

Strategies to Improve the Effectiveness of Classroom Teaching for Philosophy Teachers

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Abstract: The purpose of this study is to achieve two objectives. First, to compare the effectiveness of philosophy classes in two administrative classes of Liupanshui Normal University, and to explore the influence of the strategies used by the teachers in the two administrative classes in philosophy teaching on the students. Secondly, through the comparison and discussion of the first point, this paper puts forward the implementation strategies to improve the effectiveness of philosophy classroom, so that students can accept and absorb these knowledge points to the maximum extent to improve the teaching effect. Liupanshui Normal University is located in a remote mountain area of China, so students don't have enough knowledge and guidance in philosophy. Therefore, it is necessary to improve students' philosophical quality through effective classroom practice, so that they can better adapt to the society. Taking case study as the research method, this paper conducted observation, questionnaire survey, interview and literature analysis on philosophy teachers, students, parents, employers and school administrators. The results show that the effect of traditional teaching methods is not as good as audio-visual teaching tools, and the application of audio-visual materials in philosophy teaching has successfully endowed students with higher intellectual value and stimulated their creativity and innovative spirit. In addition, continuous improvement in teachers' emphasis on evaluation feedback, interaction and knowledge literature learning has a positive impact on students, as these strategies encourage them to use higher-level thinking skills.

Key words: Philosophy classes; Teaching strategies; Effectiveness

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1 Introduction

The effective implementation of university philosophy course is the key factor to cultivate talents with high intelligence, high creativity and high innovation. Philosophy classes allow students to understand that philosophy is an activity that people engage in as they seek to understand basic truths about themselves, the world in which they live, and their relationship to the world and each other^[1]. Philosophy classes encourage students to use higher-level thinking skills and believe that they can have a positive impact on students. Therefore, it is of great significance to determine the effective strategies of professors in philosophy teaching.

However, as a course in Chinese universities, the current philosophy classroom teaching has some problems, such as the lack of active classroom atmosphere, students' lack of interest in learning, and difficulty in learning, because the philosophy course is too abstract. Liupanshui Normal University still has some problems, such as insufficient teachers, backward teaching methods, lack of teaching resources, and the idea of teaching to be updated, because it is located in the underdeveloped area of western China. Liupanshui teachers college is the place where I work, I and my colleagues are trying

to improve the quality of liupanshui normal students, improve their emotional intelligence and spirit of cooperation, we will use the limited time in class to teach philosophy theory, the research methods of philosophy thinking training, and world outlook, the outlook on life education, give full play to the education function of philosophy class. Therefore, I chose the philosophy course of Liupanshui Normal University as the case study. This study hopes to compare the teaching methods of philosophy course in two administrative classes of Liupanshui Normal University, investigate the evaluation of philosophy course effect by stakeholders, and put forward effective countermeasures to improve the teaching efficiency of philosophy course.

2 Methodology

The methodology used in this study was a case study and observations interviews and document analysis was used to obtain the needed information.

2.1 Case Study

In order to study the teaching efficiency of philosophy, I chose two different administrative classes in Liupanshui Normal University. The teaching methods of these two administrative classes are taken as case studies to analyze which class has a better teaching method, analyze the advantages and reasons of successful philosophy teachers, and extract methods to improve classroom efficiency. The shortcomings and reasons of the failed teaching methods are analyzed again, and the corrective measures and Suggestions are put forward. See Article 3.1 for details.

2.2 Observation method

In the past year, I have formed a lot of observation records by observing and observing other teachers' open classes and the activity discussion classes of the teaching and research Office, so as to understand the advantages and disadvantages of other teachers' classes. Reflect on the factors affecting classroom efficiency and seek strategies to improve classroom efficiency. See 3.2 for details.

2.3 Questionnaire survey

I designed and presented questionnaires, distributed and surveyed students, parents and inspectors who had signed up for the course to see what students thought of the philosophy course. Then, through data

collection and analysis, the causes of low teaching efficiency are studied and countermeasures are put forward. See Article 3.3 for details.

2.4 Literature research method

This research is mainly used for continuous publication database for Chinese literature retrieval, combining with the results of other course of effective and specific characteristics of the philosophy class, find out the support point of this article, such as the famous Swiss psychologist piaget's constructivism in the teaching implementation strategy, bloom, eight ye LAN "life classroom theory". See Article 3.4 for details.

3 Findings

In this study, students of Class A and Class B are selected as the objects of comparative study. The teacher of Class A is the teacher who ranks low in the teaching ability competition and has low evaluation of teaching effect. The teachers of Class B are excellent teachers selected by the school teaching guidance Committee according to various indicators, and the survey results show that their teaching effect is better than that of Class A.

3.1 Case study results

After listening to the teacher of Class A and Class B, my colleague put forward the following opinions on the classroom teaching of the two classes respectively. After the teachers of the two classes adopted the following Suggestions, my colleagues and I made a general evaluation of their improved classes and found that the teaching of the two classes had been greatly improved.

According to the opinions of my colleagues and I on the two classes, the evaluation of Class A is mainly negative, and pessimistic in terms of knowledge structure, teaching method and teaching ability. For Class B, people's opinions focus more on how to better understand theoretical knowledge through students' practical operation, rather than criticizing its knowledge accumulation, teaching ability and methods. Through continuous feedback and evaluation, the teachers of the two classes have made improvements respectively. such as: Opinions on teachers of Class A: It is necessary to strengthen self-knowledge reserve and self-accumulation, remember that teaching is open, rather than rigid adhere to the

teaching mode!

