

The Three Steps of Interactive Teaching in University of Arts

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Abstract: Reforming traditional teaching mode and practising the interactive teaching mode which is base on Student-centered, is the trend of development of the university. The Interactive teaching can not only inspire the students' enthusiasm to learn and make them obtain better result on study, but also improve their analytical ability, practical ability and creative ability. Thus we can train talent in the high class. The author puts forward three steps of interactive teaching in universities of arts according to the teaching practice, which is the try in the reform of teaching mode in universities of arts.

Key words: university of arts; interactive teaching; scene imitates; educational view; study view

The view of "People-oriented" education promotes humane education, and its essence is to show the kindness to the people, thus it awakes and inspires the students to receive education and knowledge actively and improve their overall quality. The universities should reform the traditional teaching mode and abandon the old mode, which just instill knowledge to the students in the classroom. We must take the student to be the center and practice the interactive teaching mode. The interactive teaching not only inspires the students' study enthusiasm, makes them to obtain a good effect on their study, but also improves their analytical skill, practical abilities and creative abilities, so as to educate lots of practical talents in the high class.

The key of the interactive teaching is to break the sermonizing teaching. The teachers should pay more attention to the form and develop student's good behavior and nice personality, and guide them establish correct outlook on life, right and wrong, and increase their willpower, appreciation creativity, coordination, responsibility, honesty and devotion, .etc., thus fostering the students' independence, integrity and noble character. Summarizing years of teaching practice, I think we should master three steps in the interactive teaching.

1. Teachers Themselves should Establish the Advanced Educational View, and Guide Students to Establish the Right Studying View

Whether the teachers establish advanced educational view and whether the students hold right studying view or not are the premise of the success of interactive teaching. The core of the advanced educational view is to insist on the combination of education and social practice. "Knowledge comes from practice, the knowledge that beyond practice is meaningless". Educator should induct teaching to service for the practice instead of leading the students to study the knowledge in the textbook only. As a teacher in the university, it's our sacred job to inspire the students' positive and active factors and creative thinking to guide them improve their analytic ability, Practical ability and creativity. The advanced educational view includes "taking the students' growth as the center, encouraging them to participate the intercommunication". The teacher who holds traditional ideas is just like an

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advanced “irrigating machine”, while the students are filled with so-called knowledge passively. In fact, the students’ requirements and rights had been deprived of, which not only limits the students’ abilities to grow, but also gets in the way of realizing the teachers’ value.

The university students at present have active thought, abundant emotion, great ambition and the imagination to the future. The pedagogue should respect their reasonable demands and rights to help them form not only an objective and clear perception to the society and themselves, but also definite targets and correct studying view so as to inspire their learning motivation, willpower and motive power to realize self-controlling, self-encouragement and self-development. Therefore, the teachers should devote all of their energies to research the students’ thought, emotion, ambition and expectation, taking their basic characteristics and needs as the center, starting from the needs of educating talented persons for the society and paying attention to the students’ demands to the knowledge so as to bring up their interests and inspire their study enthusiasm. The relationship between teachers and students is supplementary to each other. In the process of teaching practice, the teachers and the students can know each other and interact with each other, if teachers not only know the students’ characteristics, abilities, development targets like the palms of their hands, but also understand students’ requests to the teachers about their characters, teaching level, the teaching contents and teaching methods. As a result, interactive teaching benefits teachers as well as students. The students’ growth is based on the development of intelligence and the cultivation of EQ. Teachers should hold the principle that teaching would be not for teaching itself but for creation, inspiring the students’ interests and enthusiasm to discover, investigate, and create with their active factors.

2. Establishing “Scene” to Improve Students’ Abilities in the Process of Interactive Teaching.

It’s the key step of interactive teaching to establish “scene” according to the studying target and pay more attention to the improvement of the students’ overall quality and ability. The core principle of this step is to pay attention to the process of getting knowledge, and its purpose is to increase the overall quality and ability of the students. The traditional education regards the knowledge as a kind of education result, which concerns how much knowledge had been instilled to the students. Constructivist learning theory the key educational view regards the students as the center, which emphasizes on the students’ discovery for knowledge actively, and the construction based on the knowledge that they’re learning. The theory not only request the students to change from a passive recipients by external stimulation and the inculcation of knowledge to the builder of information processing and knowledge of the significance, but also request the teachers is helpful and constructive for the students to get knowledge instead of only teaching and instilling knowledge. This kind of modern educational theory regards knowledge obtaining as a kind of process, which not only cares about how much knowledge they teach, but also cares about the methods to acquire knowledge.

