

Practice of Discussion Method in Teaching under the New Curriculum

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Abstract: Discussion method is an indispensable part of many teaching methods. It plays an important role in the teaching process. It meets the new requirements of class teaching under the background of the new curriculum. It practices student-centered teaching philosophy, fully mobilizes the initiative and enthusiasm of students in learning, aims to cultivate students' creative thinking and divergent thinking, exercises students' ability of independent thinking, improves students awareness of cooperation and communication. Its essence is students' conscious thinking exploration activities under the careful preparation and guidance of teachers. The application of discussion method in the school has very high value. This article will discuss the application of discussion method in class briefly. The paper is divided into six parts. The first part is the analysis and realization of the new teaching ideas and requirements under the new curriculum, and expounds the necessity of practicing the discussion method in teaching. The second part mainly analyzes the research of several common teaching methods. By comparing the application effect of various teaching methods in class teaching, it is concluded that the effect of discussion method in class teaching is higher than that of lecturing method. The third part is to summarize and sort out the advantages of discussion method, and further determine the necessity of the application of discussion method in class teaching. The fourth part is the analysis of the relevant theoretical basis of practicing discussion method in class teaching, mainly including Dewey's teaching democratization and discussion method, learning by doing, Vygotsky's Zone of Proximal Development and Mercer's teaching thought and method of discussion. From above, teaching should be critical and constructive, so as to establish a relationship with discussion method. The fifth part is the introduction of the basic mode of discussion method. The last part is an analysis of the necessary conditions for practicing discussion method.

1. The New Requirements of the New Curriculum for Teaching Ideas

1.1. Give Priority to Learning, Supplemented by Guidance

By changing the traditional passive teaching mode, we can realize the substantial transformation of teaching and learning, and get rid of the problem that the teacher's teaching runs through the whole class and the students accept learning mechanically. Pay attention to guiding the substantive change of students' learning, change the process of knowledge mechanical teaching into the process of students' independent participation in knowledge acquisition, give full play to students' subjectivity, and pay attention to students' learning initiative and enthusiasm. Teachers should play a leading role, encourage students to master the basic law of knowledge, improve students' learning efficiency, cultivate students' awareness of self-exploration and good learning habits and quality.

1.2. Crisscross, Sublimation and Communication

In the traditional teaching, excessively inclined to the vertical communication between teachers and students, but mostly teachers throw the corresponding questions to the students, making students to think. Then according to the actual class atmosphere and feedback, teacher reminds students appropriately, and finally announced the answer. This kind of communication often makes the classroom boring. Most of the students just act as a "group play" role, only very few students

will seriously into it, resulting in the low efficiency. Therefore, based on this kind of teaching and communication mode, the horizontal communication and cooperation between students should be strengthened and reduce the vertical communication between teachers and students. In the meanwhile, attach importance to group discussion between students, guide and encourage every student to act as a "star", reflect the cooperation of students in the learning process, to achieve the communication crossing in the teaching process, and then achieve individual problems to typical problems of the transformation, to promote the problem in the group discussion to be solved.

1.3. Everyone Participates and Everyone is Equal

The new curriculum emphasizes that teachers are collaborators, guiders and participants in students' learning. The teaching process is a process of discussion between teachers and students, which emphasizes the common development of teachers and students. In traditional teaching, teachers only pay attention to mechanical teaching, generalize, ignore students' active participation and acceptability of knowledge, ignore the equal status between teachers and students, highlight teachers' absolute authority, which leads to tense classroom atmosphere, and making students only learn mechanically because of fear, not because students' active exploration of knowledge. In addition, the error presented by teacher is only buried in the heart, daring discovered. Therefore, in the new curriculum we should break away from the traditional teaching mode of teachers' teaching and students' learning to strengthen the mutual teaching and learning between teachers and students, so changing the teaching process to the direction of everyone's participation and common development, giving full play to the main role of students, and realizing the common growth of teachers and students.

