

# A New Exploration of Problem Teaching Based on the Development Idea of Students' Core Literacy

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**Abstract:** The term, problem-teaching method, is to show the knowledge of textbooks to the students in the form of problems, so that students are able to think of some solutions to solve the problem, master the knowledge, develop intelligence, train skills as well as cultivate students' ability to discover and solve problems in a way called "Asking to enlightenment". By simply sorting out the origin and development of the problem based teaching method, and aiming at the realistic situation of the problem based teaching method, this paper analyzes the current application situation of the problem based teaching method. There are some problems in the practice of the current problem based teaching method: the students' problem awareness is weak; The dialogue between teachers and students is a mere formality; The students' ability of independent exploration is poor. Analyze the problems and put forward the coping strategies in the practice of problem-based teaching method: be good at asking questions and cooperative exploration; Classroom learning, teacher-student interaction; Improve teachers' quality and ability.

**Keywords:** Problem teaching; Problem consciousness; Innovative spirit

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## Fund Project:

(1) Shaanxi Educational Science "Fourteenth Five Year Plan" Project: Research on the Effectiveness of the Second Classroom of Applied Undergraduate Colleges in the New Era in Cultivating College Students' Core Competitiveness (SGH21Q042)

(2) Scientific research project of Ankang University: A Study on the Effectiveness of the Second Classroom in Cultivating College Students' Core Competitiveness ---- Taking Applied Undergraduate Colleges as an Example (2021AYQJ15)

## Introduction

The problem teaching method has a long history. With the continuous advancement of the basic education curriculum reform, the advantages of the problem teaching method are constantly highlighted. It can not only change the traditional classroom teaching method of "full room", but also stimulate students' interest in learning and cultivate their thinking ability by asking questions. However, in the specific classroom observation and practice, the author found that there are some common problems when teachers use this method. Therefore, this paper puts forward some suggestions and reflections on these universal problems, and tries to provide theoretical guidance for the practice of "problem teaching method" in classroom teaching.

## 1. The Origin and Development of Problem based Teaching Method

The problem teaching method has a long history, which can be traced back to the ancient Greek sophist school and Socrates' teaching. The ancient Greek sophist school used questions to enlighten students in teaching, and let students think and explore through questions. Socrates is famous for his famous "midwifery", emphasizing that in the process of talking with students, he does not directly pour knowledge into students, but makes the other party fall into his own contradiction through discussion, answer, or even debate, so as to guide students to obtain their own knowledge. The problem teaching method in ancient China can be traced back to Confucius in the Spring and Autumn Period and the Warring States Period. Confucius is regarded as the founder of the Oriental Problem Teaching Method because he expounded the view of "being neither angry nor angry, nor sentimental" in The Analects of Confucius. The modern teaching method has inherited and carried forward this excellent tradition in the development process. It opposes the traditional classroom teaching and advocates the problem based teaching of "enlightening thinking by asking", which has become one

of the important features of the contemporary new curriculum reform (Wang W T , Lin Y L , 2021) <sup>[1]</sup>.

The problem teaching method conforms to people's cognitive laws and psychological characteristics, so that students can fully participate in the whole process of problem discovery, exploration and solution. Students have a strong thirst for knowledge and subjective consciousness. This process becomes a process of students' active exploration of knowledge and innovative thinking. By imperceptibly improving students' ability to analyze and solve problems, it can stimulate students' interest in learning and train their thinking ability. The cultivation of problem awareness and innovation spirit in teaching practice is also an important indicator of the Core Literacy of Chinese Students' Development ( Lin Chongde , 2017) <sup>[2]</sup>.

## **2. Problems in the Practice of Problem based Teaching Method**

### **2.1 Students' awareness of problems is weak**

In the long-term process of problem teaching, students blindly trust teachers and textbooks, believing that what they teach is truth, lacking a spirit of daring to criticize and question. In the process of learning, students have strong ability to accept knowledge, and poor ability to find and raise questions; Teachers pay attention to the proposition of presupposition problems rather than treating generative problems, which seriously affects the formation of students' problem consciousness and the development of their creativity.

### **2.2 The dialogue between teachers and students becomes a mere formality**

In classroom teaching activities, teachers often take the form of asking and answering in the process of adopting the question teaching method. Students do not put forward questions and think, and the questions and answers designed by teachers are relatively fixed, often without practical value and significance. At the same time, teachers' evaluation of students is relatively simple. For example, in making "good" and "great" answers to students, there is no inspiring thinking, which is not conducive to the cultivation of students' thinking and the formation of their ability to criticize and question. The classroom has become a simple "you ask me to answer". The dialogue between teachers and students is a mere formality, which does not reflect the teaching function of enlightening wisdom and acquiring new knowledge in teacher-student dialogue.

