

Human Perspective-Taking Ability in Student Learning Stimulation Approaches

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Abstract: With the continuous improvement of education level in our country, how to improve students' learning ability has become a hot issue between teachers and parents in primary and secondary schools. In view of this problem, the education department also encourages the major primary and secondary schools to actively carry out teaching innovation, through the exchange of teaching experience to learn from each other, and strive to improve students' learning ability. Learning ability refers to the ability of students to transform and innovate through self-study or acceptance of knowledge in school, family and society. There are many ways to motivate students to learn, such as cultivating students' interest in learning, giving more spiritual inspiration to students, and setting an example for students to learn. This paper mainly studies the role of role substitution ability in student motivation methods. Through investigation, it is found that role substitution ability plays a positive role in stimulating students' learning.

Keywords: Perspective-Taking Ability, Learning Ability; Innovative Education, Practical Teaching

1 Introduction

With people's continuous attention to the education industry, teaching methods have been constantly innovated. Through investigating many achievements in teaching methods in recent years in various countries, although there are many differences in content meaning, execution mode and system structure of these teaching methods, we find that there are also many similarities in the way of thinking, theoretical basis and ultimate implementation effect.

In order to improve students' learning methods, many innovations have been made by educational practitioners at home and abroad. In the literature [1], the author uses integrated English classroom teaching to improve students' oral expression ability, and at the same time to improve students' enthusiasm in the classroom. In literature [2], the author proposes a problem-based learning method to improve students' ability and self-confidence in solving mathematical problems. In document [3], the author proposes a learning theory based on self-regulation to study the method of improving students' learning ability. In the literature [4], the author develops PBL method for senior high school students to learn mathematics to improve their advanced thinking ability. In literature [5], the author aims to solve the problem that students lack sufficient linguistic background to learn English in the West by enhancing their English skills through project-based learning. In recent years, role substitution has attracted more and more attention. In the literature [6], through the analysis of the role substitution ability of autistic children, the relationship between their social behavior is studied. The results show that the social disorders of autistic children may be related to specific social cognitive deficits. In the literature [7], the author studies the role substitution ability to analyze people's attitude towards culture and whether they will change their views on certain things because they see what others see. In the literature [8], the author studies the effect of bilingualism on children's role substitution ability. The experiment finds that bilingual children have higher consistency, greater variability and more errors than bilingual children. In the literature [9], the author studied the role substitution ability between patients with Madelung's disease and normal people, focusing on the difference between object-based transformation and self-centered transformation. When the images of Madelung patients and healthy individuals were presented simultaneously, these patients suffered from self-centered transformation. Performance degradation in object-based transformation is limited to the use of healthy human figures. This may be due to the closer relationship between body representation and self-centered transformation, which may indicate that the self-representation in the clinical sample has changed. In the literature [10], the author studies the role of embodied cognitive process in role substitution in childhood. The research shows that role substitution embodies cognitive process and uses this role substitution ability at the age of 10. In the literature [11], the author studied the effects of age, gender and gender role ideology on adolescents' social role substitution ability and friendship tendency.

This paper mainly studies whether role substitution can effectively improve students' learning ability in terms of improving students' learning ability. By comparing whether the role substitution ability of students is deliberately trained in the teaching process, this paper analyses whether the role substitution ability can help motivate students' learning ability. Through comparative analysis, role substitution ability can better enable students to have the motivation of autonomous learning and stimulate students' learning initiative.

2 Measures

2.1 By maintaining Students' High Expectations of Success

The desire for success can be the engine of students' learning. The most direct way to maintain students' expectations of success is to ensure that students make progress every day and move towards the goals they set. In order to achieve this, teachers and workers must set the starting point of teaching according to the level of students. They should help students grow up step by step. They must not promote the growth of students, so that students can be fully prepared without any progress, so as to avoid too much self-denial and frustration. In the process of teaching, teachers should help students realize the relationship between effort and results, set up a typical class, through collective communication and learning feedback within the class, so that students can realize that the degree and quality of their efforts will ultimately determine how much they get. Provide background for correction. Every student in the class should not give up and never give up. In the face of students who are not satisfied and frustrated with their achievements, teachers should identify their original goals and use the learning principles to make up lessons.

2.2 Encourage Learning Through Appropriate External Incentives

To some extent, the use of appropriate external incentives can really motivate students to learn. In addition to scores, external awards can also include: (1) material awards such as learning tools and books; (2) special powers; (3) spiritual awards; (4) praise or award awards. It is worth noting that all external incentives need to arouse students' attention and love for learning knowledge and skills, so as to avoid the deviation of students' learning purposes. Organize appropriate learning contests. Competition and external stimulation can stimulate students' learning efforts more than guiding thinking and emphasizing the quality of learning. Therefore, the contest content setting and reward scheme should be based on simple skills rather than stubbornly stubborn problems or discovery learning. It shows the importance of classroom learning. Many students always do not listen carefully in class, but go home after class and study hard. It is a matter of putting the cart before the horse. Teachers should inform their classmates that only by making full use of classroom time to keep pace with the progress of the teacher's curriculum, can they achieve twice the result with half the effort after class.

