

A Probe into the Basic Attributes of Practical Teaching

Zhongmin Liu, Jiuqing Li *, Xiaojia Gu, Zelong Zhou, Yun Liu

Mechanical College, Army Engineering University, Wuhan, 430075, China

Keywords: Practical teaching; basic attributes; basic types

Abstract: This paper makes a theoretical discussion on the practicality, development and practical teaching types of practical teaching, in order to provide reference and reference for education and teaching schools.

1. Introduction

Practical teaching is the response to students ' learning practice attributes, through practical teaching, can truly show the practical attributes of learning, to achieve the development value of practice.

2. Practicality of practical teaching

Practical teaching, that is, teaching in practical activities and teaching through practical activities, aims to guide students through experience, inquiry, operation, communication and other activities to promote students ' knowledge learning, ability development, self-awareness and the exploration and construction of the meaning of life.

Practical teaching is experiential teaching, pay attention to students ' personal experience in learning activities, through guiding students to carry out positive thinking experience, emotional experience and relationship experience, gain perceptual experience of the objective world and spiritual world, and form an overall understanding of nature, society and self.

Practical teaching is a process teaching, pay attention to students ' process participation in learning activities, through guiding students to actively participate in the process of knowledge understanding, the process of thinking development and the process of meaning construction, and then obtain knowledge, development ability, develop attitude.

Practical teaching is reflective teaching, paying attention to students ' summary and reflection in learning activities, in practical teaching, "Practice " Doesn't just mean " To do "and" operate ", but to have the practice of rational participation and value care, by guiding students to reflect rationally on the objective world and the self-world on the basis of practical experience, and form " Things I " Relationship, "I You " Relationship and self-relationship, enrich and transform experience, and through reflection to awaken oneself, enhance self.

The development value of practical teaching is multidimensional, not only to enhance students ' practical ability, but more importantly, students through practical teaching not only transform the outside world, but also transform their own internal world, and constantly discard the external world and the subjective world of self-nature, to achieve the objective world and their own transcendence.

3. Developmental nature of practical teaching

Practical teaching is a developmental teaching, the development of practical teaching is not only reflected in the individual through the practice of understanding the outside world, but also manifested in the individual's understanding and transformation of the self-world, as well as the pursuit and creation of meaning.

Practical teaching guides individuals to establish the connection between the subject and the outside world. Practice is subjective to objective activities, is to establish the relationship between the subject and the object, the way to achieve unity, through practice, the individual understanding

of the external objective world, the construction of the natural world, the social world of the internal relations. In practical teaching, individuals through experience, operation, inquiry, communication and other activities, understand the external objective world of objective facts, concepts, principles, understanding the objective world changes, the process of development and its laws, and constantly enrich the understanding of nature and society. The relationship between the individual establishing the subject and the outside world is, in essence, obtaining objective knowledge under the guidance of practical teaching, which is an important manifestation of the developmental nature of practical teaching.

Practical teaching builds the relationship between the outside world and the inner world of the individual. Understanding the world is the one-aspect value of practical teaching, but individual knowledge learning can not be limited to the understanding of the objective world, but also needs individuals to establish a connection between the objective world and their own subjective world. How can students establish a link between the objective knowledge world and their own world of life? This requires the individual experience, feeling and experience as a bridge, through the practical teaching, it can guide the individual to enrich the experience and feelings, and through the individual to their own experience of continuous reflection, so that their own experience systematization and integrity.

Practical teaching guides individuals in the pursuit and creation of meaning in the process of learning. In practical teaching, students are not passive recipients of knowledge, but the seeker and creator of meaning, who can find themselves, recognize themselves, find themselves and reflect on themselves in cognitive practice, relational practice and ethical practice, and form a sense of self and meaning.

4. Basic types of learning in practical teaching

In practical teaching, experience, inquiry, operation and communication are the main ways for students to learn activities, which leads to the formation of practical teaching students with different types of learning: Experience Learning, inquiry learning, operational learning and communication learning.

4.1 Experiential learning

Experience, refers to the subject's perception and recognition of the object. "Do Middle school" proposed by Dewey, a famous American educator is the basic rudiment of experiential learning, emphasizing that children realize the "Continuous transformation of experience" in the course of actual activities. "Experience Learning" is a learning view and learning style centered on experience, "It is a learner-centered way of learning that progresses from experience and reflection." Experience, experience, perception and reflection are the intrinsic elements of experiential learning, and experiential learning includes both the process of learning and the result of learning. - Experience, but also includes the activities of the main body after learning - Reflective perception, left these three, experience learning on the loss of the development value of students.

