

Teaching Strategy Improvement, Value Pursuit and Practice Directions

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Abstract: *In this paper, teaching strategy improvement has metacognitive learning skills, meta-learning strategies, contextual learning method, five-star note-taking method, excellent classroom management, and efficient group discussion about improving teaching strategies; in teaching value pursuit, cultivating positive and optimistic students, transforming thinking to promote students' progress, and allowing students to learn self-talk; in teaching improvement practice path, teachers should make continuous efforts in professional development.*

Keywords: *Teaching strategy improvement; value pursuit; practice path*

1. Improvement of teaching strategies

1.1. Metacognitive learning skills

Students learning skills can be divided into cognitive learning skills, metacognitive learning skills, and effective learning skills. Cognitive learning skills are the learning of knowledge level, including listening to lectures, taking notes in class, doing exercises and tests, making summaries, and completing homework, which is a kind of passive learning; metacognitive learning skills are the improvement of ability level learning, in which students can make learning plans according to their own needs, supervise themselves in the learning process, and reflect on themselves after learning to summarize and check the gaps, which is a kind of active learning; emotional learning skills rise to the level of concepts and values. Learning skills rise to the learning of concepts and values, believing that they have the ability to solve problems and are willing to do so, being able to manage negative emotions that arise in the learning process, such as anxiety, stress, fear, low self-esteem, and believing in the value of learning. Teaching cannot be taught in isolation from knowledge, nor can it be taught in isolation from methods. Learning methods must be integrated with learning content so that students have both the knowledge and the ability to learn by example. Cognitive learning skills are covered by every teacher in the classroom, but metacognitive learning skills and affective learning skills are difficult to transmit in the classroom and involve a change in mindset, values and attitudes, and self-discipline. It is difficult to be persuaded to change one's ideology because it is formed by immersion in the family living environment from childhood to adulthood, which involves curriculum thinking. Being able to skillfully intersperse emotional values in the classroom requires careful design without leaving traces, or else it becomes didactic. Therefore, most teachers teach a process that focuses only on cognitive learning skills and ignore metacognitive and affective learning skills. Teachers will set the same learning goals for the class in order to unify management and involve students in the development of learning goals, which is also a form of metacognitive learning that gives students the opportunity to grow. How are metacognitive learning skills and affective learning skills developed then? For example, when a student encounters a problem in a group project, the teacher does not directly tell the answer, but directly talks to the student, lists the student's findings, encourages the student to think outside the box, guides the student to solve the problem in an exploratory manner, and when the problem is solved, helps the student review the problem and develops the student's ability to solve it independently. The teacher should pay special attention to the role of learning objectives in guiding students, and design different questions each time as a guide to the objectives when reading articles, so that students can think, choose, and judge which objective is more suitable for them. Teaching is not just the construction of knowledge and transmission of knowledge, but a dialogue with students, an opportunity to plan, organize and solve problem-solving habits one at a time. Instead of focusing only on academic achievement learning scores, more attention should be paid to students' metacognitive learning skills and affective learning skills to develop growth-oriented thinking.

1.2. Meta-learning strategies

Because teaching is centered on student learning, teachers have to teach students learning strategies in addition to setting learning task goals, organizing teaching activities, and designing teaching assessments. What are meta-learning strategies? Meta-learning strategies are related to the students themselves, who should be clear about the reasons for learning, their learning plans, and their learning methods. When communicating with students, teachers should understand whether students know their own learning progress, that each student has a different learning base, the gap between what they want to learn and their current level, and that students know what and how they should learn next when they recognize the gap. The teacher teaches students many learning tools and methods and clarifies the conditions under which each learning tool and method is applicable. For example, when students write a paper, they know how to find literature and research methods and actively seek feedback from the teacher after writing it. During the feedback process, they continue to revise their methods and strategies and keep enriching and improving their writing. Meta-learning strategy is also an emotional learning skill strategy. When students encounter learning difficulties and are confused and stagnant, students themselves can actively seek help from online resources, classmates, and teachers, and will seek to mobilize resources around them to solve problems. Meta-learning strategy is an active learning strategy in which students are able to actively engage in self-evaluation of their learning. This evaluation strategy is based on a true understanding of oneself, not only by referring to the evaluation of teachers and students around them, but also by adjusting one's learning progress and learning methods according to the evaluation results, and by being able to self-monitor. Meta-learning strategy is an advanced self-learning strategy, a student's internal self-driven learning strategy, and a kind of active learning. ^[1]

