

Debate Teaching: The Way of Humanism Practice

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Abstract: This research is a feedback survey which is delivered after the implementation of a teaching reform project. We managed to teach and guide students to make good use of debate teaching to optimize their learning. With the statistics collected, this paper carried out a thorough evaluation of the effect and intangible value of the debate teaching model by using comparative method. With the help of self-media like micro-blog, it is found that students had improved their thoughts and become more rational by debating in both online and offline. It is believed that the teaching model is effective for the dissemination of talents in the new media era, and it can be used for the way of humanism practice in future study.

1. Introduction

Humanitarianism emphasizes the idea of "people oriented" and "students oriented". In the ideological and political education of colleges and universities, the spirit is the overall development of college students has the following specific functions. Cultivate the spirit of self-improvement. The foundation and premise is self-centered, that is, only through one's unremitting efforts can bring about personal ideals and ambition. Therefore, students in ideological and political education in colleges and universities in debate teaching model allow the teaching team to practice humanism in a more reliable way. It has the function of cultivating students' spirit of striving for self-improvement. The cultivation of the spirit of self-improvement can lead to great efforts. Students maintain optimism in the face of various setbacks in online and offline debates.

For college students learning career and after graduation work, and even every day for life, the spirit of debate is to overcome all kinds of possibilities on the road of life to the greatest extent.

It is very important to give full play to their abilities and initiative the role. Cultivate the character of respecting the tolerance of others. Human principal Righteousness should not only be based on itself, but also on human beings. That is, we must respect others, especially the weak, and put ourselves in the position for others' sake, for others' shortcomings and errors.

In the ideological and political education in Colleges and universities, cultivation of respect for tolerance of others' character is humanism. Another important function, as a typical person the survival and development of social animals cannot be separated from all kinds of contacts and contacts. In college, Students in the process of growing, humanism cultivation respect and tolerance the function of others' personality plays a very important role.

The necessary respect and tolerance for others can enable universities it is easier for others to get approval from others and to melt smoothly. Get into the group and team; get the good match of others. Harmony helps ensure the smooth progress of goals and tasks complete.

2. Subjects and Methods

2.1 Subjects

Humanitarianism, the development of human beings, is in the most important position. Emphasis on humanism in school ideological and political education means that college students should not only pay attention to professional knowledge, but also pay attention to the cultivation of their esteem feelings.

College students are active in thinking, eager to learn, willing to explore and unwilling to accept. The established conclusion is about social economic activities, political life and ideological culture. The desire for thinking and judgment is constantly increasing, and "debate teaching" itself. It is active, challenging and confrontational. First, the characteristics of thought have aroused students' enthusiasm and excavated to the greatest extent. The potential and interest of learning is to vary "happy" from "weary of learning", make the ideological and political theory course a lively learning area.

"Debate teaching" is based on the teaching content and the social heat. Point and focus issues, formulate two positive and negative views on one aspect and guide them. By debating, discussing, we can make students think, argue, communicate, experience and so on. Marx understands, cognition, exploration and innovation of theoretical knowledge are being applied in the debating process. A standpoint, viewpoint, method, problem analysis, and problem solving. The way of classroom teaching "Debating teaching" makes scientific theory interactive, and in debate, we can imperceptibly implant the minds of students and turning them into sublime. The spiritual quality is externalized into conscious action, so that ideological and political education can be achieved.

It is a practical process from inside out. "Debate teaching" is a combination of research and discussion. The teaching method of students' deep participation has broken the "indoctrination" and "doctrine". We managed to prepare students before class, and make them be capable of debating in class with the explored jointly by teachers and students.

2.2 Methods

Firstly, we should respect students and let them finish their statements.

Analysis and observation of each student's observation, judgment and exploration can transfer, at the right time, patiently to explore suitable explanations, guidance and correction, allow students to understand and knowledge when they are debating the issue. The mastery of points is more profound, and the understanding of the relationship between knowledge points and topics are more thorough.

Secondly, Teachers should always pay attention to all the students.

We must encourage students who are silent when others are involved. Students should speak actively, and teachers should not fight against students' confidence and encourage students to understand each other clearly. Each student is a participant, not a bystander.

Thirdly, Lead students to use examples more.

It often occurs when cases are supported by examples, and the positions of both sides are adopted. There are all similarities, and other reasons in the case itself will be valued by students. Take unnecessary pains to study an insignificant problem. Therefore, teachers should confirm and strictly implement the theme of debate before class. Procedures, on one hand, timely interpretation, correction or guidance, on the other hand, give a certain amount of time. Allow students to speak and supplement in order to train students to learn objectively.

3. Results

The strategy and tactics of giving birth to a formal debate is letting students feel respected. With the help of debating regulations and effect control of the debating progress, by making comments after carefully listening to every students' views online and offline, teachers should make sure most students be consulted and respected. With the help of 191 students in the practice, we managed to

make our works completed and show it in data.

3.1 The Accomplishment of the Model in Humanism Practice

From the feedback data including questionnaires every week in the teaching period, results of every vote after discussion, we managed to explain the improvement from items of "self-esteem level", "respected feeling level", "feeling comparison between pre-class and post-class", "communication skill", "team work involvement", etc.

Table 1 percentage of improvement from 10 groups

Groups	1	2	3	4	5	6	7	8	9	10
Self-esteem level	75%	73%	67%	69%	76%	75%	78%	80%	65%	81%
Respected feeling level	59%	54%	52%	47%	57%	69%	67%	71%	57%	58%
Feeling comparison between pre-class and post-class	87%	97%	89%	84%	88%	87%	81%	84%	82%	91%
Team work involvement	66%	60%	49%	57%	53%	47%	70%	55%	62%	69%
No feelings	9%	11%	17%	16%	13%	12%	10%	18%	9%	17%

Refer with: Table 1, From the item "self-esteem level", we can find that most participants have great self-esteem needs in using micro-blog for cyber studying, which means we must use virtual platform carefully in future work.

From the item "respected feeling level", there are some not very optimistic percentage within, so we have carried out an in-depth interview on some inactive members from group 4, and it turned out that are not interested in any forms of cyber study and treat them as wasting time, and this left us more work to involve these participants in future study.

From the item "feeling of comparison between pre-class and post-class", even the ones who are not interest in micro-blog study have to admit they have the feeling of being respected by asking their opinions on big issues, and that is helpful for the next teaching section.

From the item "improvement of team work involvement", we find out that group discussion and debate make participants realize the importance of team work, which is one of the core values of humanism. In traditional class, it is difficult for teachers to illustrate the key just by words and phrases.

4. Summary

The above results are the most important phenomena in the debate teaching model and our humanism practices, its deficiency sometimes is due to the lack of strong guidance, regulation and control by teachers. It is concluded that the teaching mode is able to achieve satisfactory degree of humanism practice and this should be the direction of the future educational reforms.

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