

Analysis of Action-oriented Teaching Method

Yuan Ye^{1, a}

¹School of Tianjin University of Technology and Education, Tianjin 300222, China.

^ayuanye19930215@163.com

Abstract

In 1982, China introduced the basic concept of "action-oriented". In the following decade, there was basically no systematic introduction and research on the word "action-oriented" in China. After 1995, some research in this area began. Dr. Liu Lianghua's monograph has profoundly expounded "action research" and put forward arguments such as "actions cause reflection", "seeking knowledge in action", and "reconstructing knowledge concept". Later, Professor Jiang Dayuan and Professor Zhao Zhiqun were more influential in the study of "action-oriented teaching".

Keywords

Action-oriented teaching.

1. Introduction

The action-oriented teaching method refers to the learner as the main body of the whole teaching activity. The educator is the participant and assistant of the teaching activity. The educator follows the complete sequence of action process of "consulting, planning, decision-making, implementation, inspection and evaluation". Guide the learners to interact with the learners in the teaching activities, so that the learners can master the key abilities (professional ability, method ability, social ability) in line with the job-based practice, and do "doing middle school" Doing Chinese education, helping students to build their own skills and knowledge systems.

2. The Theoretical Basis of Action-Oriented Teaching Method

2.1. One of the Theoretical Foundations: the Theory of Psychology About Learning Motivation

Psychology research on learning theory shows that a person's learning path includes hearing, vision, audiovisual and do-it-yourself or practice. The study of learning effects shows that the contribution of each learning pathway to learning outcomes is: 20% hearing, 30% visual, 50% visual and listening, and 90% self-employed. It can be seen that learning is more effective through the practice of using both hands and brains. The process of teaching or learning by yourself or by students is an effective way to learn. On the other hand, the learning of each individual, the interaction between classroom and practice, and the motivation of students' learning are directly related to the following factors, such as the creation of learning environment and atmosphere, the structure and nature of teaching content and its application. The transfer of knowledge or skills to new situations, etc. The motivation for learning is the starting point for learning actions. Learning motivation plays a very important role in learning. Learning motivation and learning activities can stimulate each other and strengthen each other. Use tasks to stimulate students' cognitive motivation, enhance the students' confidence in completing tasks through task analysis, complete tasks to make students have a sense of accomplishment, and encourage evaluation of teachers to strengthen learning motivation. Therefore, as a teacher, if you can properly mobilize these factors that affect students' learning

effects, and use the mutual relationship between each factor to stimulate each student's learning and attract students to participate in the teaching process consciously. Learning actions lead to positive goals, changing the learning attitudes, interests, motivations, and needs of each student to acquire knowledge, master skills, and develop abilities. Action-oriented teaching is based on the above psychology. It emphasizes the motivation of students and the incentive role of teachers, creates a specific learning environment or learning situation, and builds a personality and ability for each student. stage.

2.2. The Second Theoretical Basis: the Concept of Competence

The core intention of action-oriented teaching theory is to raise the comprehensive ability of students. Action-oriented teaching requires students to develop the ability to cooperate with others in team activities and social interactions. In the teaching process, they demonstrate the ability to express their skills through the display of technical training, and cultivate social skills in comprehensive practical activities. Let students develop their own work plans, ideas for solving practical problems, and the ability to form work methods and problem-solving methods in activities such as evaluating work results. Action-oriented teaching allows students to develop independence in research-based learning, foster self-confidence, self-respect and responsibility for work in teaching activities; and improve all aspects of their own qualities in social activities.

2.3. The Third Theoretical Basis: the Humanistic View

Education is the education of human beings and the development of human potential. In teaching, teachers must first establish the teachings of others, teach people, and teach people the concept of teaching. Action-oriented teaching establishes a student-centered perspective, treating each student as a unique person with his or her own feelings, rather than instilling knowledge as an object that gives something. Therefore, teachers should make every student feel: "I am an individual with choice, I am a free individual, have the right to set my life goals, etc." Humanistic education thought emphasizes the cultivation of human creativity. It is an educational theory that emphasizes self-centeredness and emphasizes human self-realization. It believes that the ultimate goal of education is not to impart what is already there, but to induce the creative power of human beings to "awake" the sense of life, value, and so on, so that education can truly return to its original meaning. The core of education. The educational goal pursued by humanism is not a knowledgeable person, but a person with independent judgment and unique personality. Therefore, the educational purpose of humanistic educational thought is to learn how to learn, that is, to learn the learning process. Therefore, the design of teaching activities must reflect respect for students' interests and hobbies, respect students' self-fulfillment requirements, choose what to learn and how to learn, in order to facilitate the cultivation of students' innovative ability.

2.4. The Fourth Theoretical Basis: Cooperative Learning Theory

Cooperative learning is a group strategy that relies on each other, helps each other, and takes into account individual performance and the overall set of common goals. Cooperative learning creates a positive thinking and exploration atmosphere through teacher-student interaction and interpersonal harmony, enabling students to quickly acquire knowledge and skills, thus creating practical talents with innovative thinking. In the process of cooperation, students need to explain new knowledge and skills based on their own knowledge and skills system, and through correct thinking and discussion with others, correct ideas and acquire new knowledge and skills. Within the group, the conflicts and confrontations generated by different perspectives can help the team members' knowledge and skill systems be reorganized and constructed.

2.5. The Fifth Theoretical Basis: Constructivist Learning Theory

Constructivist learning theory emphasizes the role of the learner's experience system in knowledge construction, and learning should occur in situations similar to the real world. The constructivist view of learning that emerged in the United States in the 1990s gave a new interpretation of learning. Constructivism emphasizes that the process of student learning is the process of actively constructing knowledge, rather than passively accepting external stimuli. Students build on their own knowledge and experience, and process and understand new knowledge information. The meaning of new knowledge, while the original knowledge and experience have been adjusted and changed due to the entry of new knowledge and experience. So the learning process is not the direct absorption and accumulation of new information, but the interaction between old and new knowledge. The constructivist teaching theory requires teachers to be transformed from knowledge instructors and indoctrins to helpers and facilitators who actively construct meanings. Teachers are required to adopt new educational ideas and teaching modes and new teaching methods in the teaching process. And a new instructional design. Constructivist learning theory believes that knowledge is not obtained through teacher teaching, but that learners use the necessary learning materials to construct meaning through the help of other people (including teachers and learning partners) in a certain context, that is, social and cultural background. Obtained by way. Many teaching models based on this learning theory have been successful in practice. Action-oriented teaching is a modern vocational education thought that is proposed to meet the requirements of the development of the times. It proposes the concept that teaching should be transformed from theoretical training to practical teaching, from exemplary teaching to applied teaching. It can be seen as the process by which the subject can continue to develop, that is to say, in this process, the knowledge and abilities they acquire are revealed in practical activities.

3. Conclusion

Through the study of action-oriented teaching methods, teachers can better mobilize students' enthusiasm in teaching activities, improve students' learning efficiency, and promote students' knowledge building.

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