

Research on the Application of Problem-Oriented Teaching Method in the Course of "Introduction to Communication Studies"

Sun Yanran

*School of Journalism and Communication, Zhengzhou Sias College, Zhengzhou, Henan Province, China
89942907@qq.com*

Abstract: *Problem orientation is a brand-new educational method based on problems and taking students as the main body. Because problem-based teaching connects the learned content from multiple perspectives in the form of questions, thereby enhancing the overall knowledge level; in the process of discussion, brainstorming can be carried out to broaden the knowledge, and to understand and master the old and new. So that students feel that their English learning effect has been improved. In our country, problem-oriented teaching is still in the initial stage of exploration. This teaching mode has not been adopted by "Introduction to Communication Studies". However, the intimacy and practicality of the objects it involves determine that it is still a kind of feasible teaching model.*

Keywords: *problem orientation; pedagogy; introduction to communication; curriculum*

1. Introduction

Problem-based teaching developed from medical education in the early 1960s. It was implemented in the medical school of McMaster University in Canada in 1968. About 50% of colleges and universities have adopted a problem-centered teaching method. Learning in complex and meaningful situations, through interaction and collaboration with classmates, to understand the scientific problems hidden behind the problems, so as to cultivate problem-solving skills and self-development ability^[1]. By guiding students to solve complex practical problems, let them build a broad and flexible knowledge base, develop effective problem-solving skills, develop autonomy and lifelong learning, promote their cooperation with others, and stimulate their inner motivation .

2. Teaching reform in the teaching of "Introduction to Communication Studies"

2.1. The syllabus of this "Introduction to Communication Studies"

"Introduction to Communication Studies" is a basic course offered in the first half of the first year of the first year of the School of Broadcasting and Radio and Television Arts. . As a professional basic course, "Introduction to Communication" is responsible for guiding students' professional entry and cultivating students' interest in professional learning.

2.2. Teaching reform in the teaching of "Introduction to Communication"

"Introduction to Communication" is a basic course of university journalism with communication as the main content. Many colleges and universities will set up "Introduction to Communication Studies" in the first and second grades of undergraduates, which is to guide students' professional introduction and cultivate students' professional interest. But "Introduction to Communication" is a course with complex origin, complex system, extensive content, rich content and rich content. At the same time, communication studies originated in Europe and the United States, and most of its theories and research results come from overseas, which is very different from the actual situation in my country. The teaching content of "Introduction to Communication Studies" is "ungrounded", and many people think it is very difficult and impractical. The teaching reform of "Introduction to Communication Studies" is a major issue facing our country's journalism education.

3. Problem-oriented educational philosophy

3.1. Problem-oriented education

The problem-oriented method is a problem-driven, problem-driven, problem-driven, problem-centered educational method with critical thinking skills and practical application of problems [2].

Problem-oriented teaching is problem-centered, enabling students to actively construct knowledge around problems. Through this process, they can skillfully use what they have learned and improve their thinking ability and problem-solving ability. and self-development capabilities.

From the perspective of the classroom, Professor Jiang Dayuan found that the problem-based learning method can only be used well in two situations: first, students are faced with a completely unfamiliar and unobservable situation; second, college students They do not know how and how to deal with this situation, or they cannot be transferred through corresponding methods and methods. "Introduction to Communication" just conforms to this feature, so that it can neither imagine the specific situation of the work, nor obtain a perceptual understanding of the work from the actual work.

3.2. Problem-oriented education philosophy

Using problem-oriented teaching methods, let students learn from blindness and blindness, and through the guidance of problems, they can understand the knowledge required for learning tasks. The problems encountered in the work process and need to be dealt with involve some professional knowledge and technical requirements. This kind of problem has two functions in education: one is to be solved, and the way to solve this problem is to acquire knowledge and skills; the other is to help students develop innovative thinking by answering their questions.

The problem-guided teaching mode should start from the perspective of teaching problems, and the research on teaching problems should be valuable, inspiring, in line with teaching priorities and difficulties, and adhere to a step-by-step teaching method.

Teachers should divide different students into different learning groups according to different levels of understanding and different psychological characteristics, make full use of their own strengths, and help each other in the classroom. Teachers can also conduct classroom teaching for students and conduct motivational assessments, thereby promoting students' self-development. In the teaching process, teachers must have clear thinking, master the atmosphere of the classroom, and conduct corresponding teaching in a timely manner according to the learning situation of students, and change according to the different teaching contents, so as to avoid problems.

