

Practice and Exploration of "Double master" Teaching Mode in Chinese and Teaching Theory Course

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Abstract: Curriculum and teaching theory is a pre-service professional course for Chinese teachers, and it is a professional, comprehensive and practical applied theory discipline. "Double master mode" is a kind of teaching mode that not only plays the leading role of teachers, but also plays the subjective role of students, that is, how to make students participate and learn together in the classroom under the leadership of teachers; In the past two years, students have been organized to conduct a questionnaire survey on this model from three aspects: overall attitude, learning gains and teaching suggestions, which have reflected well. On the basis of analyzing the investigation results, this paper puts forward some thoughts on the practical teaching and supporting reform of this course.

1. Introduction

On Chinese Curriculum and Teaching in Middle Schools is a compulsory course for Chinese language and literature majors in normal universities. As for the nature of this course, commentators have always recognized it from two aspects: "theoretical" and "practical", which is generally good. However, how to unify "theoretical" and "practical" into teaching practice is not simple [1]. This course is an explicit course for teachers' quality training, which plays an important role in improving students' practical ability of Chinese teaching and laying the foundation for Chinese teachers' professional development.

In teaching, students' learning enthusiasm can not be fully developed, and the overall teaching mode is traditional, mechanical and passive [2]. Therefore, in order to meet the needs of basic education reform and development, and to actively promote the process of teacher education specialization, after exploration and practice, the application of "Double master" in this course has a remarkable effect on stimulating students' interest in learning and improving classroom teaching efficiency.

2. "Double master" teaching mode

"Double master Mode" is a teaching mode that not only plays the leading role of teachers, but also plays the subjective role of students, that is, how to make students participate and learn together in the classroom under the leadership of teachers; This mode is different from the previous "teacher-centered" teaching mode in China and the "student-centered" teaching mode in western countries, and the "Double master Mode" is a teaching mode formed by making up for the shortcomings of the above two modes and absorbing their advantages [3].

Characteristics of Double master teaching mode:

(1) Role change

In the Double master teaching mode, teachers should not only continue to be teaching teachers in class, but also, more importantly, become tutors for students' learning and growth. We should know how to guide students to establish learning goals and study and explore independently around learning goals. Know how to guide students to form good study habits and master learning strategies; Know how to create teaching situation and "induce" students. Stimulate students' learning motivation, cultivate students' learning interest and arouse students' learning enthusiasm.

Teachers should become designers and developers of "Double master Teaching Mode". Teachers

should design different "Double master models" for different courses, different teaching objects and different academic tasks, which are very important for the design and development of teaching models.

(2) Transformation of teaching means

The activities of Chinese teachers are mainly manifested in the recombination of knowledge and information, the regulation of teaching dynamic information and the treatment of students' feedback information in the whole teaching process. Students' activities are mainly manifested in the intake, storage and creative processing of teaching information in the whole teaching process.

This mode emphasizes that teachers should not only play a leading role in teaching, but also fully embody students' cognitive subjective role. It changes the previous teaching mode of teacher-centered knowledge infusion and completely student-centered teaching mode in the whole classroom, and fully mobilizes students' learning enthusiasm through various ways, so that students can become the main body of the whole classroom learning without losing the leading role of teachers, thus fully mobilizing the initiative and enthusiasm of both teaching and learning.

3. The significance of "Double master" teaching mode in Chinese course and teaching theory course

3.1. Let students truly become masters of learning

"Double master" teaching mode provides students with more opportunities to think and solve problems, and promotes students to actively obtain information from various aspects, analyze and think about information, and then solve problems. In the process of solving problems, students really become masters of learning [4-5]. The "Double master" teaching mode strengthens students' learning motivation, and enables students to learn to explore, learn to learn by themselves, and learn to construct knowledge by solving problems.

In traditional teaching, the classroom is basically controlled by teachers, grasping the learning progress of all students, supervising the learning situation of all students, leading and supervising students' learning by teachers, and students are dependent on teachers. Under the teaching mode of "Double master", students are completely in control of their learning time after class, and they are responsible for their own learning, so that students have a sense of crisis, and they will always urge themselves, examine themselves, and then consciously regulate their learning behavior.

Because different teachers will interpret knowledge and analyze problems from different angles, students can understand knowledge from multiple angles, think about problems, open up students' ideas, and make students think about problems more comprehensively.

3.2. More in line with the needs of the new curriculum reform

The idea is the forerunner of practice, and the educational idea virtually influences teachers' teaching contents, teaching methods, teaching principles, teachers' and students' views, teaching views and so on. Traditional classroom is a classroom centered on teachers and teaching materials. Teachers teach knowledge endlessly, while students record knowledge diligently. Teaching mode is a historical category, which has its reasons and conditions.