2. Analysis and Practice of Relevant Teaching Method

In the teaching process, only using the lecturing method, the knowledge that students remember by listening only accounts for 5% of the knowledge taught by teacher in class. Students remember about 10% of the knowledge taught by teachers in class through teaching by combining teachers' teaching with students' reading. If the teaching is carried out through the images or videos of the teaching materials, the students can learn more deeply about the lesson, but this is only the students' impression of the images and videos. Insert some images or audio tapes into the students' reading text so that the knowledge that students remember can account for 20% of the knowledge taught by teachers in class. In class, the teacher adds some on-site demonstrations so that the knowledge that students remember can reach 30% of the knowledge taught by the teacher in class. The effect of discussion method is better than teaching method, and the knowledge obtained by students can account for 50% of lesson knowledge.

3. The Advantages of Practicing the Discussion Method

Discussion method plays an important role in the new curriculum and has irreplaceable advantages over other teaching methods.

3.1. Exercise the Students' Verbal Expression Ability

Practicing the discussion method in teaching process can exercise students' language expression ability. In class, students' independent discussion helps students to construct their own knowledge, that is, to construct their own thoughts.

3.2. Deepen Students' Understanding of Knowledge

After the discussion of the knowledge, students will be more impressed, strengthen the understanding of knowledge especially some concepts and vocabulary.

3.3. Cultivate Students' Thinking Ability and Creativity

Through discussion, students can develop their own brain and thinking, carry out thinking storm,

consider problems from a multi-dimensional perspective, realize students' dare to think, and facilitate the cultivation of students' thinking power and creativity.

3.4. Cultivate Students' Sense of Cooperation

The discussion method can improve students' sense of cooperation, which is conducive to cultivating students' abilities of respect, listening, cooperation and mutual assistance.

The reason why discussion can deepen the impression of knowledge is that it has the scene of constructing knowledge^[1]. This scenario includes how students communicate with other students, how teachers describe knowledge points, and how other groups report on the same problem. It is this real scene that puts students in their environment and makes the whole discussion process more meaningful, which will leave a very deep impression on students. More importantly, in this process, it is mainly the discussion between students. In other words, it is actually the process of comparing the thoughts of similar people with their own views. Through the discussion, we can learn from other students' better views, and can trigger students' thinking, so it will leave a deep impression on the students, so as to improve students' mastery of knowledge.

There are two ways to construct knowledge when using the discussion method. The first method is to discuss a problem in class, when I express a kind of view, and the other students expressed a different view, or more comprehensive views, or negative views, I can absorb other people's opinions and can process the original view, then I will get a new view. So the discussion method works. This method can be summarized as: argument \geq counter-argument \geq synthesis of new points of view. The second way is to set up a frame of reference for the discussion before the discussion. In the discussion process, each student takes turns to speak, express their ideas, after a round of discussion. The original reference system will become larger. At this time, the discussion method has also worked. That is, the discussion begins with a frame of reference, and the discussion ends with an even larger frame.

4. Theoretical Basis of Discussion Method--teaching Should Be Critical and Constructive

4.1. Dewey's Democratization of Teaching and Discussion Method

Dewey emphasizes that teaching should be democratic, that teaching should increase students' direct experience. He puts forward the method of "learning by doing", and emphasizes that the effect of applying the teaching method of "learning by doing" is better than the teaching method. Dewey's five steps of reflective thinking also includes students' discussion.

4.2. Vygotsky's Zone of Proximal Development

Vygotsky put forward the concept of "zone of proximal development" and applied it to the teaching process. For "zone of proximal development", it can be simply understood as the difference between students' low-level stage and high-level stage in the learning process. When it is connected with the discussion method, we can understand that when students enter the discussion with their own reference system, it can be regarded as the initial level of students. When students get a larger reference system after discussion and want to leave the discussion, this process is the students' proximal development zone, that is, the process of students enriching their own knowledge and views. In this process, students' thoughts are colliding with each other. It is a process of continuous language communication between students. It reflects the help of cultural background to students' thinking.

4.3. Mercer's Teaching Thought and Discussion Method

According to Mercer, there are three forms of discussion that teachers use in class: argumentative, cumulative and inquiring.