2.3 Learning by Stimulating Students' Internal Motivation

Teachers' teaching methods should be in line with students' interests and should not be stereotyped. Whenever a knowledge point is concerned, it should be elaborated from multiple perspectives, and diversified examples, activities and contents of interest to students should be used to increase the classroom teaching atmosphere. For example, when explaining and applying conceptual principles, we can use current news events or pop culture elements to modify the concept so that students can accept it more easily. In the process of teaching, students are allowed to make choices and self-respect decisions. Within the limits of teaching objectives, teachers should provide students with a variety of methods and opportunities to choose the most suitable method for them. The feedback from students should be given timely attention. Actively solve students' difficulties in study or life, help students to overcome difficulties, so that every student can be at ease to learn, not to be troubled by other trivial matters. Students are allowed to create final products. Students are willing to do a meaningful task by themselves rather than just part of it. When they can complete a whole product by themselves, they will experience a special joy of success.

2.4 Awakening the Awareness of Role Replacement Ability

Nowadays, many teachers in colleges and universities use this role substitution method to cultivate students' autonomous learning ability. Teachers make a brief analysis and abstraction of a chapter, and then let the group members find relevant literature after class, self-study the knowledge of the chapter, and then explain the chapter by the group members during the class. The role has changed from a student who attends a class to a teacher who teaches. The change of role means the change of responsibility. When a student is a teacher, we think about how to understand what the teacher says in class. When our role becomes a teacher, we not only need to master this knowledge through independent learning, but also need to consider how to explain the knowledge points, and how to give examples to make the students who listen to the lesson understand the content of this chapter. Some people say that the best way to really understand and master a knowledge point is to explain it to others. If others understand it, you can really grasp it. Role substitution ability enables a person to change roles quickly and think from different perspectives, thus having a stronger ability to accept views, which plays an important role in stimulating students' learning ability.

3 Effectiveness of implementation

In order to further analyze the role substitution ability's stimulating effect on students' learning ability, we tracked 150 students for two years. Seventy-five of them were trained in role substitution ability during school, while the others were taught normally during school without any additional ability training.

Through the analysis of the 150 students' academic performance in two years, the analysis chart is shown in Fig. 1.

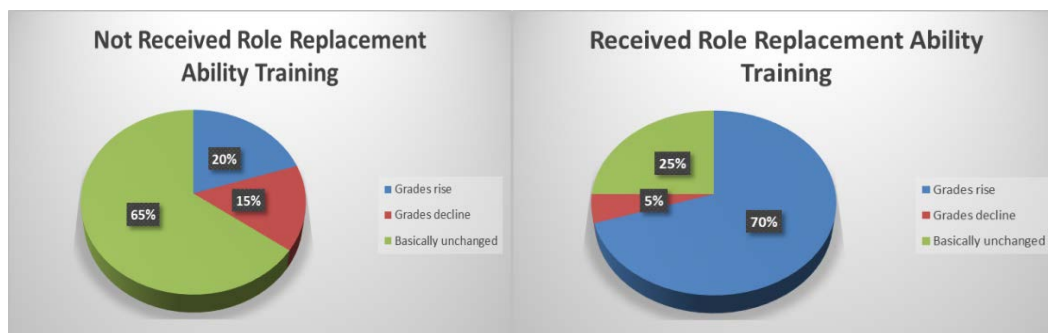


Figure 1: A comparison of the changes in the final grades of 150 students

From Figure 1, we can see that 70% of the students who have received the training of role substitution ability have improved their grades, while only 5% of the students have declined their grades. In the normal teaching environment, the majority of the students keep their original grades, and only 20% of the students who have improved their grades are compared with those who have received the training of role substitution ability. There is a big difference in the number, with the gap reaching as high as 50%. Therefore, by comparing the two groups of data, we can clearly see that role replacement ability has a significant effect on the motivation of students' learning ability.

4 Conclusion

With the development and progress of science and technology, there have been many changes in the way of learning knowledge. In the era of information explosion, we are confronted with various ways of rapidly improving learning ability in the face of different opinions on the network, and the real people are dazzled. Although the current teaching methods have been perfected, there are still shortcomings in cultivating students' self-motivation. The role substitution ability studied in this paper has a very good effect on students' learning motivation. Through a two-year follow-up study of 150 students, we have proved that this method has certain effect in promoting students' learning ability. Compared with the students who have not been trained by this method, the number of students whose grades have increased in two years is more than 30.

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