Implementing the "Double master" teaching model, a new teaching model that conforms to the development of the times, is conducive to the innovation of the old teaching concept and the formation of a new teaching concept of normal students. Only when the teaching concept of normal students is updated and the new teaching concept is used to guide their future teaching practice can the curriculum reform be truly implemented.

3.3. Meet the new requirements of teachers' development in the new era

When the "Double master" teaching mode is implemented in the teaching of "Chinese Curriculum and Teaching Theory", normal students should watch and personally make micro-lessons, which have higher requirements on courseware making ability, multimedia use ability and aesthetic ability, which are all new requirements for teachers in the new era. A teacher who is

flexible in mastering modern educational technology will certainly perform better and be more comfortable in future teaching work.

4. Practice of "Double master" teaching mode in Chinese Curriculum and Teaching Theory

4.1. Create a situation

"Double master" teaching "requires creation and encourages learners to actively construct interesting and real situations" [6]. At the beginning of this course teaching, the teachers let students know the nature and present situation of Chinese curriculum and teaching in middle schools, the tasks and challenges as middle school Chinese teachers, their professional intentions, qualities and experience preparation as future teachers, and bring students to the identity of "quasi-Chinese teachers". This identity will also be strengthened and maintained through the continuous "explicit" and "implied" in teachers' follow-up teaching, so that students can have a sense of professional presence whether they participate in classroom study or group practice after class.

In addition to identity, all the learning contents of this course are based on the current Chinese teaching practice as much as possible, making a task list and creating problem situations, so that students can have psychological and emotional identity.

The fundamental task of Chinese teaching is to organize and guide students to learn the language and cultivate students' listening, reading, speaking and writing skills so as to cultivate people's emotions, thoughts, attitudes and values. "Double master Teaching" is to play the mutual guiding role of this Double master, which makes students' Chinese ability actively promoted and developed in an open and inclusive teaching and learning process, and makes teachers' teaching ability and consciousness consciously improved and awakened.

4.2. Questioning theoretical guidance

According to the students' needs, the teaching content is determined, and different curriculum types such as "self-study tutoring", "training" and "explanation" are designed. The classroom teaching structure of "self-study and guidance" is guided by "teaching is to avoid teaching", and pays attention to cultivating students' learning ability. That is, teachers guide learning and students can read by themselves; Then ask questions and students discuss; Finally, the teacher instructs and the students practice application [7]. "Training-style" classroom teaching structure, starting from the characteristics of teaching materials and students' reality, organically combines learning with practice.

Let the students study cooperatively, and then step onto the platform to explain for the teacher. "Explanation-style" classroom teaching structure can help students solve problems and broaden their knowledge horizons in view of difficult contents or knowledge other than textbooks. This kind of explanation is not "full house filling", but a large number of cases should be cited to arouse students' thinking and active interaction.

4.3. Implementation in ability training activities

"Chinese Curriculum and Teaching Theory" is a course that combines theory and practice closely. Students' practical ability must be cultivated through concrete and effective training. Under the guidance of teachers, this kind of training is for students to create teaching situations, apply the universal theories and methods they have learned to specific teaching situations, and improve their abilities in systematic and planned training.

In the traditional "Chinese Curriculum and Teaching Theory" class, students make full use of the class time to give a trial lecture, and the teacher evaluates and puts forward opinions. Under the teaching mode of "Double master", students form a group and use the time after class to carry out trial training. Students in the group evaluate each other, evaluate from the perspective of students, and put forward opinions [8]. In this way, it can not only increase students' opportunities for skills training, but also set aside precious time in class for other teaching activities.

Teachers select representative cases from videos recorded during students' daily training and

micro-lesson videos produced by students, so that students can watch them after class and put forward suggestions for improvement. Communicate and discuss in class to help students who record videos make up for their shortcomings and improve their abilities. Students will be more realistic when watching their own or their peers' teaching videos. In the process of constantly analyzing and evaluating their own and their peers' teaching situation, the teaching level and evaluation level are constantly improving.

5. The effect analysis of the practical teaching mode of "Double master" teaching

After four years of continuous exploration, this course has formed a relatively complete teaching mode focusing on practice and taking theory as the bone. What is the effect of this model? The teaching reform research group conducted a questionnaire survey at the end of the course on more than 200 people in two grades of Chinese Language and Literature major who offered this course. There are 11 sub-items in the survey, which mainly involve the overall attitude towards the curriculum reform, the gains after the reform and suggestions for the curriculum reform, etc.

