Countermeasures and Suggestions on the Reform of General Education Curriculum—Based on the Research and Exploration of Course Teaching Reform of "China's Peripheral Security Environment and Security Strategy"

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Abstract. With the actual situation of the reform of teaching mode of general elective course "China's peripheral security environment and security strategy", discusses the countermeasures and suggestions of the general education curriculum teaching paradigm reform, point out the general education predicament, promote the general education curriculum teaching reform should seek new breakthroughs in the aspects of concept, system and the techniques and methods etc.

Introduction

Since the pilot work of undergraduate teaching paradigm reform was initiated in 2013, we have accumulated nearly six years in advancing curriculum teaching paradigm reform. Starting from the first semester of the 2014-2015 school year, in order to strengthen the national strategic security awareness and the international investment risk awareness of students in financial and economic institutions, the new situation and the new reality of China's increasing dependence of the Belt and Road Strategy on international and surrounding security have been highlighted. The author sets up a general education course "China's security environment and security strategy" for all majors in the school, and carries out a bold attempt to reform the teaching paradigm. Based on the actual situation of teaching paradigm reform, the author believes that in order to get out of the predicament of general education and advance the teaching reform of general education curriculum, we should at least seek a new breakthrough at several levels such as concept, system, technology and method.

It is Necessary to Focus on the Reform of the General Education Curriculum on "Human Education" and Promote Innovation in Education Concepts

To trace the roots of general education is to point to the education of people, is to the essence of education and the return of the starting point. Since modern times, with the continuous differentiation of specialty and discipline, science and technology education has become the mainstream or theme of modern education instead of humanities education; Correspondingly, the concept and value orientation of education has also changed from "human education" to "training of talents and skills." From the attribution of the social function of education, the two world wars in human history and the unprecedented destruction and destruction caused by them are the sadness of science and technology education. Simply emphasizing science and technology education and ignoring the value guidance of the humanistic spirit, huge scientific and technological power will only lose rational control and bring great disaster to mankind! To promote the concept of general education, from the perspective of purpose, it is to return our general education curriculum teaching to education and return to the essence and starting point of education, that is, human education. Forging "Confucian soul merchants" and training high-quality innovative talents are first and foremost the problem of
educating people. They are cultivating people who serve the society and serve the interests of mankind, not just certain talents of people. At present, the reason why general education has re-emerged, according to Wudaguang's point of view, stems from four factors, namely, the return of the nature of education, dissatisfaction with social reality issues, the new understanding of human development, and the "hollowing out" of the technological era. In connection with the actual situation of teaching paradigm reform in general education courses in recent years, there is a general lack of value guidance of humanistic spirit, whether it is teaching management at school level, teaching implementation at teacher level and research learning at student level. In other words, school management is concerned only with the launch of this work, and whether it is successfully implemented, why it is necessary to advance the reform of the curriculum teaching paradigm, the intrinsic connection between this reform and the development of high-quality innovative talents, and so on. The questions are not discussed in depth. For teachers, participating in the teaching paradigm reform is more about completing the work tasks given by the school and receiving teaching rewards such as three times the pay. As for students who are required to conduct research studies in the process of participating in the reform, I am afraid that it is also out of necessity, mainly to earn credits and obtain better academic results, and it seems that there is little connection with personal career development and life planning. In a word, although the reform of the curriculum teaching paradigm has paid a lot of costs and costs, including many teaching costs such as management costs, organizational propaganda costs, and high remuneration, the actual results are not obvious, and may even be related to the "human education". The general education concept and goal run counter to each other. It encourages teachers 'personal utilitarianism and unprincipled indulgence of students, so that they abandon their teachers' gentleness and dignity, and become a "tailism" that pursues students 'outstanding achievements in evaluating and teaching, blindly favors students, and relaxes or dares not strictly manage them. This directly leads to a serious shortage of student learning inputs, resulting in new "high scores and low energy" (teachers are highly rated, but the actual learning results are poor, and even the class rate is extremely low, and no lessons can still be obtained from teachers. High score) phenomenon. This kind of teaching reform not only does not help to educate people, but will speed up the process of destroying people. It is even more difficult to cultivate high-quality innovative talents! It can be seen that returning to the essence and starting point of education, promoting the concept of general education, guiding the teaching reform of general education courses with conceptual innovation, and focusing it on "human education" is precisely what is wrong. It is an objective requirement and an inevitable choice for the cultivation of high-quality innovative talents.

