

## Research on the Teaching Practice and Perception for Elective Courses in Polytechnic

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**Abstract:** I don't want to “speak well for writing deeds”, because I don't have any advanced deeds that can be praised. I just happily do the ordinary little things that I like to do. Every time I receive a batch of new students, I always feel that our college is a piece of fertile soil for bonuses, with the teachers here happily working and the students here happily growing. In this garden, I appreciate and analyze the different teaching styles of “the isomeric classes striving for pride and joy”. I appreciate the style of “unconstrained great river eastward”, also enjoy the graceful and restrained poetic genre with the style of “a slim bridge over the flowing stream”, but I was exploring Zhang Ailing's unique style of “fresh & scent”: reading her prose is like drinking a cup of light tea, from tasteless to a faint scent to a sweet, mellow and infinite aftertaste. The above philosophy mentioned is all from the research on my teaching practice and perception for elective courses in polytechnic.

### 1. Introduction

My first elective course is “Situational English and English Appreciation”. At the end of the semester, the students are required to write an article named “My Understanding of the Situational English and English Appreciation Course “. The students expressed their opinions freely and voiced their own opinions. Each one has its unique style. Now we'll present the assignment works from two groups as follows so as to exemplify the spirit of this elective course.

#### 1.1 A Deep Insight into Our English Literacy of Appreciation

During the last semester when I attended the Situational English and English Appreciation Course, I got to know a teacher with a sense of responsibility in class who made us willingly and actively participate in this course. At I'm always in line with my own interests from the beginning of this course, of course, the majority of my classmates stick to their original wish ---- that is to say, we are all aware that the main purpose of this course is to guide us to improve our oral English ability and to enhance our English literacy of appreciation.

In the process of learning, I also met a lot of students, and several strange faces on our campus became no longer strange. Together in the laughter, not only did we grow a lot, but also get much harvest. Due to the transfer of our specialized courses, we were unable to attend the class in the last part of the semester (we were absent for three classes). It's really a pity. To tell the truth, I feel very relaxed and so happy in and after each and every class.

This course is mainly focused on the students' performance on stage, giving speeches and so on, while the teacher instructs and takes photos. In class, we got brave enough to stand confidently and talk clearly, the nervous mood on stage was far from us. As for me, after many times of practice on the stage, I became no longer afraid, daring to speak on the stage. Attending a certain class with your own interest will be very effective, and you will enjoy learning. During this period, we not only trained our own ability but also learned two English songs. We really felt the beautiful melody of English songs. One of the songs ---- “Long Long Journey” was taught by our teacher himself. Every time I thought of the scene when Mr. Li taught us how to sing English songs, I would think of the wonderful time in my childhood. On the whole, by taking this elective course, I got to know what a good teacher should be like and I got acquainted with a group of enthusiastic friends. I learned a lot of useful knowledge from the class and improved my abilities in all aspects. All in all, I gained a lot and got much happiness.

## 1.2 Thank You for Your Dedication to Us and Teaching

A semester of elective courses ended in our happiness and nostalgia. Looking back on this semester's elective course, we feel that it is so beautiful a memory that we can't forget the period of our college life.

You take us, a group of big children who are eager for English, to swim in the ocean of English and let us enjoy the exotic folk customs. You let us see Jane Eyre's longing for life and the persistence and courage of love through Shu Ting's "To the Oak Tree" and let us re-examine our view of love. This is of great help in correcting our erroneous ideas. From this aspect, we like your teaching method: open but steady. What you have given us will benefit us a lot in our future work and life.

In the first class, you encouraged us to speak English with confidence, which was a great encouragement to us. Oral English is very difficult for most of us. After years of exam-oriented education, we can only learn "mute English", so you let us practice our oral English by "introducing ourselves, group discussion, performing famous works, actively reading and freely expressing" and correct our pronunciation. Through these stages of practice, we really dare to speak English, whether in the dormitory or in class. This not only improves our spoken English, but also expands our knowledge, bringing to life the English words and sentences we have learned.

