

Analysis of the Current Situation of Biology Field Practice and Reform Measures

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ABSTRACT. *The traditional biology teaching takes theory and experiment teaching as the main teaching direction, and pays little attention to the field practice teaching. This paper expounds the significance of field practice of biology major, analyzes the problems existing in the field practice of biology major at present, and combines the current situation of practice to select practice base, strengthen the construction of teaching staff, improve practice equipment, and train students This paper puts forward some specific teaching reform measures in the spirit of unity and cooperation and the ability of scientific research, and then looks forward to the future field practice teaching of biology major.*

KEYWORDS: *biology field practice teaching reform*

1. Introduction

This article analyzes the status quo of biological field practice of biological science majors, as well as the ideas and specific measures of teaching reform. At present, there are many problems in the entire process of field practice teaching, especially the single teaching mode [1], which leads to our students having less satisfactory learning effects. Field practice teaching has become the primary task of educational reform.

Applied undergraduate education is different from vocational education in skill training. We mainly train students with a certain depth and breadth in knowledge cognition, in addition to application talents with strong hands-on practice and thinking innovation ability [2]. This has to force the combination of theoretical teaching and practical teaching in applied undergraduate colleges. In addition to classroom teaching, it is necessary to focus more on practical teaching in the field of vision.

2. Analysis of the Current Situation of Field Practice under the Traditional Teaching Model

The current biology teaching regards theory and experiment teaching as the main direction of teaching [3], and pays little attention to the field practice. Although in recent years, with the continuous development of education reform, there have been obvious changes, but the biology of local undergraduate colleges Field practice is still bound by the fixed old model, and with the substantial increase in the number of students, new teaching problems will continue to emerge, and the internship effect of students is not good. There are mainly the following problems:

2.1 The Concept of Internship is Backward

Part of theoretical teaching is practical teaching, which means that practical teaching is not taught as a separate subject, so it does not form an independent and complete practical teaching system. This also makes some students have an unreasonable learning attitude, which can't attract students' attention to practical teaching, and lacks enthusiasm and initiative in field practice activities [4]. Now most of the field internships in schools are the old mode of the past, that is, the instructor leads the students to explain the required animals and plants along the fixed route at the internships arranged by the school.

In this internship situation, most students follow the teacher and hurriedly record the content of the teacher's explanation. They also rush to collect the animal and plant specimens designated by the teacher before they can identify it. This practice mode based on the teacher's explanation, Students see a variety of animals and plants throughout the process, and few students can take notes and collect specimens themselves while still having enough time to observe plants independently, which forces most students to be passive Learning status [5].

2.2 Lack of Internship Funds

At this stage, the budget and input of the funds for field internships in most schools are actually in accordance with the old model, which is difficult to meet the actual needs of the existing field internship process. In order to increase the content of internship and enrich the internship model in the whole process, this requires the extension of the internship time to a certain extent, then it must be inseparable from the support of internship funds to ensure high-quality internship effects [6].

The best place for biological field internships organized by the school is to be not allowed to be a nature reserve, but most of the existing nature reserves have been developed as scenic tourist areas. Students who want to enter the reserve need to buy expensive tickets first, and then add The cost of transportation, boarding and lodging has continued to rise, and the internship period is long. Although students have internship subsidies issued by the school, except for this part, most of the internship funds are still borne by the students, which makes the financial burden of the students greatly increased. Although family conditions have improved, most students are still from rural poor families, and it is difficult to bear the additional costs. In order to save money, internships often choose cheaper accommodation, catering and sparsely populated “Yeshan”, and the effect of internships is greatly reduced.

Due to the current limited field internship funds, the school can only make adjustments to the internship time, shorten the time of the internship process, plus one internship leads multiple majors, more students carry out internships, and the teacher cannot be well targeted To explain to students, which directly affects the overall effect of field practice teaching. Throughout the internship process, many students always revolve around a teacher, three circles inside and three circles outside, the teacher keeps explaining, and still can't answer each student's questions. On the surface, this internship model has a certain scale [7], but in fact, it can only cover a small number of students. Most students are difficult to get direct guidance from teachers, and it is difficult for students to have high-quality learning results.

2.3 Insufficient Preparation

Before the field internship, students are required to have an understanding of the animal and plant resources in and around the school. The early stage should be based on the identification of the campus and its surrounding plants. It will be the basis for the identification of common animals and plants in the internship, and strive to obtain good learning results. Some tools that can be used during the internship process, including roughly pruning shears, specimen clips, cameras, scalpels, magnifying glasses, insect nets, spreading wings, specimen cylinders, etc., need to be prepared in advance, and they must also be proficient in their use^[8]. There are also safety issues, discipline issues, teachers' division of labor, and how students are grouped in the internship process. Inadequate preparation before the internship will make the leading teacher exhausted and often will be exhausted to cope with it, which will greatly reduce the effect of the internship of the students.

2.4 Lagging of Base Construction

At present, most local undergraduate colleges lack stable and standardized practice bases. Most of the bases are hotels, farmhouses, etc. that are responsible for providing accommodation and food near the internship area. They lack local professional and technical personnel and internships necessary for internships and article protection [9].

2.5 Students Lack Hard Work and Hard Work

Considering from the students themselves, there are quite a few students who have only children now. The children are spoiled from childhood, they have not done heavy work, their physical conditions are generally weak, they can't endure hardships, it is difficult to learn consciously during the hot and tired internship process, most Just content to listen to the teacher's explanation, not willing to actively explore. The number of students brought by the teacher is too large to fully take care of everyone's emotions. The students are lazy and do not study seriously and cannot achieve the expected internship effect [10]. How to improve students' hard work and hard work spirit, teachers guide students to establish a correct outlook on life, values, which is essential for students' learning and growth. But in the process of internship, some students will not take field internship seriously, but take it as a trip to eat, drink and play. In the field internship stage, students often have problems such as dissatisfaction with accommodation, dietary conditions and the intensity of the internship, but they are

resistant to the internship and even do not obey the assignment of internship management [11].

2.6 Single Form of Assessment at the End of Internship

The field practice of biology is basically a teacher combined with field observation in a short period of time, describing the morphological characteristics of plants on the spot, and telling the identification points of common families and genera. In this teaching method, the students learn only superficial, fragmentary knowledge, knowledge shallow level, limited skill training. In the course of internship, the initiative, practicality and innovation of student participation are not enough, but mechanical acceptance, not active exploration. At this stage, the field internship assessment form is relatively simple, and the student's ability to comprehensively apply the knowledge learned in books cannot be improved.

3. Specific Measures for the Reform of Field Practice Teaching in Biology

The goal of field internship is to comprehensively improve students' knowledge and hands-on practical ability. Biological internships should develop a practical internship plan in advance. In addition to basic knowledge and skills training, students should also carry out comprehensive goal learning of knowledge, focusing on how to better apply theoretical knowledge in practice [12]. Strengthen the field practice training of young teachers and select young teachers with rich practical experience for guidance and internship [13].

The comprehensive evaluation of the students' internship results is intended to be familiar with whether the students will conduct a comprehensive analysis of biology and the ability to solve problems independently during this internship. Students should master how to classify animals and plants, how to make specimens, and can also organize the materials used in practice in a standardized manner.

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