It is Necessary to be Given back the Power of Teaching Reform, and the Innovation of Teaching Management should be Promoted through Policy Adjustment through Funding and Evaluation

To advance the teaching reform of general education curriculum is a school-level teaching management problem, but it can not be separated from teachers and students 'active and extensive participation. Otherwise, it will cause an embarrassing situation of "not moving but not moving". At present, the results of this reform are not obvious, and even new contradictions and problems have arisen because of the inaction of the administration of teaching and management and the improper orientation of the teaching of teachers and students. In the end, it is the power distribution and use of teaching governance that has gone wrong! Specifically, the policy of teaching reward, such as three times the remuneration, and the policy of teaching evaluation, which is not or not qualified, have led to serious misdirection of the teaching behavior of teachers and students, and will measure the right to judge the success or failure of curriculum reform. It was handed over to students for evaluation without principle. In this way, it not only deprived teachers of the power of teaching reform, but also frustrated teachers 'teaching enthusiasm and forced them to become "tailism" that "sees students acting in the eyes". This is the chaos of teaching management! The reason why the inaction of teaching management is mainly the guidance of new educational concepts and teaching ideas, and the
teaching services and guarantees that are promoted by evaluation and reform are not in place or even absent. The main reason for further analysis is that the level of specialization in teaching management is too low, that the teaching offices of the core functional departments have been overworked from the chief to the section staff, and that the number of personnel who truly understand teaching and teaching management is too few and their quality is not high. There is a general lack of necessary understanding of the dynamics of education reform and higher education research, and even the willingness to learn new educational theoretical knowledge and teaching reform experience!

Participating in the seminar on the reform of university general education courses was originally an excellent and extremely rare learning opportunity. The conference organizing committee repeatedly invited the Academic Affairs Office and the leaders in charge. As a result, not even a member of the department was sent to listen. It seems that such learning really has nothing to do with yourself. As for the teaching orientation of teachers and students, it is a problem of teaching management at the school level. It seriously ignores the dominant position of teachers in the reform of curriculum teaching paradigm, and even directly ignores the main position of students in the reform of curriculum teaching paradigm. We should press ahead with the reform of the teaching paradigm of general education courses and reverse the embarrassing situation of "pushing instead of moving, moving but not advancing". We should pay close attention to the key link of teaching management. Therefore, it is necessary to change the administrative monopoly and unilateral control of teaching and academic affairs of teaching management and related functional departments as soon as possible, and realize the fundamental change of teaching management model from teaching control to teaching management.

Since the 1990s, Western scholars have adopted the term "governance", emphasizing the concept of government decentralization and empowerment of society, and realizing multi-center and multi-subject governance. Here, the so-called governance "refers to an activity supported by a common goal. The main body of these management activities is not necessarily the government, nor does it need to rely on the coercive power of the state to achieve it." For the internal teaching and academic affairs management of universities, the reform and innovation of the teaching management model is promoted around the cultivation of students' independent learning ability and research and innovation ability, and the power of teaching reform is returned to teachers. To form a new pattern of teaching power distribution and use of multi-center co-management and multi-subject co-governance is the fundamental way out of the dilemma of "not moving, not moving, not advancing" and "not obviously effective" in curriculum reform. To follow this line of thinking, we must first adjust the current policy of teaching reward and teaching evaluation, and change the "three-fold reward for teaching and learning" into "special funding for teaching reform and construction projects." That is, through project reporting, evaluation and establishment of projects, funding support, supervision and assessment of the education reform process, and final acceptance, the operation and management of projects will mobilize teachers' enthusiasm to participate in the teaching reform of general education courses. In order to ensure teachers' actual investment in the time, energy, and financial resources of teaching reform research and practice. Secondly, teachers' teaching behavior must be evaluated scientifically, objectively, fairly and fairly. It mainly uses multiple evaluation methods such as student evaluation, expert listening, and teacher self-evaluation, as well as multi-dimensional evaluation indicators such as students' learning achievements, supervision and spot checking, diversity and modernization of teaching methods, and acceptance and defense of the results of education reform projects. To accurately evaluate the actual results of the curriculum reform in general education, in order to create an academic environment and cultural atmosphere conducive to the in-depth development of the curriculum reform and "national soul".

