditional teaching model mainly takes knowledge instruction as the main form and adopts the compulsory memorization as the main measures, which inhibits students’ normal development of creative thinking activity. By contrast, 360-degree teaching model takes the “problem” and “experience” as the essential elements, adopts success or failure of activity as the traction method, provides students with condition of sufficient thinking, division of cooperation and joint implementation, and makes them draw conclusions by their own and think deeply the unknown problems, which will be conducive to training their creative thinking capacity. Meanwhile, it can help students better understand the application scope and method of knowledge and easily combine with practical application.

(3) The design of between-group competition simulates the tense environment during wartime, and it is key method to strengthen the student’s psychological quality. The between-group competition mode urges students to devote into the activity with full heart, sets the details according to different tasks and simulates the confrontation state’s psychological activity as well as body’s stress reaction. It enables students to experience the tension of activity process and the complexity of interference, and trains them to adapt to the psychological state under abnormal condition, which will help to avoid the situation that greater psychological changes influence the behaviors in the process of performing military missions.

References