Research on the Teaching Mode of Literature Reading Course Based on Innovation Ability Cultivating

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Abstract. The literature reading course is to carry out teaching activities around the main line of scientific and technical literature retrieval, reading and discussion. In the aspect of cultivating students' innovation ability, it has the advantage that can not be replaced by other courses. In this paper, the cultivation of students' innovation ability as the core of teaching thought, and the literature reading teaching mode are discussed in the systematization of the knowledge of the literature retrieval and literature reading, the class discussing mode of cultivating students' innovative thinking, the teaching evaluation method of literature reading course. The research results provide a reference for the cultivation of students' innovative ability.

Introduction

In recent years, with the development of graduate education, the lack of innovation ability of graduate education in our country has aroused widespread concern in the field of Education. The traditional teaching mode, teachers rely on single channel to transmit information, students passively accept information, and students lack of teachers and students to exchange ideas, to discuss the issue of the opportunity, the classroom is more teachers in the monologue, these problems directly lead to social complain about the quality of graduate students and the study of landslide. They complained that the postgraduate study is a continuation of the undergraduate teaching. How to ensure and improve the teaching quality of graduate students is an urgent problem to be explored [1]. Innovation ability is an important aspect of graduate education, which has a very important impact on the future research work. The cultivation of innovative ability is an important aspect to improve the quality of Graduate Education [2].

To cultivate students' innovation ability as the core of literature reading course teaching ideas, focus on science and technology literature retrieval and reading, discussion of the main line to carry out teaching activities, thoughts, methods and skills to teach students academic research, improve students' ability to solve problems found problems, and lay a good foundation for students to engage in scientific research work. Therefore, in the aspect of cultivating students' innovation ability, the course of literature reading has the advantage that other courses can not be replaced. This course helps to improve postgraduate literature, learn cutting-edge knowledge disciplines ability [3], classroom communication discussion can exercise graduate argument ability, logical thinking ability, language ability, innovative thinking helps spawned students.

Problems Existing in the Current Literature Reading Teaching Mode

1) Knowledge is not systematic, the content is not clear

The literature reading course is helpful to improve the postgraduate literature review, the ability to absorb the frontier knowledge in the subject field [2]. The knowledge points involved in the literature reading course are scattered and lack of systematization, which often leads to the students' knowledge is not systematic, the content is not clear, many questions have no clear answer [4].

2) Classroom atmosphere is not active

The traditional teaching mode, teachers rely on single channel to transmit information, students
passively accept information, and students lack of teachers and students to exchange ideas and
discuss the problem of the opportunity, the classroom is more teachers in the monologue, it is
difficult to form a positive atmosphere in the classroom discussion.

3) The subjective of the teaching evaluation method

The teaching method of literature reading course is flexible, and it is mainly used in classroom
communication and the way of students' independent discussion. The main body of the course
evaluation is the teachers, students and other teachers are rarely involved in Reference [5].
Therefore, the proportion of subjective factors in the evaluation is relatively larger. It is difficult to
be objective and impartial in the teaching evaluation.

Contents and Methods of Reform

In view of the problems existing in the current teaching mode of the literature reading, the
following three aspects are discussed:

1) The learning mode based on the combination of basic learning and inquiry learning

Although the literature reading can provide the advanced knowledge, but the basic knowledge
point is more dispersed, and it is not conducive for the students to learn the basic knowledge
systematically. In order to realize the teaching of basic knowledge, need to specify some
professional fields and the direction of research, and the basic knowledge of learning into
"self-study before class", "class", "class review" and "review after class" four links. Due to the
limitations of the class, it is impossible to put all the learning tasks in the classroom. We divided the
literature reading seminar into two parts: classroom teaching and extracurricular learning.
Following the completion of the teaching task of classroom teaching: basic knowledge of
professional literature professor, lectures, literature discussion, review and summary; extracurricular
self-study students are required to complete the following tasks: students not only to complete the
assigned by the teacher review, also through the domestic and foreign literature database search the
school library or through Internet access their research direction required documents [6].

2) The literature discussion mode of cultivating students innovative thinking

Professional scientific and technical literature is not only the basic material for the graduate
students' literature reading course teaching, but also one of the important tools for graduate students
to engage in scientific research in the future. The discussion of the literature is divided into three
parts: "report", "discussion" and "comment and summary". It is one of the most important ways to
cultivate the scientific research ability and inspire the by combining the three [7]. The discussion in
the classroom revolves around the theme of the teacher's teaching or the direction of the student's
study. The teacher asks questions at any time during the process of the discussion, which makes the
students know more about the problems and theories. The thought, method and skill of imparting
students' academic research. Communication is a kind of collision process, and a good mode of
literature discussion can train the students' ability of argumentation, logical thinking and language
expression.

3) Objective teaching evaluation mode

The literature reading is mainly based on the students' discussion and teachers' guidance.
Therefore, the evaluation of teaching should pay attention to the evaluation of students' learning
process, focusing on the students' learning attitude, extracurricular preparation and the degree of
participation in classroom teaching. According to the performance of the students in the classroom,
especially the ability to ask questions and the ability to communicate with the papers, a
comprehensive assessment, evaluation results. The teaching method of literature reading course is
too flexible, and the subjective factors of assessment methods are large, so the establishment of
objective teaching evaluation mode has an important influence on the teaching effect.

Conclusion

By the research of teaching mode of the literature reading course, the systematization of the
knowledge of the literature retrieval and literature reading, the class discussing mode of cultivating
students' innovative thinking, the teaching evaluation method of literature reading course is discussed. The research results have positive significance for cultivating students' innovation ability.

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References