In the last few years of classroom teaching, I have established “scene” according to the studying targets and have tried the interactive teaching with the guide of the modern developmental view, the educational view and the modern educational theories. For example, when I teaches an article called “the mental state and management” in discipline of psychology management, I asked the students to play a game called saving the spaceship to the moon. The game was divided into two steps: the first step is simultaneous for individuals and small teams. I divided the class into ten groups that was formed five to seven students, and then asked two individuals who have to survive themselves from the moon to finish the game with the ten groups in the same limitative time. The scene of the

game is: The spaceship had to land at 320 kilometers far from the point of concourse on the moon because of the mechanical trouble. In the course of landing, most equipments of spaceship had been destroyed. The game asks the students to return to the mother spaceship 320 kilometers far from the point of landing in order to rescue themselves. They must carry some equipments but not too many, and the number were posted on the remaining fifteen intact things in order according to the importance. The most important is No.1, the least important is No.15. In the proceeding of the game, the two individuals must think independently and separately and finish the task in limit time independently. But the ten groups participate together. Under The incitement of the emulation scene, each group shows their spirit of cooperation, cohesion and morale, they all complete the task with discussion on time. From the first stage, the result of each group was nearly the same but still has a few differences, but the results of the two individuals had many differences with the result of the groups. The second step of the game was to communicate in the whole class. The study commissioner imitated the manager of space navigation group to host and make the plan for saving the spaceship together. Under the premise that everybody knew the target clearly is to get to the mother spaceship which was 320 kilometers far from the point of concourse on the moon, they set the first target that the whole group should exist together; the second target is to contact with the mother spaceship, arriving the mother spaceship is the final target. The first two targets are conditions for realizing the next target. So those things in relation to Survival must be put in the anterior position, those things in relation to contact with the mother spaceship should be placed in the middle position, those things in relation to arrival at the mother spaceship should be considered at last. The classmates concluded the best option which was approbated by everybody on the base of using the knowledge that they've learned on aerospace, astronomy and physics etc. and making full use of their logic thinking, spatial thinking judgment and imagination, mastering the methods and technique of the communication after communicating in the class. From the classroom atmosphere, everybody was very happy and satisfied with the "common product". Whether the interactive teaching is successful or not, it's important for the teachers to guide and forward the students in the process of interactive investigation. The teacher should collect the students' feedback information and lead the student to discuss some typical problems. The students can discuss in a group or in the whole class. The time for discussion is limited by the contents they discuss: it may be several minutes or longer. During the discussion, the teacher should establish harmonious and democratic teaching and learning environment to enable the students fully express their own view well, boldly challenged each other, and mutual inspiration. So on the one hand, it will increases exchanges and cooperation between the students, on the other hand, they busted out the spark of creative thought in the discussion, not only to deepen the understanding of learning, but also help students' innovative thought.

At the end of the discussion, the teacher should make a summary, with a focus on encouraged and affirmed what students did very well, inspired and supplemented the key points of knowledge and its application; taught students the methods of learning and solving problems instead of teaching knowledge merely.

3. Evaluating the Performance of Teaching, Reflection to Deepen and Expand to Improve

If we hope the interactive teaching is successful and keep on going, we must do all the steps well. The teaching method named "corpus · target · interaction · exaltation", not only regards the target as the starting point and the main line, but also ends with the achievement of the goal and looking forward to the future. The final result of teaching shouldn't be appraised by the amount of imparting knowledge, but should be the eagerly desire to the more extensive knowledge in the future. These new targets are not to drive students study for the credit, on

the contrary, they should arouse students' interests and morale for the higher level study in order to realize the higher ambition and object. Therefore, after the scenario or case discussion, we would undertake the performance evaluation, deeply reflection, expansion and exaltation. For example, when the game "rescuing the spaceship to the moon" had finished, the study commissioner made a comment and a summary about it. In this scenario lesson, the classmates found it most exciting to be changed from a passive knowledge recipients and instiller to an active knowledge discover and builder. Everybody knows that the key of the mental state management must consist in to the community ecosystem emotion. All of the members in the team share the same objectives and members of the knowledge, experience and ability to complement each other, forming groups' cohesion and high morale so as to encourage and develop the community mental state resources to produce the conjunction effect and complete the target and mission of the organization. Through the scenario lesson, as a teacher, I felt that the teacher's role is to encourage the student self-motivation. Teachers should changed his role from the man who only pass on and instills knowledge to the man who helps and promotes the students to construct knowledge, thus the student would become the knowledge initiative explorer, discoverer and builder, as a result the students' initiative to implore the knowledge have been increased and they would learn and grow up really . In the course of the game, the students' psychological quality had been examined, trained and improved; the untapped potential also got exhumation and development; the ability of cope with sudden incident and response capability had been trained in different degrees .Most students were recognized by their classmates because of their speech in class so that they felt satisfied and successful. In a word, all of the students have increased their self-confidence and shared the fun on the process of learning.

4. Conclusion

In the process of teaching method "subject · target · interaction · exaltation", the students can acquire knowledge from passive to active and complete the study task actively and creatively. It's very important to promote the development of students' subject. Students themselves participate the teaching can train their necessary social quality, but also is conducive to establishing the good teaching relationship and making students become the real teaching host in the process of learning. In addition, students' participation can make the class full of vitality, improve the quality of teaching, and develop the students' intelligence. Students' participation would become the multilateral teaching exchange, the students would acquire more chance to express their ideas actively, and their study enthusiasm would be aroused, their own choice would form the self-conscious and activity on the study, therefore they would proceed the self-regulation and control continuously, reflecting the study method constantly, and then acquire the learning achievement.

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