It is Necessary to Integrate Information Technology with Teaching, Build a Teaching Platform for General Education Courses, and Promote Innovation in Teaching Methods

The deep integration of information technology and teaching is the inevitable trend of modern teaching, which reflects the influence of educational technology on the fundamental change of
curriculum teaching mode. How to resist the professor pointed out that in the past, the integration of information technology and teaching only changed the teaching environment and methods. It still stopped at the "progressive repair" of applying information technology to improve teaching methods. It has not yet touched on the structural changes in education. At present, promoting the innovation of teaching means and realizing the deep integration of information technology and teaching will greatly change the traditional teacher-centered classroom teaching model and strive to build a new classroom teaching model that combines teacher-led and student subjects. With the development of educational technology and the increasing maturity of the Internet and information technology, the teaching of general education courses in the online environment presents a new trend of two-way communication and interaction between classroom teaching and extracurricular teaching. Even the classroom itself has begun to develop from realistic situations to virtual reality, reversing classrooms, and online teaching space. As far as teaching means innovation is concerned, building a teaching platform for general education courses according to the "three-stage" is an important measure to achieve the integration of information technology and teaching. It is an inevitable choice for the teaching mode of classroom from the traditional teacher centralism to the modern teacher-led and student subject combination of the dual centralism or multi-centralism. Specifically, the technical operational level should adhere to application-oriented, use cloud computing and other advanced technologies to build a general education curriculum teaching platform conducive to resource sharing, real-time dialogue and teacher-student exchange; At the teaching design level, teachers and students should be distinguished from each other, and the leading role of teachers should be played in accordance with the "three-stage" teaching model of teachers 'pre-class teaching design and guidance, classroom teacher-student exchange and sharing, after-school teaching reflection and summary. According to the "three-stage" learning mode of students 'self-reading and pre-study, classroom teacher-student exchange and sharing, and after-school knowledge consolidation and expansion, the main role of students is played. In other words, the integration of information technology with the teaching of general education courses not only makes interactive learning and communication and sharing possible, but also greatly improves the environment and conditions of teaching and learning. Moreover, the leading role of teachers and the main role of students in curriculum teaching have been fully exerted, and the fundamental transformation of teaching model from a single teacher-centered theory to multi-centralism of teacher-student exchange and interaction has been realized.

Teachers' "Teaching" and Students' "Learning" should be Unified, the Reform of Teaching Law should be Promoted by the Reform of Teaching Law, and the Innovation of Teaching Methods should be Promoted

Teaching methods include two major aspects: teaching methods (teaching methods, abbreviated as teaching methods) and student learning methods (learning methods, referred to as learning methods). They are the unity of teaching methods and learning methods. As far as the connotation of the concept is concerned, the teaching method is the sum of a series of teaching behaviors or teaching methods adopted by teachers and students in order to achieve the teaching goals and tasks in the teaching process and according to the teaching content and technical means. The teaching model that combines the use of teaching methods with the emphasis on technical operations and teaching design is slightly different. The choice and application of teaching methods is on the one hand a means to achieve educational goals, and on the other hand, It is also a teaching method that achieves teaching goals and tasks, displays or teaches teaching content, thus reflecting the unity of educational means and teaching methods. For the course teaching of general education, aside from the target orientation and system design of personnel training, the teaching method is of irreplaceable significance and even plays a decisive role in the practical implementation process. Therefore, the reform of teaching methods is the focus of the reform of teaching paradigm in general education. At present, to advance the reform of teaching paradigm in general education courses, we must make great efforts in teaching method innovation and make joint reform in teaching, learning and management methods and specific
methods. Specifically, the reform of teaching law is mainly to promote the reform of the law of learning and the reform of the law of learning and the reform of the law of learning. By introducing the concept of governance, teachers 'autonomy in teaching, students' autonomy in learning, and the guarantee of school management services are gradually integrated. A teaching governance mechanism is formed that is conducive to mobilizing the enthusiasm of teaching, learning, and management, so as to finally realize the transformation of teaching management from the traditional single administrative monopoly and teaching control to the modern multi-center co-management and multi-subject cooperation. It can be seen that the reform of teaching law promotes the reform of learning law and the unification of teachers 'teaching and students' studies. It is based on the innovation of general education concepts, the construction of teaching governance mechanisms as an institutional guarantee, and the integration of information technology and teaching depth as a material guarantee. Taking the linkage reform of teaching, learning and management as the path to choose, it is a strategic measure to promote the cultivation of high-quality innovative talents and comprehensively improve the quality of higher education with the reform of general education curriculum.

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