

Research on the concept of practical promotion of applied undergraduate study from the perspective of Sansu culture

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How to cite this paper: Tongyun Zhang. (2023) Research on the concept of practical promotion of applied undergraduate study from the perspective of Sansu culture. *Journal of Social Science Development Research*, 6(2), 17-21.

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Abstract

The educational concept of "practice promoting learning" captures the important position of practice in college education and plays an increasingly important role in applied undergraduate teaching. This paper focuses on the concept of practical learning promotion for application-oriented undergraduate students from the perspective of Sansu culture. This paper analyzes the significance of the implementation of the educational concept of "practice promoting learning" in the applied undergraduate education major, the significance of the traditional cultural courses such as Sansu culture offered by the applied undergraduate primary education major, and the implementation of the educational concept of "practice promoting learning" in the Sansu culture course of the primary education major of Sichuan Technology and Business University. To explore the practice of the educational concept of "practice promoting learning" in the application-oriented undergraduate.

Keywords

Applied undergraduate, Practice promotes learning, Primary education

1. Introduction

Practice promoting learning, as the name implies, is to use practice to promote teaching. Traditional teaching emphasizes "teachers teach and students learn", which is a one-way output. Knowledge is transferred from the teacher's narration to the student, and the student intercepts the key points in the teacher's narration, thus forming a closed loop. Teachers have completed the teaching process and achieved the role of preaching and teaching; Students also learn knowledge and achieve the purpose of knowing and solving doubts. The process seems complete, and teachers and students get what they need. However, it is not difficult to find that this teaching method completely depends on the teacher's own knowledge reserve, and the selection of the knowledge taught is completely decided by the teacher unilaterally. Students are in a passive state in class, and can only follow suit, but can not get the sense of belonging in class. This is especially true for cultural courses, which involve a wide range of knowledge, diverse qualities and diverse perspectives, which objectively deepen the difficulty of controlling students' interest points and make teachers enter the deep water of knowledge selection. The slightest mistake will make the classroom effect greatly reduced.

In view of the current situation of teaching, I adhere to the concept of "practice promotes learning" in the teaching process, change the traditional teaching methods, encourage students to participate in the classroom in a variety of ways, break the

closed loop, enhance two-way interaction, so that students can find a sense of belonging and initiative in the classroom, and enable teachers to obtain new knowledge reserves, understand the needs of students, and achieve the purpose of teaching and learning. This paper will take the Sansu Culture course of primary education major of Sichuan Industrial and Commercial University as an example to explore the practice of "practice promoting learning" education concept in applied undergraduate from three aspects.

2. The significance of the implementation of the educational concept of "promoting learning through practice" in the applied undergraduate education major

The educational concept of "practice promoting learning" is put forward in combination with the training goals of practical and innovative talents. It is a more specific teaching mode and plays an important role in the training of students in educational disciplines [1]. Based on practice, it breaks the traditional lecturing teaching, so that students are not afraid and afraid, dare to go to the platform, personally feel the charm of the platform, and finally realize the transformation process from students to teachers. This is in line with the goal of "practice to promote learning", more in line with the current situation of the development of education, is a new type of education concept of positive reinforcement, but also the advantages of application-oriented undergraduate.

Different from academic universities, application-oriented undergraduate universities pay more attention to practical teaching and the training of students' practical skills. It requires students to connect with the social needs more directly after leaving the classroom, provide practical talents for the society, and solve the problem of improper integration between the school and the society. At the same time, application-oriented colleges and universities are different from higher vocational colleges and universities. While focusing on skill imparting, the proportion of theoretical teaching can not be ignored. In other words, the level of discipline should also be raised to a higher level. In application-oriented undergraduate colleges and universities, classroom teaching is the basic mode and important foundation of talent training, the ultimate goal and value orientation of talent training, and practical teaching is an important means of quality inspection and sharpening of talent training, which has similarities with the mode of "promoting learning by competition, promoting teaching by competition, and promoting industry by competition".

As students majoring in education, most of them have to face the podium after studying in college. The platform has changed from the platform they accept to the platform they spread, if the foundation of the platform is not strong enough, it will inevitably affect the teaching effect of the whole course. In other words, to face the podium is to face the educator himself. Only when the individual's teaching level reaches certain requirements and can reasonably invoke their own reserves, can they stand on the platform and not be afraid of the platform. Take primary education as an example. In the face of a large group of kindergarten students, personal teaching level can not meet certain requirements, can not grasp students' interest points, and students' attention is distracted, which will increase the difficulty of controlling the classroom. Therefore, the traditional teaching mode should be closer to the teaching mode of "practice promoting learning", so that the students of education can stand on the platform in advance, overcome the mentality of stage fright, and learn more, talk more and see more in order to better complete the transformation.