5. Basic Forms of Discussion Method

5.1. Double Discussion

This is a common and referential discussion method, but the content of the discussion is relatively simple. The purpose is to awaken the previous knowledge and review the knowledge. In class, it generally refers to the discussion between the deskmates, so this form of discussion is full coverage. All students will participate and speak. In addition, teachers do not have to prepare too much in this way, and teachers do not control it.

5.2. Multi-person Discussion

Generally refers to group discussion, about 5~7 people. The purpose is to help students learn to cooperate and exchange ideas, so enable students to achieve the purpose of self-study through the framework set by teachers. This form of discussion causes the teacher to lose much control. It's a high-risk, high-reward risk. In the process of discussion, some students will actively participate in the discussion, but some students just make up the number, enjoy the fruits of other students' discussion. It can not mobilize each student to participate in the discussion and develop every student's ability. In the process of discussion, if the teacher leadership is correct, it can make every student participate in discussion, then it is a high return to everyone, which makes this form of discussion is better than double discussion.

5.3. Class Discussion

That is, the whole class participates in the discussion, and the teacher can exercise the greatest degree of control. Many different views can be heard in this form of discussion, and it can expand students' thinking. However, this form of discussion involves the whole class, and the class discipline is not easy to control, which requires teachers to have good control ability and performance ability.

6. How to Correctly Practice the Discussion Method in Teaching

6.1. Seize the Opportunity of Discussion

In class teaching, the accurate grasp of the discussion opportunity will directly affect the quality of the discussion, and then affect the classroom efficiency. Therefore, teachers should timely capture the points that can be discussed in the classroom for discussion. For example, when students have different opinions in answering questions, make mistakes in solving problems, and have confusion and anxiety about some problems that are difficult to solve independently, they should discuss them in time. In the process of discussion, we should always respect students as the core, give play to students' subjectivity, encourage students to think hard and express their thoughts boldly^[2]. Finally, explain the problems discussed, correctly and properly evaluate the students' ideas, and focus on incentive evaluation to maintain the students' learning enthusiasm and thirst for knowledge, so as to facilitate the students to actively participate in the discussion in the follow-up classroom teaching and lay the foundation for the follow-up classroom effect.

6.2. The Purpose of the Discussion Should Be Clear and the Content Should Be Targeted

Before you start the discussion, you should be clear about the purpose of the discussion^[3]. For example, what is it designed for? What effect do you want to achieve through the discussion? Under normal circumstances, it is to emphasize the important and difficult points of class teaching and highlight the key points, help students understand and master knowledge, cultivate students divergent thinking and sense of teamwork, and improve students' ability to solve problems. Therefore, the discussion must not be for the sake of discussion, but should be designed based on the specific purpose of the discussion, and to avoid the phenomenon of polarization. That is, Put an end to setting too simple or too complex content. Teachers should start from the reality of students and arrange the content with moderate difficulty and interest of students for discussion, so as to prevent the phenomenon of extreme "hundred schools of thought contend" due to too simple

discussion content and low student participation due to too difficult or boring discussion content.

6.3. The Discussion Should Be Based on Listening

The discussion should be normative^[4]. That is to say, it should be carried out under the principle of "people-oriented, everyone involved and everyone equal". Teachers should guide students to respect other people's views in the process of discussion, instead of sneering at others. We should express our views on the basis of respect for others, communicate with each other, strengthen learning, improve together, convince others by reason, so as to prevent the phenomenon of anger caused by disagreement. Of course teacher should also actively participate in the discussion of the students, become the students' partner, give appropriate guidance, listen to students ideas, and respect students speech, with the vision of equal development of all students, to provide as many opportunities for students to speak, to achieve the goal that everyone participates, everyone is equal, everyone dares to think and dares to speak.

In short, the process of discussion is not a simple exchange of discussion results between students, but a process to promote students' thinking. Therefore, both teachers and students should realize the importance of discussion correctly in the teaching process. Treat it with a correct attitude in order to optimize the effect of cooperation and communication and implement it well. Thus students will benefit a lot. Class teaching will be more vivid and colorful and teaching effect will be greater.

References

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