1.3. Excellence in classroom management

The teacher needs to come to the classroom early to greet the students, chat with them, find out their status, listen to their views and opinions about the course classroom in private, and answer their concerns and questions. When you expect students to cooperate, the instructions should be clear and unambiguous; for example, if the lecture will start in 5 minutes, please turn to page 30 of the book, and ask a student to answer a question in 10 minutes, which can be repeated several times so that every student can hear. When you encounter students whispering or sleeping, it is better not to walk directly to the students to wake others or ask them to answer questions; although it will immediately stop the students' behavior, it will make them focus and will embarrass them. You can walk around the classroom and design activities to get people talking. How students exhibit bad behaviour and chastising them in public can cause students to rebel, but instead, use positive language to correct the behavior. If students put their feet up on the table, use positive language cues such as sit up straight, turn the book over, and let's learn about Chapter 3, please. If student protests that another student is also violating classroom discipline, do not dismiss the student outright, tell the student to mind his or her own business, or listen to the student directly. Instead, calmly and gently but firmly explain to the student that maybe other students are also violating discipline, that the teacher is not paying attention, that I want you to devote 100% of your energy to the classroom, and that I want to help you. ^[2] Communicate individually after class with students who have violated discipline or had friction in class to understand the actual situation, repair the relationship with the student, and give the student a chance to explain. "I noticed you're a little upset. Can we talk more? What do you think when you are single? What area do you need help with? Would you feel better if I did this? Many teachers feel that they are not good at communication, do not know how to get into the hearts of students, very helpless and helpless; communication is an art; communication needs to learn, and communication can also be learned.

1.4. Efficient group discussion

The general way of group discussion design is to design a topic or problem, discuss it within a specified time, and send a representative to speak after the discussion; there are many details to improve such group discussion. For example, do students have clear task goals, do all students participate in the discussion, and what are the reasons for not participating in the discussion? Are students all able to brainstorm their own ideas, do they have different points of view and are they able to inspire each other in the discussion? Small group discussions should be used not just as a part of the classroom and a learning tool, but as a way to get to know students. Which content students are unfamiliar with, which students need help, and which students are not learning the right way. In order to make the task clear to all students and to prevent them from getting off track, it is necessary to set up question reflection sessions that do not require students to answer, but only process reminders. What does the group discussion

require us to do, and what is the problem to be solved? How is this problem similar to and different from the XXX problem? What errors should we be aware of? Would our answer change if we substituted a few conditions? Implement responsible talk in group discussions, listen to each other's points of view with mutual respect, and for different points of view, you can ask, what evidence do you have to support your point of view? What perspectives can you have on real life? Responsible talk means taking responsibility for your own rigorous thinking and for accurate knowledge.

1.5. Situational learning method

Contextual learning method means to put yourself into a specific scenario to learn, not just learn, listen, memorize and forget, but to think about the future application scenario first, and then how to input and learn now. In other words, how I am going to use what I have learned in the future, and how I am going to apply it now. It dawned on me that we learn every day without listening, and even a little knowledge anxiety and time anxiety, but not in the length of learning every day, but in whether there are gains and whether we can output. Learning is not only the knowledge in books, watching live, brush shake, movies, chatting with friends are learning input, that in watching movies, but I can turn the classic lines into their own language? Can the insights from chatting with friends be used as a case study for writing? When listening to a class, if I were the teacher, how would I explain this point? After thinking this way, I found that life is full of surprises, learning knowledge is fun and useful, not studying for exams, and there is no knowledge anxiety or time anxiety. Input content, topics, and knowledge must think about how to output; while finding the real output channels, knowledge can be internalized.