4. The practice of problem-based teaching in "Introduction to Communication Studies"

4.1. Adopt problem orientation to improve learning effect

Pre-class preview is an important guarantee to improve the quality of teaching. Before class, students must master the basic content of what they have learned, so as to ensure effective teaching and research in teaching. In order to improve the teaching quality of communication courses and enable students to obtain more information in the limited spare time, it is necessary to use the method of introduction to problems to improve students' English learning level, improve their learning efficiency, and enable them to be more scientific and efficient. learn and master knowledge.

For example, when teaching the concept of "communication symbol" in the course of "Probability of Communication Studies", teachers can use modern technology, such as information technology, to let them according to their actual situation and according to their own situation before class. The actual situation to preview, so as to better achieve the expected results. At the same time, the teacher can also divide the students into several groups, and let the students list the questions and unanswered questions they encountered during the preview, and then let the students discuss together. It can not only improve students' learning and scientific research level, but also improve their preview purpose; at the same time, it can also lay a foundation for teachers' classroom lectures, so that students can understand the keys and difficulties, so as to allocate time reasonably in the classroom for effective explanations .

4.2. Use problem orientation to improve teaching effect

Classroom is the main way for students to acquire knowledge and skills, and it is also a main link for teachers to train various abilities in teaching. In the teaching process, whether teachers' teaching efficiency and teaching methods are reasonable and efficient will affect students' understanding and improvement of the knowledge learned in the classroom. Therefore, in order to enable students to learn more basic communication technologies in the shortest time and achieve greater improvement, they must pay attention to their research, use scientific and efficient problem guidance methods, and improve classroom learning effects. Improve students' knowledge and skills.

For example, in the process of teaching the basic principles of communication, the teacher can ask directly from the beginning: "We all know that there is a way to communicate, but why should we use this method?" After the basic communication, the teacher raised his own questions: "What are the communication methods?" "Which are the options?" Finally realize the understanding and research of the classroom. In addition, after completing the basic teaching, the teacher should do a reverse induction of the problem, so as to better enhance the students' learning efficiency and improve their knowledge level. For example, teachers can ask some basic questions, let them step by step, step by step, and finally form a complete knowledge base, making their knowledge system more complete.

4.3. Use problem orientation to improve students' research skills

Nurturing and enhancing student learning and exploration is an important part of modern teaching. In the education of teachers, we should not only pay attention to the mastery of students' skills and knowledge, but also pay more attention to the training of students' learning and exploration. Therefore, in extracurricular activities, teachers should actively cultivate their spirit of seeking knowledge and continuously enhance their learning quality, so that their knowledge can not only be expanded, but also their overall quality will be improved.

For example, in the section "Spreading the Code", the teacher will assign them some tasks, such as using some information on the Internet, such as Wolf Sapier's theory, such as words and passwords, such as pronunciation, such as pronunciation. After arranging the students' study, the teacher can also carry out a step-by-step problem plan for the students, so that the students can carry out teaching activities scientifically and methodically under the guidance of the problems, thereby broadening the students' horizons and learning ability. Moreover, when teaching, teachers should fully consider the personalities of different people. In teaching and teaching, they should be reasonable, not too easy, not let them think, and do not let them do too difficult.

5. Conclusions

The development of problem-based teaching method is the ultimate goal of students' subjectivity. Problem-based learning can enable students to be inspired by their interest in learning, spirit of exploration and desire to learn, and change from passive learning to active learning. Many students went online with questions, went to the library to look up materials, made adequate preparations, actively spoke, asked each other, and complemented each other. Under the continuous encouragement of teachers, many students dared to speak on the stage and improved their English proficiency. . Through self-study, access to information, discussion, teacher's explanation and guidance, students master the ways and means of knowledge, so that students can ask questions, solve problems, comprehensively use knowledge, think scientifically, and enhance the inter-disciplinary knowledge.

In a word, the problem-oriented method has a huge driving effect on the knowledge transfer and the cultivation of students in the communication discipline of middle school. As a new educator, he should actively study, analyze and improve his teaching ability to make it practical in practice. Further development and improvement in work.

Acknowledgements

- (1) The 2022 educational reform fund funded project of Zhengzhou SIAS college, No. 2022jgyb66.
- (2) Key subject of photography education of photography education special committee of Chinese Association of higher education in 2021, No.20SYZD10.

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