



Research on the Integration of Teaching Group in Colleges and Universities

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ABSTRACT

Teaching and group learning are two important parts of higher education, which have their own educational functions and expressions. In the new era, higher education must innovate and reform the traditional educational model. On the basis of analyzing the present situation of traditional teaching and group education, this paper puts forward the necessity of the integration of teaching group learning, and emphatically explains the practical predicament and countermeasures of the integration of teaching group learning.

1. Introduction

General Secretary Xi pointed out at the conference on ideological and political education in colleges and universities that “the foundation of the establishment of colleges and universities lies in the establishment of morality. Only the colleges and universities that cultivate the first-class talents can become the first-class universities.”^[1] At the forum for teachers of ideological and political theory courses in schools, General Secretary Xi Jinping further pointed out that the integration of moral education, cultural knowledge education and social practice education^[2]. This is not only the theoretical unity of “cultural education” and “moral education”, but also the opportunity for the integration of educational resources in colleges and universities in practice.

With the change of the principal contradiction of society, the increasing demand of the people for a better life also leads to the change of the definition of talents in the society. The talent training mode of traditional higher education is more and more difficult to meet the requirements of talents in today's society. Therefore, how to innovate and change the educational model through more reasonable system construction, and how to integrate “cultural education” and “moral education” into educational and teaching activities. It has become an important problem that higher education reform needs to be explored and answered in theory and practice.

As an important part of higher education, teaching work and group work have their own educational functions and expressions. The coordination and unity of teaching and group learning is to a great extent the symbiotic reflection

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of “cultural education” and “moral education”, and it is also a necessary form of expression for higher education to realize the fundamental task of creating people by virtue. Based on this, this paper discusses the necessity and predicament of the integration of teaching group learning, and then puts forward some suggestions and countermeasures for the improvement of the integration of teaching group learning.

2. The Need for Integration of Teaching and Learning

2.1 Low Utilization of Educational Resources

As the two main educational systems in colleges and universities, the core purpose of teaching work and group learning work is to train qualified socialist builders and successors, and to support each other around the “quality education” as the center. There are differences in the way they work. The teaching work has strong regularity, high professional degree, has detailed teaching plan and teaching standard, emphasizes the direct education function of face-to-face, has strong flexibility and openness, has no fixed teaching mode and teaching method, and makes great efforts to create the “second classroom” for students outside school hours, emphasizing the indirect education function of imperceptibly. Although the two are consistent in the goal of educating people, they are affected by work system, power and responsibility cognition, work experience and so on. When faced with complex educational problems, their operation mode is relatively independent, the degree of “duality” is high, the relevance of educational methods is low, and there are many contradictions between them. Greatly increased the cost of education. Integrating the educational resources of teaching and group learning, realizing the coordination and resultant force of the two and creating an integrated educational model can effectively optimize the actual effect of educating people and promote the development of colleges and universities for the cultivation of high-quality talents in the new era.

2.2 The Effectiveness of Classroom Education Is Not Strong

The traditional education mode mainly takes classroom teaching as the carrier, emphasizes the dissemination of theoretical knowledge and the acquisition of professional skills. In the view of most students, the classroom teaching form is single, the theory is strong, the restraint is more, the practicability is low, it is not easy to accept; in the long run, the students’ recognition of mainstream values is reduced, and the effectiveness of classroom edu-

cation is weakened. But at the same time, with the advent of the new media era, the speed and mode of information dissemination have increased significantly. For example, platforms such as Zhihu, B station, shaking sound and Weibo have become the main sources of information for contemporary college students. Most of the information is a topic of interest to teenagers, and the content is easy to understand, the situation is more vivid, plus the network access to information is low, high degree of freedom, highly respected by students. However, most of the information lacks systematic speculation and strict argumentation, and some videos or pictures are out of context, and the authenticity and guidance cannot be guaranteed, which greatly affects the value orientation of contemporary college students. The deficiency of the traditional education mode itself and the impact of the new media era make the educational value of the classroom gradually weakened and its efficiency continuously diluted. Therefore, we should systematically integrate classroom teaching into group learning activities, enrich the forms of teaching expression, and better achieve educational efficiency.