1.6. Five-star note-taking method

Why is it that after reading a book or listening to a lecture, the experts can turn the knowledge into their own use, while we learn and forget and make no progress? The five-star note-taking method can solve such problems. Reading a book and listening to a lecture will record the basic ideas and golden phrases, but only record, without secondary processing; knowledge in the notebook is carried over, but not their own knowledge, it is easy to forget, and it is also difficult to integrate.

2. The pursuit of teaching value

2.1. Cultivating positive and optimistic students

Positive optimism is a very important quality; positive and optimistic children, in the face of difficulties and setbacks, can find the good side of life, can find the fun in learning life; an optimistic and cheerful mind will greatly enhance learning ability and learning efficiency, have better interpersonal relationships, usually more confident. So how do you develop positive and optimistic students? Change a person first to convince a person's mind; action words are the external expression of ideas. Positive and optimistic students most fundamentally have positive and optimistic beliefs. So is it possible to cultivate this positive and optimistic mindset?

2.2. Students make mistakes in response

It is best not to point out students' mistakes in front of them and make them admit their mistakes and write a review. The most important thing is not to make students admit their mistakes superficially, but how to help them overcome their difficulties. So how should it work? First of all, if the student wants to do well, but not well. There is more understanding of the student, whether it is the wrong way to learn, lack of willpower, too much psychological pressure, or strive to give different support help for each kind of problem. If a student makes a mistake, the student has a strong sense of self-esteem, and criticism will never solve the problem; the best way is to accept understanding and assist in correcting it.

2.3. Let students learn self-talk

We communicate with people every day; only when we get along with ourselves quietly is the dialogue with self, but the vast majority of people are self-time; in communication with others will also provide feedback to the evaluation of the perception of self, so self-talk enjoys extreme importance, communication with others is ultimately self-talk. Teachers and students should learn self-talk and learn to engage in active dialogue. Self-dialogue is actually a mental activity and subconscious, which

determines attitudes, perceptions, values, and directions of action, as well as the fate of one's character. Positive self-talk can be deliberately practiced, which means that through positive dialogue, one can change one's attitude, perception, and behavior, and thus become a better version of oneself. Negative self-talk: I can't do it, I'm not as good as others, I'm a coward, positive dialogue, I can do it, I believe in myself. Learn to have positive conversations every day to reconcile with your ego and evaluate yourself correctly.

2.4. Transforming thinking to drive student progress

Knowing a lot of truths and still not living a good life. Ideologically we know how to do, but lazy in action, and lazy after a very guilty, the result is no enjoyable lay and no full learning. So how can students come to break out of this rut? Put the focus on what they can do, rather than always viewing themselves in a negative light. If students only have 30 minutes to study quietly, then study the 30 minutes, they can not adhere to the daily exercise, then they can exercise two days a week. The negative evaluation of their own and guilt psychology can not change the status quo, but rather the goal and action gap will make them more self-critical, simply broken, the little original change There will be little effect. The right thinking is to recognize yourself and to find resources to do things better on the basis of the original progress. Next, push forward with commitments, such as getting up early to study and getting up early to exercise. Committing in public and telling others your list of goals will spur you on when you are not motivated to learn. Finally, give permission to do something. People are curious and want to be challenged, and the more things are forbidden, the more they want to try them. When students are prohibited from playing games, they are temporarily stopped, but behind the scenes, they will find ways to play games and find them exciting, new, and fun. When allowed to play the game within the specified time, instead, the game is not very attractive, and allowing it is a kind of salvation.

