

Research on the Generation Path of the Teaching Wit of Teachers

Huihui Wei

Chongqing Normal University, Chongqing, 401331, China
2655449298@qq.com

Abstract: As an important measure to measure teachers' quality and specialization, teaching tact plays a decisive role in teachers' education and teaching work. The implementation of the new curriculum reform plan emphasizes more diversified learning methods and teaching methods, which means that teachers will face more advanced and diversified teaching media in classroom teaching, so higher requirements are put forward for teachers. Teachers' teaching tact can make full use of all kinds of educational resources in the classroom, so as to achieve the purpose of quality teaching. However, in the actual teaching process, teachers still have many problems in their teaching wit. Therefore, correctly understanding the connotation of teaching wit, analyzing its influencing factors and seeking its resulting strategies plays a very important role in improving the professionalization of teachers.

Keywords: teaching wit; influencing factors; generation path

1. Introduction

The so-called teaching tact is the ability of teachers to adapt to circumstances and create flexibly in teaching. It is the crystallization of teachers' wisdom and talent. The teacher's teaching tact is not only reflected in the ability to deal with emergencies smoothly in the classroom teaching situation, but also reflected in the ability to use flexible means and novel methods to stimulate students' learning interest and mobilize their enthusiasm to achieve the goal of optimizing classroom teaching. Therefore, in-depth study of teaching tact plays a very important role in improving teachers' teaching ability and quality and improving teachers' teaching quality. The purpose of this study is to explore the path of teaching tact through the analysis of its concept, significance and influencing factors, so that teachers can reflect, understand, learn and improve it, thus producing teachers' teaching tact, and then consciously applying it to teaching practice, serving classroom teaching, and promoting the development of teachers' career.

2. The concept definition of teaching wit

There are many definitions of teaching tact, and there is a more authoritative definition in the Dictionary of Education. The "Dictionary of Education" defines "teaching tact" as: "Teachers have a sharp, rapid and accurate judgment ability in the face of complex teaching environment, such as the teacher's ability to show in the face of unpredictable problems and students' enthusiasm. Other scholars also have their own views on this. For example, Mr. Wang Beisheng regards "teaching wisdom" as a kind of ability. That is to use flexible methods to guide and deal with various emergencies in teaching, so that classroom teaching can proceed smoothly. Li Xue and Zhang Guoping believe that this is the criterion that teachers should follow in the process of education^[1]. Wu Rongshan regards "teaching tact" as an individual behavior^[2]. Diao Peiyue and others believe that "wisdom" is a kind of "teacher's wisdom", which is "the overall quality of teachers". It is nurtured in the excellent teaching practice of the teacher himself, condensed in the profound knowledge of the teacher himself, formed in the personality quality of the teacher who has reached the level of ease, brewed in the amazing intelligence of the teacher, and integrated in the personality quality, educational theory quality and educational practice experience of the teacher.

To sum up, teaching tact is a kind of on-the-spot wisdom displayed by teachers in the face of numerous and complex teaching situations. It takes the reality and needs of the classroom as the starting point, and the dynamic and generated complex situations as the basis to highlight wisdom and intelligence in the process of teacher-student interaction, thus making the classroom full of challenges

and wonders.

3. Teachers generate the meaning of teaching wit

3.1. Highlight the leading role of teachers

Teaching tact can promote teachers to play their leading role to the maximum extent. Situational changes in the classroom are often unpredictable. In this case, both teachers and students are not well prepared. Therefore, both teachers and students must reposition, recognize the environment and jointly meet various challenges in the environment. In this changing environment, both teachers and students are the main roles in the classroom, and teachers are more likely to lead the development of the whole classroom, because teachers' experience, knowledge and experience are much richer than students. They can make better use of their knowledge reserves and better use of their knowledge and experience to cope with the complex situation in the classroom, so as to accurately grasp the direction of the whole classroom.

3.2. Promote the burst of teachers' emotional energy

The reason why teaching tact can promote the outburst of teachers' emotional energy lies in that for teachers' classroom teaching, the continuous unity of this emotion corresponds to the state that teachers have better achieved their expectations-not achieved their expectations-and achieved their expectations, while teaching tact is the wisdom that teachers show on the spot in the face of complicated classroom situations, no matter what kind of teaching tact classroom, Both the teacher's own experience and others'evaluation of him can reflect that the application of teaching tact can help teachers better achieve teaching expectations or results.

3.3. Realize the emotional resonance between teachers and students

In a complex teaching situation, teachers and students are required to face the teaching scene composed of both sides. Teachers and students are living and involved in the process of teaching and class. They are not onlookers and outsiders in the classroom, but real participants^[3]. In the whole process of teaching, the interaction and communication between teachers and students always run through it, and the result will bring about the collision and intersection of both sides in emotion. But in some special situations, even completely different individuals can still create similar emotional experiences. In this way, teachers and students are more likely to have emotional resonance. The classroom needs the resonance of teachers and students, and teaching tact can better achieve the resonance of teachers and students.