### **2.3 Students' poor independent exploration ability**

The weak ability of students' independent exploration in classroom teaching is also an important reason that restricts the implementation of the problem. The development of students' independent exploration ability is affected by some factors, mainly from two aspects. On the one hand, students' interest in independent learning has declined, and they have been passive in mechanical learning for many years, so that students have formed the habit of accepting learning. Instead of independent exploration, students are often motivated to accept the "indoctrination" of teachers, and their autonomy and exploration ability are almost completely stifled; On the other hand, students regard teachers and textbooks as authorities, and believe that knowledge points in teachers and textbooks are truth. They memorize knowledge by rote, without using their brains to think about and explore the source and development of knowledge, and will not have the ability to criticize and question, which will also hinder the development of students' ability to explore independently.

## **3. Problem solving strategies in the practice of classroom problem teaching method**

### **3.1 Be good at questioning and cooperative exploration**

In the implementation of question teaching, the author found that some students are difficult to ask questions, shy of asking questions, and shy of asking questions, so that questions are put forward by teachers, and students simply answer and blindly accept. In order to change this situation, we need Teachers should carefully preset problems, pay attention to self and students' generative problems in the teaching process, let students think more about problems, and creatively put forward a deep-seated problem. In the classroom teaching practice, students think about the problems raised by teachers, speak freely under the guidance of teachers, and carry out cooperative learning. Cooperative learning takes many forms, the most important of which is problem-based cooperative learning and discussion based cooperative learning. The former is the mutual question, answer and teacher between teachers and students and students. In this cooperative learning mode, it is helpful to enhance students' interest in raising and solving problems, train students' thinking ability, and better carry out problem exploration and learning. The latter is that students discuss a deep problem, and everyone expresses their own views. Finally, they find a representative to express the results of their group's discussion, which helps students to clarify their own views and absorb others' suggestions. Under these two forms of cooperation, students can not only develop their ability of cooperative inquiry in cooperation, but also strengthen their subjectivity (Ogilvie, C. A , 2009) <sup>[3]</sup>.

### **3.2 Classroom learning and interaction between teachers and students**

In the teaching process, teachers should not only answer and inspire students' questions, so that students can master a certain

knowledge point and improve their ability to solve problems, but also let students really participate in it, find problems in the problem situation and put forward new problems. The question learning classroom does not only refer to teachers' questions to students, nor does it mean teachers control the design of questions. Students simply answer questions. It should cultivate students' awareness of finding problems on their own initiative. This requires teachers to guide students to think, find and put forward questions, and cultivate students' awareness of problems in the context of problems. After all, teaching is an activity process of teachers' teaching and students' learning, not a single process.

### **3.3 Improve teachers' quality and ability**

Han Yu's Shishuo said: "Ancient scholars must have teachers, teachers, so preaching, teaching and dispelling doubts". It can be seen that teachers are so important in problem based teaching. To a large extent, how effective problem based teaching can be in the implementation process is determined by teachers' comprehensive quality and ability. Therefore, improving teachers' comprehensive quality and teaching ability is an important measure in the process of problem-solving teaching, which should be started from the following aspects.

(1) Teachers should strengthen theoretical learning and practical research, especially in pedagogy, psychology, educational psychology, curriculum theory and teaching theory, so as to improve their knowledge literacy and broaden their horizons. At the same time, we should go deep into teaching practice, strengthen practical research, and strive to improve our scientific research level. Only in this way can we better control the classroom and cultivate students' awareness of questions and the ability to criticize and question.

(2) The problem scenarios set by teachers should be related to students' life experience. Students can stimulate their learning interest and maintain their learning motivation in the problem situation close to life practice.

(3) Teachers should have healthy psychological quality and optimistic and positive attitude towards life, and establish a good teacher-student relationship with students. In such an environment, problem teaching can help guide the healthy growth of students, and teachers' lifestyle and attitude will exert a subtle influence on students.

## **4. Conclusion**

From the "knowledge core era" to the "core literacy era" is not only the external requirements of social development for talents, but also the internal trend of curriculum reform. As an important part of the teaching process, the question teaching method requires teachers to innovate the question situation in the teaching process, stimulate students' interest, be good at asking questions to students, and form a classroom atmosphere of "inspiring thinking by asking". So as to provide important theoretical support for our country to carry out innovative education and cultivate core quality talents.

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