Overcome the fear of the podium, there is another object to face is the student. Traditional teaching is based on the results of knowledge infusion, and the main task of teaching is to complete the teaching plan according to the regulations. Therefore, students can only passively accept knowledge. This kind of concept ignores the subjective initiative of students' learning and also snuffs out the possibility of teacher-student interaction. In the long run, it may form a vicious circle of "teachers tired of teaching, students tired of learning". Educators, especially primary school educators, are faced with a group of energetic, unrestrained mental strength, if simply telling them what is right and what is wrong, it will fix their thinking, which is extremely unfavorable to the growth of students. Therefore, teachers should change the role of "filler" to "guide" in teaching, and encourage students to play their own ideas. Just as Su Xun's education of his two sons is not mandatory indoctrination, but

the use of book collection means to fully hook up children's learning interests and let children consciously practice the learning process.

Whether facing the platform or facing the students to be taught in the future, the students produced by traditional education are still too immature, and they are inevitably timid when they go to the actual teaching jobs. Only in the continuous practice of actual combat, these current students, future educators can be exercised and honed. While strengthening knowledge reserve, knowledge output can also be achieved.

3. The significance of offering traditional culture courses such as Sansu Culture for applied undergraduate primary education majors

With the progress and development of The Times, primary education has become an indispensable part of the basic education field. Nine-year compulsory education From the beginning of primary school, primary school is a key period to build a foundation. Accordingly, the quality and ability of primary school educators have become an important assessment standard in the process of primary school education. Teachers are the necessary existence in the education industry and the basic constituent factor of education. Primary school educators are the cornerstone of the teaching profession. In addition to shouldering the responsibility of knowledge teaching, they also shoulder the important mission of enlightening people and guiding ideas, and are the guide of students from family to society. For this reason, the training of this group of leaders is particularly important.

Application-oriented undergraduate education major focuses on cultivating practical educational talents, and the purpose of "practice promoting learning" is to make students better serve the future education industry. We should see that the purpose of education is not to produce dead tools, but to produce living men. Based on this thinking, the School of Education of Sichuan Institute of Commerce and Industry has set up the course "Introduction to Three Su Culture" for primary education majors. This course is a public compulsory course for all students in the school, and it is also a special course of traditional culture set up according to the regional characteristics of the school. The establishment of this course is of great significance to the education profession, it can greatly improve the cultural literacy of future educators, make the dissemination of excellent traditional culture deep into the stages of education and teaching, and strengthen the dissemination of excellent traditional culture in our country.

Sansu culture is not only a synonym for the development of urban tourism, but also has more reference significance for contemporary cultural construction and teaching in terms of values, educational views and cultural views [2]. At present, the education industry is mixed, especially the education of the young age group. At this stage, students are not involved in the world enough, and their cognition of the world is still very vague, so it gives some teachers the opportunity to exploit the loophole. The lack of educational level, the lag of teaching methods, and even a group of teachers who are seriously lacking in ethics and manners mingle with the large group of teachers, resulting in the unfavorable state of the teacher industry. The main crux of the problem lies in the deviation of the concept of personnel training in Chinese universities. Some colleges and universities excessively pursue market demand and knowledge infusion, but neglect the ideological and cultural construction of talents in the process of training. This will inevitably lead to the lack of faith, shallow information, in the long run, no matter how high the level of knowledge can not be recognized and respected by the society. Just as in the family education of Sansu, Mrs. Cheng's cultivation of Su Shi and Su Zhe started from moral education, so that they could demand themselves with a noble moral standard from childhood, and then we had the Sansu people we love and the Sansu culture we respected.

Traditional culture is the accumulation of history and the crystallization of thousands of years of national wisdom. Offering traditional culture courses in application-oriented undergraduate primary education majors not only helps to inherit traditional culture and cultivate cultural self-confidence, but more importantly, it also helps to expand the educational function. As an application-oriented undergraduate education college, the School of Education of Sichuan University of Business and Industry takes advantage of Meishan's local culture and offers the course "Introduction to Sansu Culture" for primary education

majors. It uses the essence and connotation of Sansu culture to supplement traditional culture in the training of primary education professionals. The model of "professional training + traditional culture learning" further strengthens the matching degree between students majoring in primary education and market demand, and helps to rectify the chaos of the industry. At the same time, the excellent quality projected in the Sansu culture also contributes to the personality training of primary school education students and helps them to play a leading role in the future job.