Maybe it was because we had a semester before, no matter what we did in class, we always felt in tune and interested. Through some classic sentences, we enjoy listening to your interpretation of foreign classics, which allows us to have a more profound understanding of the famous. That's our favorite and we are willing to explore such classics. What we all love is that you teach us to sing classical foreign folk songs. We are both excited, a little nervous though. Exactly we are always looking forward to each of your classes.

I think we can add more activities to enrich our class. Here suggest some of our immature opinions. For example, we can use English to guess riddles, which can not only exercise the students' oral English, but also practice their listening comprehension. When their enthusiasm is mobilized, our class will be less nervous and more lively. Besides, the students can be required to prepare the scripts for performing dramas, won't that be a good way to practice and improve the abilities of their performances?

Here we are reluctant to say "goodbye", we just want to say "Thank you, Mr. Li! Thank you for your dedication to us and teaching!" In our eyes, you are not only a teacher but also one of our best friends. It's our honor to have you as one of our teachers. You are such a good teacher!

## 2. The Teaching Experience and Perception of the Elective Course "Interesting Psychology"

In the first half of 2018, I opened the public elective course "Interesting Psychology" for the first time. After finishing the course, I looked back on my teaching practice in the last semester and learned a lot from it.

One of the reasons that attracts me to apply for this course is the flexibility of the course setting and the flexible course management. The teacher doesn't need to have fixed teaching materials, neither do the students. But there is no doubt that teachers must have a variety of textbooks on hand instead of just one in order to do well in this subject. I try to give students a multi-dimensional perspective based on a broad vision and the perspective of the students themselves also expands my teaching vision. The teaching forms and examination methods are decided by the teacher himself, which is a feasible and gratifying management mode. I never call the roll, but the attendance of my students is impeccable.

At the beginning of the class, I first asked my students, "I know what you are here for in this class." The students open their eyes, waiting for me to tell them the answer. I put the answer on the blackboard: "Fun!" The students all laughed, and it was clear that they were satisfied and agreed with my answer. But then I explained it further, they all looked baffled. I said, "the 'fun' of this course is not the 'fun' in your mind" which kept my students intrigued. They were expecting a definitive answer, and then I said, "I want you to say it for yourselves in the coming classes."

I asked everyone to use PPT to report their final achievements. That's my unique final assessment method. Before that, I assigned an open paper copy of work, and asked them to complete it independently after class and hand it in the next week, with the title of "psychological perception and academic harvest". After collecting them, I did not make a review at that time, but read them carefully and classified them. Let's extract some of them in order to chew together the sentiment and the harvest of the students.

"The teacher gave us psychological PPT assignment. In the production process, I read a lot of psychological knowledge. I took the essence to its dregs. I really felt very happy because I got the harvest of knowledge as well as improving my courseware making skills."

"The teacher gave us different forms of daily assignment, and one of them was copying famous quotes from classic psychologists. I chose this type. While doing the assignment, I tried to write every word with a brush stroke. I thought it was much better to write a mental quote by hand rather than playing a video game. "

"I have learned a lot from this course. If I have to say what I have learned, it is 'change'. In a short term, I may have learned limited knowledge, but I realized the change of my mind, which was positive and upward. "

"The teacher told us about psychological counseling. I no longer think that only people with mental illness will go to psychological counseling. In the activity class of psychological counseling, I realized the fragile side of human nature. We need to support each other. I love our psychological class ---- We are family! "

"I found the mystery of psychology and felt the endless fun of psychology through this semester's study, as if appears a psychological window in front of me."