3.4. Promote the growth of teachers' practical wisdom

For teachers, both the teaching tact practice they have personally experienced and the teaching tact cases they have seen are learning resources and materials that can draw some experience from these practices or cases and can be used for reference in similar situations; Teaching tact can reflect the sensitivity of teachers to situations in practice, and teachers also have a keen perception of the behavior that should be taken in a specific situation. Therefore, teachers need to have such sensitivity to determine the situation in the teaching process. In primary school mathematics classroom teaching, if teaching tact can be effectively applied in it, it can not only enhance students' enthusiasm and initiative for learning mathematics knowledge, but also make primary school students feel happy in mathematics learning, so as to improve the teaching effect. With teaching tact, teachers can automatically identify important and irrelevant information in the teaching situation, consciously pay attention to and attach importance to important information in the teaching situation, and can promote teachers to perceive the situation more sensitively. All these can be used as an experience and available teaching strategy and can promote them to continue to learn and use in future teaching practice.

4. Factors affecting the generation of teacher teaching wit

4.1. Knowledge structure of teachers

The knowledge structure of teachers determines the level of teachers' teaching tact. In modern

society, knowledge is one of the basic conditions necessary for people to engage in social activities. Therefore, teachers must have high quality to meet the needs of the times. The knowledge structure of teachers mainly includes: subject knowledge, pedagogical knowledge and psychological knowledge; Thinking mode and method; Psychological skills, etc. They complement each other, promote each other and develop together. The storage, breadth, depth, systematicness and interrelation of knowledge lay a solid theoretical foundation for teachers to quote classics and conduct in-depth argumentation and influence. High-level teaching tact requires teachers to have deep professional knowledge, extensive cultural knowledge and deep theoretical knowledge of education science. Teachers' knowledge structure plays an important role in the formation and development of students' knowledge structure, and also plays an important role in students' emotional experience, values and outlook on life. Teachers lack profound knowledge, specialized knowledge in their fields, laws of education and teaching, physical and psychological characteristics of students, and it is difficult to master high-level teaching skills. Teachers have solid professional knowledge and rich educational theory, which is an important guarantee of teaching wisdom. Extensive knowledge can enable teachers to find solutions to problems in the complex teaching environment, and can intelligently and efficiently respond to various problems of students. Only by fully mastering the knowledge we have learned, can we flexibly apply teaching wisdom in the classroom.

4.2. Practical experience of teachers

Teachers' teaching experience is the source of their production and application. The generation of teaching wit seems to be a "brainwave" at first, but like the generation of inspiration, it is a higher level of spiritual communication. However, it is not innate. It is made by teachers under the guidance of educational science theory and after long-term teaching practice experience. It is the "alloy" of educational theory and teaching practice, and the organic integration of intelligence and non-intelligence^[4]. Teaching wisdom occurs in a specific classroom environment. It only appears in the face of emergencies. It depends on the teacher's years of teaching experience and keen perception. For example, in the primary school Chinese class, a swallow suddenly flew in, and the students' eyes were immediately attracted by the swallow, completely disregarding the fact that they were still in class. At this time, the new teacher who lacks teaching tact will stand on the platform at a loss, while the experienced teacher will use this phenomenon to connect with the previous knowledge, such as "the swallow is very beautiful, we have learned a poem about the swallow before, who remembers it?", to draw back the attention of the students. "The more experience teachers have in class, the stronger their ability to deal with problems, the more experience they have, and the more they can use educational wisdom. Therefore, teachers should constantly learn, reflect and master certain teaching skills, and combine knowledge and practice to improve their classroom teaching efficiency.

4.3. Classroom teaching environment

The classroom teaching environment significantly affects the generation of teachers' teaching wit. On the one hand, students' psychology and behavior are affected by the classroom physical environment to a certain extent. On the other hand, teachers' emotions fluctuate due to the classroom environment. A harmonious physical environment can keep teachers in a good psychological state and maintain a positive attitude in the classroom. Occasionally, when encountering emergencies, some humorous words and actions will also burst out to resolve emergencies. The physical environment in the classroom will have a certain impact on students' emotions. A good classroom teaching environment allows students to actively cooperate with teachers and accept their influence. Teachers need to create a relaxed and pleasant atmosphere in the teaching process, so that students have a pleasant learning atmosphere. The good teacher-student relationship and language environment will bring positive promotion to classroom teaching; In addition, teachers' emotions will also directly affect the classroom teaching effect. First of all, a good and stable mood can promote a more harmonious relationship between teachers and students. Teachers and students should establish harmonious interpersonal relationships, create a good language environment, and build harmonious interpersonal relationships and language environment in the classroom teaching environment. This is the problem that every teacher should consider. Secondly, in education, the classroom environment is a vast picture. Teachers should be good at using it to organize classroom teaching and make it an important platform to promote students' growth and play a subtle role. By making full use of the classroom teaching environment, teachers can continuously cast educational wisdom and teaching tact, realize the cognition of students, and create a diversified and rich teaching environment to change the "suspense-free classroom", so that every student has the opportunity to show their outstanding side

and achieve maximum growth^[5].