Here, one main question is selected to illustrate the students' overall attitude towards the teaching reform of this course. Question: The general idea of teaching reform in this course is to reduce theoretical lectures and increase classroom practice, and to adopt the learning method of "helping each other in groups". What is your attitude towards this idea?

The survey results are shown in Figure 1 below.

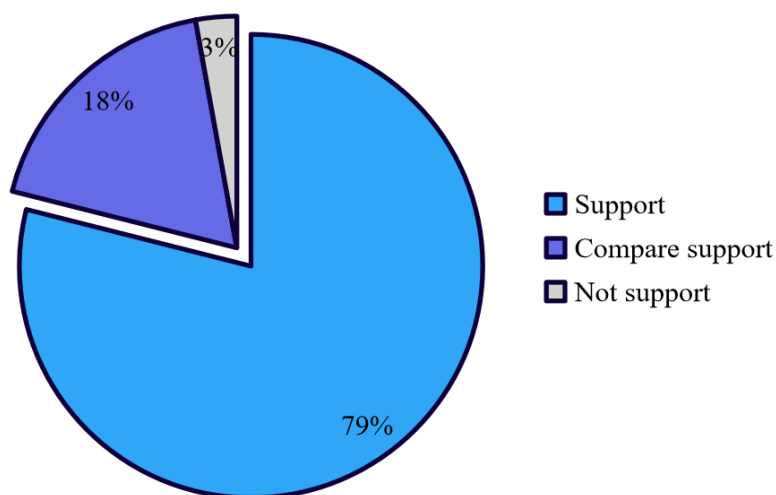


Figure 1 Results of problem investigation

It can be seen from the data in Figure 1 that students have tasted the sweetness and enhanced their confidence in practical learning through the teaching reform of this course, so the degree of support for the teaching reform of this course is very high. As far as question 2 is concerned, before the educational reform, we often hear some students question that "it seems useless to learn", but after the educational reform, we hear more that "it would be a pity not to take this course".

The survey results of students' gains in teaching reform are analyzed as shown in Figure 2 below.

It can be seen from Figure 2 that through the study of this course, students think that they have gained a lot in many aspects, and the proportion of students who feel that they have not gained is extremely small. Among them, the biggest gain is the improvement of courage and self-confidence, while the smaller one is the improvement of instructional design ability and the smaller one is the improvement of educational theory accomplishment. The survey results are consistent with the teachers' observation of the classroom.

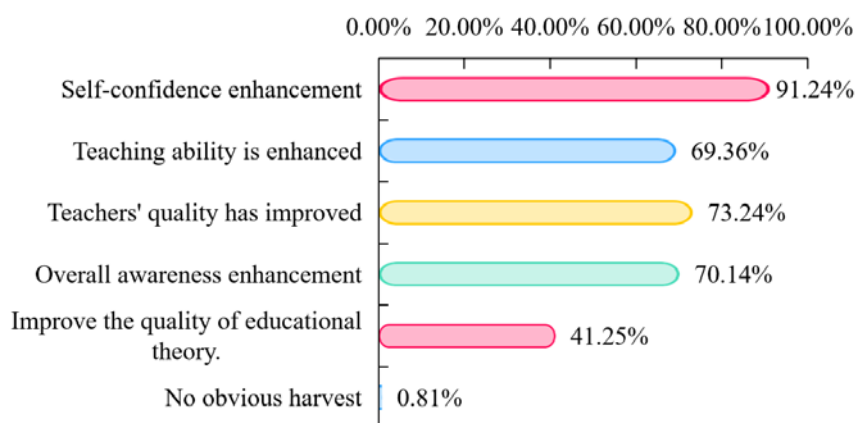


Figure 2 Survey result

Students gain more from the basic qualities of non-discipline specialty, and the improvement of Chinese teaching design ability involving discipline specialty needs a long-term accumulation and internalization process, so it is normal to have a little sense of accomplishment at present, and this practical learning method leads to the dilution of educational theory learning, which needs further research and demonstration.

6. Conclusions

The new curriculum standard requires us to pay attention to the leapfrogging and compatibility between disciplines. Teachers who are in the dominant position in the classroom lose their right to speak with their own will, which leads to the loss of their personal value and life significance. The administrative orders of rules and regulations restrict the realization of teachers' individual freedom and life value. Chinese is the most open discipline, and Chinese teaching in middle schools is a transitional development area for middle school students to change their learning of Mandarin from quantitative change to qualitative change. Strengthening the communication between teaching and learning, strengthening the communication and cooperation between teachers and students, and advocating the Double master teaching mode of "taking students as the main body and teachers as the leading factor" are the only way to improve the quality of Chinese teaching in middle schools and enhance the comprehensive quality of Chinese for middle school students, which is just a forward and tortuous road which is constantly being explored by future generations.

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