Research on the Model of Problem Traction Teaching in Post Education

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Abstract. Problem traction teaching is a kind of teaching mode adapted to post education. The paper expounds what is the problem traction teaching mode, analyzes the applicable object and implementation significance of this teaching mode, and focuses on the organizational essentials of the problem traction teaching mode.

Introduction

Post education is a kind of post adaptability education based on training subjects completing academic education, and its starting point and foothold must point to the post needs of training objects. Therefore, post education is bound to try to focus on knowledge supplement and knowledge update. This characteristic requires educators to have a clear understanding of the needs of teaching objects, and clarify what kinds of knowledge, ability and quality that different positions need, so as to ensure that they are more targeted and practical in teaching practice.

What is the Problem Traction Teaching

The model of problem traction teaching is to guide the students to think, study and discuss the solution of the problem that the teachers putting forward. Teachers ask questions then comment, induce and expound the key point of the problem solving. Students solve the practical problems. Through such a teaching process is to cultivate and improve the students' ability to analyze and solve problems. Problem traction teaching mode, it advocates and emphasizes the student-centered and teacher interaction, leading to the maximum teaching benefits teachers as well as students. The mode can mobilize the enthusiasm and initiative of teaching both sides and improve the quality and efficiency of teaching. It also can cultivate the ability of students to study and acquire the knowledge and innovation.

The Applicable Object of the Model of Problem Traction Teaching

The model of problem traction teaching requires students to have some practical experience and theoretical basis, and at the same time, it requires students to have certain ability to question and distinguish. As far as the subject of teaching is concerned, teachers should not only have rich theoretical, but also have the ability to arouse the enthusiasm of the students. Therefore, the model of problem traction teaching has put forward higher requirement for both sides of teaching, which is suitable for students with certain work experience and teachers with rich teaching experience.

The Significance of the Implementation of the Model of Problem Traction Teaching

Concept innovation is the guide of educational innovation. The innovation of teaching content, teaching methods and other teaching activities directly affects the quality of talent training in post education. Problem traction teaching is flexible in the implementation of teaching activities. Problem traction teaching mode change the traditional passive learning to active learning, and change imparting knowledge to imparting method. It cultivate students' learning enthusiasm and initiative, is conducive to the cultivation of students' autonomous learning ability.
It Helps to Improve Learning Enthusiasm and Initiative

Problem traction teaching mode focuses on solving problems, and guides students to actively explore problems and explore problems actively. Students can become the main body of teaching and stimulate students' initiative in learning knowledge. Teachers ask questions, students solve the problem by using theoretical knowledge and practical experience. The way enhance the autonomy of the students master the knowledge, enhance students' interest in exploring knowledge, realizing the research in learning, learning in the study, realized the close combination between teaching and learning.

It Emphasizes not only Knowledge Acquisition but also Ability Cultivation

The model of problem traction teaching makes the students develop their ability while acquiring knowledge. The traditional indoctrination in education is only focus on the importance of knowledge imparting, ignoring ability, independent thinking, creativity and enterprising spirit of students. Problem traction teaching mode, teachers and students, students and students focused on the exploration and communication of a teaching activity, it transfer the teaching focus from teaching to learning, to provide students with full freedom of expression, questioning, study and discuss the problem of machine, so that the students are able to participate in classroom teaching process. In the teaching activities, not only reflects the weight of knowledge, but also reflects the cultivation of ability, so that students can not only get deeply to master the knowledge, and the expression of self-learning ability, language ability, creative thinking ability.

The Key to the Organization of Problem Traction Teaching

Although the flexible organization should according to the different teaching object and teaching content in the teaching of the use of problem traction teaching mode, but it can generally be divided into five steps, as shown below.

![Figure 1. The Organization Process of Problem Traction Teaching.](image)

Firstly, teachers ask a question, establishing question situation and analysis to provide ideas to solve the problem. Secondly, students think, to study and discuss the way to solve the problem. Thirdly, students publish personal solution to the problem. Fourthly, teachers summarize analysis and explain the conclusion of solving the problems. Fifthly, through feedback, teachers further modify and improve the problem. In this mode, teachers are guiders and consultants. Teachers must have a comprehensive understanding of the whole problem system, and be familiar with their cognitive level and thinking process. Teachers should allow students to make mistakes. They should not be anxious to judge the behavior of the students. They should listen carefully to the students' speeches and encourage the students to challenge them boldly. Teachers should be good at discovering and catching the innovation and glittering points in their speeches. Finally, through the performance of students, teachers to further revise and improve the question, truly achieve the purpose of teaching benefits teachers as well as students.