4. The implementation of the educational concept of "practice promoting learning" in the Sansu Culture course of Primary education major of Sichuan Industrial and Commercial University

Traditional culture and other general courses in most colleges and universities are optional courses, and the required courses are basically related to the major. Although this course arrangement is in line with the employment standards of contemporary society, it will cause the unbalanced development of "knowledge" over "knowledge" and "wisdom" over "morality", which is not conducive to the all-round and multi-level development of students. Especially in the discipline of training practitioners in the education industry, this unbalanced concept of learning is even more harmful, and will make the entire education system is not solid, and it is easy to collapse. Acutely aware of the problems caused by such curriculum setting, the School of Education of Sichuan Technology and Business University specially set up the course "Introduction to Sansu Culture" as a public compulsory course for students in the whole school, to cultivate students in all aspects and levels, enhance students' cultural heritage and improve their cultural literacy.

As a full-time teacher of the School of Education and also a teacher of this course, I fully pay attention to the specific conditions of the subjects in the course implementation process, and practice the educational concept of "practice promotes learning" to the greatest extent. When teaching primary education majors, the traditional teaching method is abandoned, and the teaching content is set up from the three dimensions of "listening, speaking and playing" to further expand the teaching content.

"Listening" refers to the traditional way of teaching, that is, "the teacher speaks and the students listen." "Practice promoting learning" does not completely get rid of traditional teaching methods, the reason why we say "teaching" rather than "learning and teaching" is because "teaching" is placed in the first place in the teaching process. The leader of teaching is the teacher. Through this traditional teaching method, the teacher transmits the important content that he selects to the students, and adds the guidance of moral direction in this process. Through listening, students can quickly master knowledge and absorb the moral concepts that teachers want to convey naturally. In this way, it can not only consolidate the students' literary foundation, but also improve the cultural knowledge system; It can also strengthen the moral concept of students and improve the cognitive theory system. In the course of teaching, with poetry as the starting point, to connect the life story of Sansu, not only let students hear literary knowledge, but also hear the cultural scene, and appreciate the moral model. For example, when telling the brothers' affection of Su Shi and Su Zhe, I took the "Water Tune Song Tou" trilogy as a clue, guided by the "Water Tune Song Tou • When will the Moon Be", turned to the appreciation of the "Water Tune Song Tou • Xuzhou Mid-Autumn Festival", and then extended to the "Water Tune Song Tou • Anshi in the East China Sea" to comfort, layer upon layer, not only deepened the students' understanding of these poems, It also allows students to see a cultural scene like that of Su Shi and Su Zhe, which reflects the constant concern between brothers conveyed in the poems and provides moral basis for dealing with family relations today.

"Speaking" refers to the use of task-driven teaching, that is, to assign teaching tasks to students, and let students walk on the platform for teaching practice. The teacher divided the students into different groups according to the amount of tasks, and each group had different tasks. The groups worked together to find information and prepare together. Representatives from each group were selected to walk on the platform for class exercises. Other members of the group supplemented them in time. Teachers and students from other groups helped students find problems, and exercised students' teaching ability through

continuous display and communication. In this process, the teacher should pay attention to good observation, timely find the bad habits of students when teaching, and timely point out, guide students to correct. At the same time, the exchange of roles is also conducive to teachers' self-reflection, which can be said to be a beneficial practice of teaching and learning. Taking the second group as an example, they talked about "Jiangchengzi • Michigan Hunting", combined with the current politics, so that literary appreciation into the scene of real life, which is a good cultural communication lesson. I and other groups of students into the identity of primary school students to feel, easy to understand. This enables students to complete an identity transformation and better grasp the focus of cultural communication.

"Play" refers to playing with the atmosphere of the classroom, not entertainment in the traditional sense. Specifically, there are mainly the following two ways: one is the three Su story interpretation. Before class, students use Internet resources to find interesting stories of Sansu, or adapt them by themselves, divide into roles, and move the stage into the classroom. The performing students feel the style of Sansu in the performance process, and the watching students can also learn knowledge and feel joy in it; The second is three Su story telling. Students search for small stories related to Sansu before class, and have a storytelling contest in class to see who can tell the story well, tell the interesting story and tell the depth. Whether it is storytelling or performance, it is undoubtedly a subversion of the traditional classroom. However, we must realize that these playful classroom teaching methods will be the secret weapon of primary school education students, they can not only increase students' interest in learning Sansu culture, but also enhance the language expression and performance level of primary school education students, and attract the attention of primary school students to the greatest extent when they teach children.

5. Research conclusion

"Practice promoting learning" is the general trend of applied undergraduate, and its proportion in the teaching practice of applied undergraduate continues to rise. This is the inevitable result of social development, and it is also the opportunity created by the job market for applied undergraduates. However, while seizing opportunities, we must also always pay attention to potential risks, too much of a good thing, overflowing prone to disaster. We should recognize the significance of the educational concept of "practice promoting learning" in applied undergraduate education majors and the significance of offering traditional culture courses in applied undergraduate education majors. We should pay attention to process accumulation, cultivate students' comprehensive quality in all aspects, not only conform to the market, but also conform to the market, and make efforts to alleviate market chaos.

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