2.3 Traditional Group Learning Activities Emphasize Form over Substance

As the front position of ideological and political education in colleges and universities, Tuanshu plays an important role in leading college students to construct correct outlook on life and values. Group learning activities have the characteristics of strong flexibility and high openness, and there is no fixed teaching mode and teaching methods, which can be integrated into all aspects of students’ after-school life and emphasize the function of imperceptible education. But at present, the mainstream group learning activities have weak interest, old-fashioned content, multiple forms and light substance, and the enthusiasm of students to participate is not high, which cannot achieve the expected effect of group learning activities. The reform and innovation of group learning activities is imminent. If we can actively co-ordinate the educational resources of teaching and group learning, we can work together to create special and professional group learning activities, closely link students’ professional skills training and personal future development, which can further stimulate students’ subjective initiative and fully realize the educational effectiveness of group learning work.

3. The Dilemma of the Integration of Teaching and Learning

All along, colleges and universities have been exploring the innovation of talent training mode. The integration

of teaching group learning can effectively integrate the educational resources of colleges and universities and better realize the fundamental goal of “building up people by virtue “. However, in practice, they are not exchanging and cooperation, but long-term opposites. Integrated teaching is more a mere slogan, and its institutional advantages are difficult to play, which seriously interferes with the training of talents and the quality of running schools in colleges and universities. The dilemma of teaching integration is mainly manifested in three aspects.

3.1 The Dualization Of Teaching and Group Learning Is Serious

First of all, teaching and group learning in the talent training program there is duality. Teaching emphasizes the cultivation of students’ professional skills, and the activities of group learning focus on the cultivation of students’ practical ability. In the formulation of programs, there are often problems such as unreasonable time arrangement and conflict of value orientation. The overall arrangement of the two has always been the difficulty of colleges and universities. Second, teaching and group learning are separated in practice for a long time. The operating mechanism of the two work is different, from the leading organization to the information channel to the actual executor and other levels are relatively independent, the interaction of the work is weak, the main power and responsibility people lack of communication, mutual understanding is not enough, cannot achieve cooperation. Teaching and group learning should eliminate the tendency of duality and complement each other to construct the education system of colleges and universities.

3.2 There Are Gaps in Team Building

Teaching and group learning are equally important in the talent training system of colleges and universities, but in recent years, the development of group learning team is lagging behind, the main reasons are as follows: first, the affairs are messy and the coverage is wide. Young teachers have a weak reserve of relevant theoretical knowledge, are difficult to adapt to the working environment in the early stage, and are prone to job burnout; second, the overall social recognition is not high, that group work is to grasp the daily management of students. This leads to the fact that the strength of the group learning team is obviously weaker than that of the teaching team, and the value demands and resource acquisition are more and more marginalized. In the face of complex educational problems, the overall decision of the school is also close to the teaching mouth. Integration is even more impossible.

3.3 Differences in Value Judgements

Because of the long-term disconnection between teaching and group work environment, they usually only think about education from their own angles, which leads to contradictions and conflicts in the judgment of work value. Some teachers engaged in teaching only attach importance to classroom teaching, and think that students should devote all their energy to theoretical study, and it is the first thing to learn professional skills well. Participation in group activities is only a waste of energy, not only do not support or even show opposition. Some teachers engaged in group work believe that only learning theoretical knowledge cannot help students in the future development, and the homework only needs to pass the examination. Training students’ “soft power “is the key to improve their comprehensive literacy and occupy an advantage in the future workplace competition. These two concepts are actually the lack of cognition of the target elements of talent training in colleges and universities, and obviously contrary to the core idea of comprehensive education advocated by the state.

3.4 Lack of Integrated Evaluation Mechanism

The mechanism of teaching work operation is relatively sound and perfect, there are hard teaching objectives, the assessment standard is relatively solidified, the quantitative assessment of teaching work is operable, and the teaching results are easy to appear. However, the operation system of Tuanshu work is relatively open, there is no fixed teaching method, there are many soft indexes, the complex educational problems are controversial, subjective, the educational effect is slow, and the quantitative assessment is difficult. If we do not construct an integrated evaluation mechanism, some of the work will be ignored or even denied. If the gap between teaching and group evaluation is too large, it will make it difficult for educators to obtain the sense of achievement of work, which is not conducive to the overall development of talent training mode in colleges and universities.

4. Countermeasures and Suggestions for the Integration of Teaching and Learning

4.1 Establishment of Institutional Guarantees for the Integration of Teaching And Learning

In the process of talent training, the disjointed phenomenon of teaching and group learning is serious. In order to promote the coordination of the two and achieve the substantive unity of thought, cognition and execution, we must have strict system guarantee. First of all, to cre-

ate a strong relevance of decision-making institutions, around the core concept of comprehensive education, to build people as the fundamental task, set up by the school responsible person in charge of the lead, Students and academic Affairs Office and other relevant departments to participate in the integration of teaching leading groups. Fully consider the practical factors and the demands of all parties, effectively divide the work functions and educational responsibilities of various departments, and form a cooperative operation organization with unified ideas and complementary functions. Second, it is necessary to break the information isolation of the two, optimize the information interaction between the educational administration system and the academic work system, realize the data integration of the two, ensure the sharing of students' information resources, control the students' real-time dynamics, and formulate targeted education programs. Third, regular and institutionalized special meetings on the integration of teaching and learning. The higher authorities shall hold regular meetings on relevant work, exchange and report on the work of each department, and the organs and units shall also organize special personnel to take charge of the relevant work and inform the departments of their duties in a timely manner. Resolution and development of major issues can be communicated in advance.

