

Teaching Practice and Discussion of "Large Class Teaching, Small Class Discussion" Based on Multiple Courses

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Abstract: "Large class teaching, small class discussion" is a new teaching mode that is more effective in improving the quality of course teaching. This thesis summarizes the experience of "Basic Geology", "geophysical exploration Principle" and "Petroleum Technology Economics" in the teaching practice of "Large class teaching, small class discussion", and has detailed in two aspects: good practices and shortcomings. Suggested improvement measures for the shortcomings of the new mode.

1. Introduction

At present, in order to further implement the education and teaching concept of "Guided by ability, Student-oriented, Teacher-led" and improve the quality of the curriculum, the university gradually implements the teaching mode of "Large class teaching, small class discussion"^[1-3]. "Large class teaching, small class discussion" is a new teaching mode, Which can fully integrate the superior resources and contribute to the realization of the goal of the general education curriculum^[4]

The author used the teaching mode of "Large class teaching, small class discussion" in the teaching activities of "Basic Geology" and "Petroleum Technology Economics". Under the careful preparation of the teachers and the cooperation of the students, they achieved very Good teaching effect. In the teaching practice of "Large class teaching, small class discussion", the author has a lot of experience and feeling. Now I will summarize, and hope to provide reference for other teachers to carry out the "Large class teaching, small class discussion" teaching activities. I hope that more teachers will be able to adopt the new teaching mode of "Large class teaching, small class discussion" and play an important role in educating people.

2. Small Class Discussion Teaching Practice

2.1. Follow the Principle

In the small class teaching mode, the teacher is no longer a simple knowledge transfer, more often a director for student learning. In the small class, the "learner-centered" atmosphere can be fully created to achieve high student the attention of quality stimulates students' independent expression and deeper thinking. In this process, the concept of "student-centered" is truly implemented. Teachers are only responsible for organizing and guiding the discussion process, and commenting on students' learning attitude, depth of discussion, language organization and expression, and teamwork, And summary. Therefore, the principles for conducting "small class discussions" teaching activities should be: (1) Guided by ability; (2) student-oriented; (3) teacher-led.

2.2. Assurance Measures

(1) The teachers and teaching teams attached great importance to it and did a lot of preparatory work. Extensively consulted the teaching reform papers of "Large class teaching, small class discussion", and carried out digestion and absorption, and actively participated in the "Large class teaching, small class discussion" teaching observation activities, and learn from other teachers' good

practices in the teaching implementation.

(2) The classroom teachers and teaching team carefully planned and formulated the specific implementation plan and assessment methods for “Large class teaching, small class discussion”, so that the teaching activities of “Large class teaching, small class discussion” were carried out in an orderly manner and better implemented.

(3) The teacher and the teaching team carefully designed the topic of “Large class, small class discussion”. 24 research topics were extracted from the aspects of theoretical teaching, core content of three-level project teaching, knowledge difficulties and discipline frontiers. For example, “Basic Geology” course topics are divided into four main themes: (a) geological resources and human life; (b) current status and professional prospects of the petroleum industry; (c) common geological disaster prevention and escape skills (d) course main knowledge points Mind map.

(4) The instructor and the teaching team refine the various implementation steps of “Large class teaching, small class discussion”, and they have completed the whole course of follow-up guidance and counseling. Mainly done the following aspects: (a) In order to facilitate access to information, make full use of the library database resources, compiled a library database information access method, and conducted data access skills training. (b) In order to enable each student to learn to make PPT and master the skills of producing high-level PPT, he has conducted training on PPT production and skills. (c) Students encounter problems during the preparation process, and communicate with the teacher at any time. In order to obtain better reporting and discussion results, students are required to send a good PPT courseware to the teacher for examination, and the problem is pointed out by the teacher. The teacher pointed out and guided the existing problems to modify and perfect before going to speak.

2.3. Implementation Effect

In the teaching process of "Basic Geology" and "Petroleum Technology Economics", the author adopted the teaching mode of "Large class teaching, small class discussion" and achieved better teaching results. Specifically, there are the following aspects:

- (1) Student-centered, stimulating students' enthusiasm for learning and cultivating students' self-learning ability;
- (2) Initially possessed the ability to access literature and read relevant technical materials;
- (3) The research capabilities and information processing capabilities have been improved;
- (4) Students have deepened their understanding of important knowledge points and course difficulties;
- (5) Broaden the knowledge of students;
- (6) Improve the ability of students to comprehensively use the knowledge of this course to analyze, understand and solve theoretical and practical problems of their major and related industries;
- (7) Strengthened the teamwork awareness and coordination ability of students;
- (8) Exercise and improve students' communication and presentation skills;
- (9) Develop students' sense of responsibility and professional ethics.