"The teacher will attract our attention with some stories, movie clips and so on. I like it very much. Sometimes I was moved by the touching story with the surge of emotion told by the teacher. I learned filial piety from the Thanksgiving class. After class, I called my mother, telling her I really felt Mother's greatness after the psychological Thanksgiving class. Later Dad told me that Mom's eyes became moist with tears while she was listening to me because she was happy to feel that I have grown up. I really appreciate the glamour of our class of interesting psychology. "

"Long before the opening of the elective classes, I heard that a male would have the class. That made me have a butterfly in my stomach. Anyway the male teachers are relatively serious in my impression. Yet I found that it was not what I imagined before. The classroom atmosphere was so relaxed that we felt at ease in class. Maybe just because of such a considerate psychology teacher who really has a better understanding of his students and his class. "

"The teacher gave me assignment, and I did it and revised it repeatedly with my own efforts. I managed to pass the teacher's appraisal under the guidance of the teacher. I really felt a sense of accomplishment. "

"I once had self-harm behavior. The teacher told us the importance of 'cherish life, cherish health '. I felt very silly. So I decided to see the teacher for counseling through having a good chat with him. Now I still have some strange questions which annoy me so much."

"The teacher's little story, true or fictitious, can make subtle changes in my mind; A short video let me deeply reflect on myself; A beautiful poem let me immersed in its artistic conception; The teacher's casual words in class may touch my heart. I think that's the beauty of fun psychology. "

"When the teacher asks a question in class, every time I subconsciously think and give him my answer with normal psychological thinking. Yet the answer given by the teacher is always beyond my expectation. Slowly I understand that the teacher is teaching us how to innovate and seek differences with much courage instead of stereotypical thinking."

"Although Mr. Li is only one of my teachers teaching elective courses, I've had a respect for him since the first time I met him in class. On the one hand, I admire his unique teaching method; on the other hand, I look up to his principles of conduct. I dare say that the world would be a better place if he became an official. "

"The above mentioned are the students' original words. Although some sentences are not smooth enough, we still can get insight into the students' mind. In addition, I would like to add that writing

using 'I' may be self-bragging and will make the readers tired, but I solemnly declare: the author is not boasting of the picture, just a bit of real teaching experience and perception. Besides, who has the leisure to beautify himself? Of course, I just want to communicate with others, unwittingly expect thumbs-up. Moreover, even if all will laugh at the above mentioned, or even I will receive some private ridicules, and so what? “

### 3. Reflections on Elective Courses

For the first time, I took an elective course of interesting psychology in our college. The academic affairs office assigned me three classes, each of which had 65 students, 195 students in total. The passing rate after the final examination was 55% while the compulsory course college English I taught that semester was 215 students in three classes, with a passing rate of 99%.

After the students checked their grades from the educational administration system, I received some feedback from some of them. Here I ignored the feedback from the students who passed the course. I just talk about some QQ inquiries from those who failed in the course ---- in fact, most of those questions are “why I failed” and the like.

Among them, a boy sent me a QQ screenshot, which said: xx subject 1 (compulsory course)--4.0--90 points, xx subject 2 (compulsory course)--0.5-- excellent, xx subject 3 (compulsory course)--0.5--excellent, and Psychology with Joy (public art)--2.0--28 points.

The data are real, but what is the psychological mechanism behind the nesting of real data? It's a matter of opinion.

Meditating to understand the function of a certain subject, I increasingly feel that “College English” is useful while “Interesting Psychology” is useless. However, only when a subject is pushed to a “useless” state, can it become “useful”. Isn't it? Isn't a 55% pass rate bad? Is a 99% pass rate ok?

The only real goal of education is exactly what our education lacks most. It depends on whether it is in or out of school. There's a lot of knowledge not necessarily useful for standardized tests but extremely useful for real life in the real world.

Does education only mean learning well in class, doing well in exams, going to a good college, or finding a good job? Obviously, reducing the students' burden and adjusting the selection system of compulsory course have been on the way.

“Seemingly useless, but really useful” knowledge is relevant to the real world around us and is designed to teach students the ability to think independently. We pay particular attention to test memorization and skills, focusing too much on standardized questions on paper and too little on learning about the real world. Often we're ahead of the game, but we're at a loss when it comes to choosing a career.

Only skills training but no thought guidance finally just pay off poorly. Such kind of blindly running is only a kind of “having feet yet without head” education. Ideal education must be of thought as well as action.

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