4.2 Optimizing the Construction of the Ranks of Teaching and Academic Workers

The innovation and reform of teaching mode cannot be separated from the construction of the team, break the gap between the two personnel, break through the limitation of thinking solidification and empiricism, so that the integration of teaching group learning can be carried out in the executive level. First, the establishment of teaching, regiment staff rotation system, to enhance the Office of academic Affairs, Student Affairs, League Committee and other relevant departments of staff mobility. The main staff should rotate once every 2 to 4 years, promote the effective transmission of information between departments, strengthen the integration of work concept and work style, and train all-round development management talents. The second is to train all-round professional teachers. Young teachers should be promoted as dual managers, while spreading knowledge, they should also be class mentors and counselors. Integrating into students' life, understanding students' ideological trends, deeply grasping contradictions and problems in the process of student training, formulating strategies and policies for students' development, coordinating and unifying the relationship between professional education

and quality-oriented education, This not only effectively strengthens the integration of teaching and group work, but also promotes the diversified development of group work. Third, to strengthen teachers' ideological and political education, professional teachers should regularly carry out relevant theoretical studies, grasp the direction of running a socialist school in practical teaching and theoretical teaching, and clarify the internal meaning of "building up people by virtue" in practice. The school should actively propagate through various ways, create a convenient and fast learning platform, do a good job of teachers' ideological construction guidance, the concept of "comprehensive education" deeply rooted in the hearts of the people rather than mere formality.

4.3 Reform and Innovation of Academic Activities

Based on the characteristics of students in the new era, the way of group learning activities should be changed to a certain extent. Creating group learning activities with strong professional characteristics can not only increase the communication between teaching team and group learning team, but also meet the needs of students' practical ability of professional skills under the pressure of increasing social competition. First, it is necessary to decentralize the main body of responsibility and responsibility for carrying out group learning activities, take the school as the main body to carry out the group learning activities with weak tolerance, and participate in the students with great limitations, and cannot take good care of the characteristics of the students. After fully listening to the opinions of the students, each college can focus on creating group learning activities with strong professional characteristics, and the school is responsible for doing a good job of examination, which can not only enhance the participation of students. It can also improve students' professional skills to a certain extent. Second, it is necessary to build a platform for activities, and the development of group learning activities should give full play to its characteristics of strong flexibility and high breadth, and should not limit their vision to the resources within the school. Third, it is necessary to ensure the funds, and each college should allocate the funds for the activities based on the needs of the professional characteristics, build a special activity place, and ensure the completion of the infrastructure. At the same time, we should employ experts as guidance teachers and implement treatment, fully mobilize the enthusiasm of relevant personnel, gradually form the brand effect of characteristic group learning activities, and ensure that the work of educating people in an all-round way in the college is carried out.

4.4 Improving the Evaluation Mechanism and Incentives

Perfecting the evaluation mechanism is the core driving force to promote the integration of teaching and learning and the guarantee of its sustainable development. First, the construction of a unified quantitative assessment criteria, teaching and group work focus, working methods and work content are different, while promoting their integration, but also to correctly understand their differences, establish the focus of their work, actively listen to the views of teachers and students, according to the difficulty of work and working hours to clarify the unified quantitative index system. Second, the evaluation system should adhere to the value guidance, bring the evaluation content of the regiment work into the examination of each teaching department and related functional department, balance the weight of teaching and group work in the year-end evaluation, and reflect the value orientation. At the same time, teachers can also add corresponding indicators in their personal evaluation. For teachers who actively participate in the construction of group learning activities and achieve excellent results, they can obtain certain policy relief in the examination of professional titles. Third, the examination results should have corresponding incentive measures, add strong interactive evaluation indicators, for teachers and students with excellent performance can take appropriate incentives. For example, select advanced collectives and individuals, excavate successful materials and create typical cases. The most important thing is to do a good job of ideological guidance and propaganda, arouse the enthusiasm of teachers and students, and promote the integration of teaching and learning as a whole.

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