Putting Forward a Question

Problem traction teaching mode is the key for teachers to ask a question. Whether the question are right or not directly affect students' learning enthusiasm and autonomy, influence the mutual
effect of research, discussion and teaching, and affect the effect and quality of teaching. Teachers' questions usually should not only is the emphasis and difficulty of teaching, and students should be interested in, easy to resonate with the "focus" problem, the question which should be the students to use the existing practical experience and theoretical knowledge to solve problems, and should have the appropriate difficulty, can help the students to think carefully, instructive problems caused by students rich thinking activity. Therefore, teachers must do the following two points: one is set in the former study thoroughly understand the teaching content. On the basis of teacher training programs, curriculum standards, tutorials, basic teaching materials and reference materials, carefully study the teaching contents stipulated, to fully grasp the degree, find out the emphases and difficulties of teaching, understand the correlation with other subject, for some easy to cause the dispute on the academic point of view, not only should have their own unique insights. It should be before class and well-known experts and experienced professor consensus. The two is to be familiar with the object of teaching. We need to understand students' ideological trend, cultural level, professional knowledge, knowledge and analytical problem-solving ability, and understand their interest in learning, requirements and learning habits. To understand the object of teaching, it can be carried out by consulting the students' registration information, discussion, questionnaire, investigation and test. Familiar with the teaching object in the research base of teachers understand the teaching contents and the set of questions, grasp the key and difficult key and solve the problem of setting the answer all these questions, analysis of the basic ideas to solve these problems and should be the basic theoretical knowledge and practical experience, students may foresee questions and presented by students' knowledge may encounter difficulties. After setting up the problem, we should provide the basic idea of analyzing and solving the problem, so as to ensure the students to study and discuss the problem in the right direction.

Research and Discussion

When teachers ask a question and analyze their solutions, they organize students to research and discuss. The quality of research and discussion directly affects students' ability of analyzing and solving problems and teaching effect. Teachers should pay attention to the following four points in the discussion of organizational research. Firstly, the discussion time should be set reasonable. The discussion time is too long or too short will influence effect. Discussing too long easy to cause the discussion after nothing can happen even chat together. Discussing too short to arouse students' deep thinking about the problems, easy to cause the hasty conclusion, is not easy to cultivate students' ability to analyze and solve problems. The discussion time should be set up reasonably according to the difficulty of setting up the problem, the length of the teaching time and the students' ability to analyze and solve the problem. Secondly, we should let the students to preview the problem before class, and let the students to collect relevant information to solve the problem in order to avoid the discussion also need to take the classroom time to self-study, or blindly without clear aims to participate in group discussion. If the teacher does not have the layout preview before class, self-study time to the students should set up certain after the problem, and then let the students to discuss. Thirdly, the number of groups cannot be set too much. Generally, it can be divided into several groups according to the number of personnel. Each group of 3 to 5 people is suitable for people, and the group leader and the record holder are appointed. After the discussion is finished, group discussion conclusions should be formed. Fourthly, the teacher should pay attention to watch each group performance when the group in the discussion, but not to intervene in the group discussion, to express their views and opinions, so as not to affect teachers' views about students' thinking.

Publishing a Point of View

When discussion time is finished, the teacher should organize students speak. Teacher should pay attention to the following three points: one is to organize students to speak speech can use free speech or questioning two forms, which should encourage students to speak freely, and some students are not good at asking questions timely. The two is that when students speak, teachers should set their own position and create a good atmosphere of speech. Teachers should allow the
existence of different opinions, do not evaluate a student's viewpoint easily, especially don't use the language of "you're wrong" and so on, so that students can feel respected and encouraged to speak enthusiastically. The three is teacher cannot be an absolutely spectator, makes the discussion diverge from the subject. Teacher should pay attention to timely guidance, to avoid students involved in a detail, ensure the students' speech on the right track.

Conclusion
The teacher should conclude briefly according to the students' speech, especially on some obvious error appeared in the discussion in order to avoid misleading. According to the students understanding of the problems in the discussion, focus on the key points to solve the problem. Some academic issues that have been debated should be solved rationally. After explaining, the teacher should set a few minutes to make the students questioned. The question should be related to the teaching of knowledge. Last step, the teacher can arrange practical teaching according to the situation to consolidate and deepen the students’ understanding of theoretical knowledge. When teachers organize students to do practical exercises, they should adopt case teaching methods so as to enhance students' understanding and mastery of knowledge.

Feedback and improvement
The students in the post education come from different jobs and usually have a lot of practical experience. In the course of problem traction teaching, a lot of original ideas are often put forward. Therefore, teachers in the teaching process to discover and summarize and organize the students' opinions and suggestions, constantly to supplement, update, revise and improve the question. Teachers should benefits in this process as well as students to improve their teaching level, and better meet the needs of teaching.

References