3.2 Observation Results

According to the author's classroom observation of philosophy teachers in Class A and Class B, the author compares the classroom situation of class A and Class B and finds out the obvious difference whether visual PPT is used or not. Such as: From an observer's point of view, both Class A and Class B use Powerpoint. Class A's lecture slides are relatively simple, are all textual, and do not seem to take into account students' ability to receive them. Class B courseware is very interesting, unique and impressive, with a consistent visual effect, suitable for students to understand.

Explain, for example, "the world is changing, nothing is absolute" the principle of philosophy, a plain text class lectures, classroom teachers try to use text rendering and oral narrative to let the students understand the principle, after completion, the student's memory is not deep, can't form their own knowledge. For Class B, due to the preparation of pre-class video data and mind mapping and the picture in the slide is a timeline of the development of human history, the teacher skillfully USES software to connect visual teaching materials with various pictures, texts and videos, seamlessly connecting the thinking rhythm of teachers and students. It fully activated the human senses of hearing, touch and vision, and realized deeply that even the ground under our feet can be changed in this way. The discussion of problems and the use of materials transform students' superficial and shallow understanding into deep thinking, forming thinking^[2].

3.3 Questionnaire results

A total of 310 questionnaires were issued and 310 were recovered in this survey. Among the 310 questionnaires, 117 are from Class A and 123 are from Class B. Class A has 23 parents and 12 stakeholders, and class B has 23 parents and 12 stakeholders. In the survey, 92 people in Class A think the teaching effect is good, accounting for 60.52%. In Class B, 137 students think the teaching effect is good, accounting for 86.70%.The teaching effect of Class B is obviously better than that of Class A.

According to the statistics of parents' answers and stakeholders' answers, the scores of the survey scale were collected and averaged. The average scores of Class A and Class B were 62.5 and 81.5 respectively.

The score distribution of specific scoring criteria is as follows:(1) Teaching design ideas. (2) Teaching objectives. (3) Teaching content. (4) In the teaching process. (5) Teaching skills. (6) Teaching innovation (7) Teaching effect.

According to the statistics of students' responses to the questionnaire, the answers with the most occurrences are selected as follows:(1)How are your teachers introduced into the classroom? (2) What textbooks do your teachers use?(3)What is the atmosphere of your class?(4)What have you learned in this course? (5)What do you hope your teacher will do in the future? According to the above survey results, it can be found that teachers in Class B have a better evaluation in teaching process, skills and innovation than those in Class A. However, these three aspects all point to whether there is interaction with students and whether there is sufficient communication as an important indicator to evaluate good or bad.

3.4 Literature research results

By referring to the curriculum standards and personnel training objectives of this course, it is concluded that the goal of philosophy course is to help cultivate a highly intelligent, creative and innovative student. Knowledge can be imparted, but wisdom varies from person to person. As an intellectual discipline, philosophy is not only "knowing what", but also "knowing why". The spirit of inclusiveness and cooperation. The ancient Greek philosopher Socrates often explored universal goodness and virtue in public places such as the city center through question-answering dialectics, or spiritual midwives. Through communication, thinking, debate, dialogue and communication in class, we can increase the interactivity, cooperation, openness and inclusiveness of mind and skills.

A growing number of other researchers have studied journal articles pay more and more attention to the teaching effect. In the study of college philosophy course, many conclusions and countermeasures are put forward from different angles.

4 Discussion

On the basis of the above comparative research and analysis, in order to improve the effectiveness of philosophy teaching, teachers should do the following

work.

First of all, we should attach importance to classroom teaching evaluation and feedback. Classroom teaching evaluation is a kind of evaluation carried out in the process of classroom teaching with the goal of putting forward Suggestions for improvement of classroom teaching activities.

Second, the presentation of information in the teaching process must be visual, just like in Class B, students, parents, managers and colleagues have a higher evaluation of Class B in the way of audio-visual teaching, which can better achieve the purpose of imparting wisdom and knowledge. "Visibility" means to make students' learning visible to teachers, to make teaching visible to students, so that students can learn to be their own teachers. In the 1960s, British psychologist Tony Buzan invented mind mapping. "Mind mapping," he argues, "is a form of graphically divergent thinking that can be applied to all cognitive functions, especially memory, creation, learning and all forms of thinking." [3][4].

Third, set up classroom tests and questions, attach importance to the interaction with students, and use induction to organize classroom teaching. Constructivist teaching theory believes that learners should build their own spiritual world on the basis of original experience, psychological structure and belief, and pay more attention to the generation and development of learners' active exploration of knowledge^[5].

Finally, teachers should update the talent

training plan in a timely manner. Teachers should train students in philosophy courses according to curriculum standards and talent development plans, so that they can solve problems and see how other researchers can provide references for improving classroom efficiency.

5 Conclusion

With the support of effective teaching theory, the use of interactive audio-visual materials in teaching has a positive impact on students, because it encourages students to use higher-level thinking skills, so the teaching strategies of Class B should be used for effective teaching.

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