Experience Learning is emotional, reflective and perceptive. First of all, learners carry their own emotional experience activities, rather than simply "do", In "Do" In the process, learners will their feelings, attitudes, values into which, through activities, thinking, to obtain new insights and experience; Secondly, after the end of the experience activity, learners need to reflect on their own activities and activities, and then refine and sublimate their own experience, and finally, the learner's feelings and experiences in the process of learning, through criticism, reorganization, Abstraction, summary, enrich their own feelings, form their own values.

4.2 Inquiry Learning

Inquiry refers to the "Explore research and explore the pursuit", Is "Seeking knowledge or information is the activity of searching, studying, investigating and inspecting; Is an activity of questioning and questioning." The exploration study originated from the French educator Rousseau in the past century, he thinks that people are born with the desire to explore, after the

development of Dewey, Bruner, Schwab and so on, inquiry learning has become a viable and operable way of learning in education.

The so-called inquiry learning refers to "The learning activities carried out by students under the guidance of teachers and in a way that is similar to scientific inquiry in order to obtain scientific literacy". Although Students' inquiry learning is carried out in a way similar to scientific inquiry, it has the basic elements of scientific inquiry: observation, finding problems, making assumptions, collecting information, making plans, collecting, analyzing and interpreting data, validating conclusions, evaluating conclusions, etc. In the process of inquiry learning, students need to use a variety of ways of thinking, such as analysis and synthesis, induction and deduction, classification and comparison, systematization and integration, etc., such a inquiry is a purposeful, systematic and effective inquiry learning.

The problem is the core of inquiry learning, any inquiry activities of students are in a certain problem situation, around a certain problem, the process of problem solving is to explore the process of learning, subjectivity, problem, situational, process is the basic characteristics of inquiry learning.

4.3 Operational learning

Operation is the individual according to certain norms and essentials to manipulate the action of a skill, through the operation of specific tools or objects to carry out the study, we call it operational learning. In general, there are two different types of operational learning, namely, "operational Learning with the goal of developing operational skills and operational learning aimed at supporting knowledge understanding or gaining emotional experience". Operational learning is not limited to the activities of students' motor skills, but also requires the participation of students' knowledge, emotion and attitude in operational learning. Learners with their own purpose, intention, emotion, the use of certain operational skills to play a specific object or tool, so that the operation of objects or tools to change a certain degree, at the same time, the operation of activities in turn on the learner itself, so that the learner's movement skills are developed, emotional experience is enriched, to help the subject to construct meaning.

Dewey first proposed "Do secondary school", In the modern course of the United States "Hands-on" As well as The French Lamap, are the basic paradigm of operational learning, all have the basic characteristics of operational learning.

First, the object of operational learning is the tool or objective material rather than the language and writing knowledge; Second, the operation learning must have the learner individual's muscle activity, the simple mind Thinking study is not the operation study; Third, operational learning requires the learner's cognitive ability and emotional participation, not simple, mechanical physical activity.

4.4 Communication learning

Communication is the premise of human existence and activities, is the premise of the formation of human nature, individuals through communication activities, so that their own integration into their own social relations, the formation of their own individual nature. Communication itself is a kind of practice, communication learning has also become a major style of students' learning.

Dialogue, cooperation, understanding, communication and discussion are the basic forms of communication learning, and respect and equality are the basic requirements for the smooth development of communication learning.

The development value of practical teaching is embodied in the whole process of teaching, which is embodied in students' experience, inquiry, operation and communication activities, no matter what kind of learning style students adopt, situational understanding, method selection, interview experience, summing up reflection is the basic process of practical learning. Through these processes, the educational value of practical teaching can be truly embodied, and practical teaching will become a truly powerful teaching and a truly developmental teaching.

References

- [1] Yuanxiang Guo. On practical Education [J]. Courses • teaching materials/teachings, 2012 (1).
- [2] Yewen Jin. Limitations and transcendence of experiential learning [J]. Journal of education in China (3).
- [3] Youqing. Chen The relationship between different types of learning in the development of students [J]. Educational Research and experimentation, (2).