2.5. Teacher-student relationship design

As teachers, we tend to put teaching objectives, teaching content, teaching activities, teaching methods, and teaching evaluation in the most important position, especially college teachers, who have little contact with students after class, and always feel that it is enough to make the class good. However, teacher-student relationship design is more important than teaching methods such as goal design, feedback design, and evaluation design, because students care more about emotion and mood. In fact, teachers may think that even if they try hard enough, there will always be students who don't like them. But just because we can't get all students to like us doesn't mean we don't try to build relationships with more students; rather, that is an opportunity for teachers to choose to do relationship design. The importance of teacher-student relationships cannot be overstated. When you are young, you can get sidetracked by not liking individual teachers. The teacher-student relationship is about whether or not students want to sit in the classroom and listen to you share your experiences.^[3] A good teacher-student relationship will drive learning forward, and a bad teacher-student relationship will interfere with the initiation of learning. In a good teacher-student relationship, students will actively adopt and imitate the teacher's approach when she shares her experience and will perform harder to not disappoint the teacher and to leave a good impression. But how do you design a teacher-student relationship? In a class of more than 60 students, more than two or three hundred a semester, we may only see each other once a week. Seeing the needs of students and accepting and affirming them requires a keen insight. You can share classic books, useful learning resources, quality learning publics, or even a good article with students in QQ groups and WeChat groups. Take a few minutes before and after class to communicate with students and understand their status concerns. Help students answer their questions and solve their problems, such as study confusion, interpersonal relationship, certification, employment, internship, etc. Put yourself in students' shoes to meet their needs. Teacher-student relationship design requires attentive observation and accumulation.

2.6. Evaluation of learning effect

Learning evaluation is a kind of evaluation of students' learning effects. Generally, the most used are assignments, practical training reports, and examinations, and learning evaluation is completed in the evaluation of students. The learning evaluation is divided into five segments, from low to a high level. Segment 1 is just to use the learning evaluation as a tool to measure the learning effect of students and see which level students are in. Segment 2 is to evaluate whether the student's learning effectiveness meets the learning objectives, the gap between the learning results and the objectives, and how to optimize the objectives. Segment 3 is that learning assessment is only used as a kind of information, as

a kind of feedback for good or bad learning, but also as feedback for teachers to teach, and according to learning assessment, teachers keep improving their teaching style and students improve their learning style. Paragraph 4 is that learning evaluation is no longer a unidirectional evaluation by the teacher, but teachers, classmates, peers, and parents associated with learning are all subjects of evaluation, and the voices of all parties are heard, but the workload involved is large. University is a place of free learning, there is no pressure to advance to higher education, and even if there is pressure to advance to higher education, there is little relevance to the classroom, such as examinations for employment. Students who do not perform well in the classroom will excel in other areas, such as student club activities, entrepreneurship, and graduate school.

3. Teaching strategies to improve the line of practice.

As a teacher, I definitely want to become popular with students, and have an interesting classroom with excellent teachers, but with time, more and more without the initial enthusiasm, coupled with research, teaching, and assessment of various chores busy. How do I become a good teacher? How long does it take to become a good teacher? The important thing is not time, but the frequency of daily commitment, commitment today, commitment tomorrow, commitment 365 days a year, 20 minutes a day, continuous effort in professional development, no realm, no satisfaction, and unremitting joy. Set an easy task to accomplish every day and stick to it every day. First, self-reflect on your own shortcomings in the teaching process, such as poor voice, poor Mandarin, and lack of extensive expertise. Get feedback from students and supervisors, and get feedback by participating in competitions, as you are more or less self-aware. After finding the problem, then we have to solve the problem, the way to solve the problem, such as reading books, attending training, buying courses, and learning from the masters.

Excellent teachers have to read professionally, interact professionally and express professionally, read professionally as the name implies, and read teaching and professional-related books. Professional interaction, joining the teaching community, to grow and learn together. Professional expression is actually the use of the practice. After listening to many lessons, reading many books, learning many methods, and attending many pieces of training, but not applying them to practice teaching, professional expression is actually output. After attending the training, you have to make some improvements to the learning objectives and teaching methods and write your own action plans and action programs. However, when you encounter a difficult scenario, you discuss with your fellow teachers how to solve it. Without practical improvement and professional input, attending more training and reading more professional books will not bring significant changes.

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