5. The generation path of teachers' teaching wit

5.1. Teachers should cultivate their own educational emotions

Teachers need to cultivate their own educational feelings for their own work. Emotion is the driving force of behavior, and real educational emotion can stimulate teachers' wisdom. The formation of teaching wit requires the indoctrination of love and kindness. It is necessary to cultivate the feelings of education, identify with the professional identity of teachers, feel happy, and naturally generate teaching wisdom. Teachers' professional emotion is an important factor that affects their professional happiness, and is also the fundamental reason for their intellectual behavior or witty behavior. "The teacher's heart is not the call of conscience, but the cry of self-identity and integrity. What the teacher wants to say is not what should be, but what is true and what is true to us. "This strong and special emotion requires the teacher to actively experience his own professional happiness in his own inner world, and seek his own identity and integrity.

5.2. Teachers should enrich their own knowledge and experience

New primary school teachers should be good at using their rich experience, which will directly affect their response and resourcefulness in emergencies. Teachers should have rich knowledge and experience as support, and some strange problems often appear in the classroom. To correctly answer the above questions, teachers should not only use their professional knowledge, but also understand science and culture from other angles. Therefore, teachers must constantly strengthen their own knowledge accumulation, which is the prerequisite for teachers to use teaching wisdom. There are many ways to enrich knowledge and experience. It is also an important link to form educational wisdom while strengthening your own learning and observing others' teaching. Therefore, teachers should constantly enrich themselves and improve their comprehensive quality by mastering advanced education concepts, enriching their own subject knowledge and accumulating teaching experience.

5.3. Teachers should adjust their teaching habits

Teaching habits often make teachers' teaching more automatic and even make them forget their existence. If teachers themselves can't get rid of the influence of this subconscious, they will be "used to" for a long time, become insensitive to the teaching environment, indifferent to the vivid teaching activities, and live a life of "teacher". In this point, the empiricism of teachers' upbringing will hinder the generation of wisdom. "People have formed habits imperceptibly, and their teaching habits are reflected in teaching methods, content and management. However, habit itself has a kind of inertia. It will reject new things and changes, thus hindering the generation of wisdom. Therefore, teachers should often adjust their teaching methods, actively try new teaching methods, and keep themselves in a positive learning state. When they find that there are great differences with their previous teaching problems, they should not blindly use the previous teaching methods, nor blindly avoid them. They should actively face, try various methods, and change the inherent teaching methods and classroom management mode.

5.4. Teachers should control the classroom environment

"Situation" refers to the teaching environment created by people and optimized by people, which allows students to participate actively. Classroom teaching has a strong situational nature, which is its most prominent feature. In classroom teaching, the situation is created by the teacher, while the student is the subject of the situation, and the teacher is the creator, organizer and guide of the situation. Teachers' organizations create scenarios to enable students to achieve comprehensive development and improve their abilities in this environment. Teachers should make students resonate with the classroom teaching situation emotionally and psychologically to achieve this goal^[6]. At the same time, it also needs to combine the initiative of the subject with the situation, so that it can promote the initiative of people, thus stimulating people's potential. Teachers are the people who master the classroom environment. They should be good at mastering the classroom environment, grasping the emergence and development of the classroom environment, and be able to create situations, create situations, and master the classroom environment with teaching wisdom according to the specific situation of students.

6. Conclusion

Teaching tact is important for every teacher's classroom teaching. Especially for new teachers, they may encounter various unexpected events and problems in the classroom. Use the teaching machine intelligence to deal with these unexpected problems in a timely and reasonable manner, and remove obstacles to achieve the expected teaching objectives. However, not everyone has educational wisdom. It is important to cultivate teaching wisdom, but it is not easy. To become a teacher with "teaching wisdom", teachers should not only cultivate positive education emotion, rich knowledge and experience, be good at thinking and using classroom situations from the perspective of students, but also establish harmonious and equal teacher-student relationship with students.

References

- [1] Li Xue, Zhang Guoping. *Educational wit: the intermediary between educational theory and educational practice* [J]. *Liaoning Education Research*, 2006 (03): 15-16.
- [2] Wu Rongshan. *Classroom brilliance and teachers' teaching tact* [J]. *Shanghai Education and Research*, 2005 (02): 81-82.
- [3] An Yafen. *Research on the generation of teachers' teaching wit* [D]. *Shanxi University*, 2018.
- [4] Chen Fei. *The connotation, influencing factors and generation strategies of teaching tact* [J]. *Education Guide*, 2019 (05): 69-74.
- [5] Yang Yang, Li Xin. *Influencing factors and generation strategies of classroom teaching tact* [J]. *Course Teaching Research*, 2018 (11): 17-20.
- [6] Xie Shufang. *On the connotation, influencing factors and strategies of teaching tact* [J]. *Education Guide*, 2013 (07): 8-10.