3. Investigate on the Teaching of Small Class Discussions

3.1. Advantages

When teaching "Small class discussions" in the courses of "Basic Geology" and "Petroleum Technology Economics". It highlights the cultivation and assessment of students' multi-faceted abilities, mainly reflected in the following aspects:

(1) Focus on mobilizing students to participate in enthusiasm. The design topics are highly targeted and closely integrated with the new developments in the curriculum, majors and industry. Students select the order of the topics instead of directly extracting the questions. They have chosen the topics they want to voluntarily, and the students have the initiative and enthusiasm for participation. High participation in the discussion;

(2) Focus on cultivating students' ability to cooperate and communicate. Students in the small

class discussions are basically divided into groups to work together to complete the teaching tasks, each student has an impact on the team's score. In the process of group member communication, students can acquire certain interpersonal skills, learn to listen and respect other people's views, and learn to express their opinions in a proper way. In the process of communication between groups and groups, it can stimulate everyone's sense of participation and responsibility, and mobilize the enthusiasm of learning. And in the small class report, students can effectively exercise their ability to control knowledge, because the process of expression is also a systematic process of combing and internalizing the knowledge system.

(3) Focus on cultivating students' team spirit. The discussion report adopts the method of "random extraction, mutual assistance within the group, face glory and shame together". With the live lottery of playing cards, each member of the group may be drawn, and the results of the report drawn by the person determine the team's score. Take the form of "one person reporting, multiple people answering" questions. This not only urges each member of the group to actively participate and prepare carefully, but also can play the role of mutual supervision and mutual supervision among the members of the group. It can effectively change the phenomenon of "taking a ride" and also cultivate students. The awareness of "mutual assistance share weal or woe", so as to achieve the effect of learning together and making progress together.

(4) During the discussion and reporting process, special attention was paid to the training of students' speech etiquette, presentation skills and team awareness. In the speech report, the content of the score increased the "speech etiquette". During the speech, when a group of students reported, the other students of the group stood next to cheer and answered the questions together, so that every classmate of the group always felt "we are one strong collective!" In particular, the students who reported that "I am not alone in the fight! I have a strong backing!"

3.2. Disadvantages

(1) There is still room for improvement in the connection of reporting time and process.

(2) Some students are afraid of being drawn by lottery. When the lottery was drawn, some students are happy because they have not been drawn. The students who got the students felt very depressed. It may be that the opportunity to exercise is less than dare to speak on stage, or it may be that the idea of "taking a ride" is at work.

(3) Although the on-site lottery can solve the problem of "taking a ride" better, but the idea of "taking a ride" and "following the flow" is deeply ingrained, it is difficult to completely solve it, and the lottery system has certain mandatory, contrary to the initiative of students, it is necessary to discuss better solutions in the future.

(4) Some students have lost some time before the course copy or courseware is not recognized.

(5) Discussion topics Although the overall situation is good, some topics need to be further improved in the future. For example, the topic "The status and professional prospects of the petroleum industry" can be updated to "the status quo and new progress of the petroleum industry"; the topic "The main knowledge points of the course" can be updated to be more accurate.

(6) Students' participation in the discussion class is not strong, and there is still a lack of active thinking and asking for their own opinions.

3.3. Improvement Measures

(1) When students report, they must strictly control the time and deduct points for overtime. Strict control of time can not only help students develop punctuality, grasp the key reporting habits, but also ensure the opportunities for other students to exercise.

(2) Encourage and guide students to create a relaxed atmosphere, and change "Want me to say" to "I want to say". Teachers need to be able to change the way to motivate students, mobilize emotions, create a positive classroom atmosphere, and strengthen students' awareness of participation until they form a habit.

(3) Try the cooperation report mode, and explain one part by one person.

(4) Before the class, each group sent the courseware to the teacher, and the teacher unifiedly

copied it to the classroom computer. Although this increases the workload of the teacher, it can greatly save the time for students to copy the courseware, and ensure that the discussion class can start on time. At the same time, the teacher can check the courseware in advance, and can effectively avoid the problem that the courseware cannot be opened when reporting the speech.

4. Conclusion

(1) The principles that should be followed in the "small class discussion" teaching activities are Guided by ability, student-oriented and teacher-led;

(2) The guarantee measures for the "small class discussion" teaching activities are adequate preparation, detailed design, and full guidance;

(3) The teaching effect of "small class discussions" is reflected in the improvement of students' self-study and other aspects;

(4) The advantage of teaching "small class discussions" in multiple courses is to highlight the cultivation and assessment of students' multi-faceted abilities;

(5) In the teaching process of "small class discussions", there are still problems such as poor student participation and improper reporting time;

(6) In view of the existing problems, we can improve the students' encouragement, guidance, and strict control time.

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