

Reflections on the Rational Use of Teaching Techniques by Teachers in Higher Education

Zhijun Xin

XianYang Normal University , Xianyang, Shaanxi 712000,China

Abstract: The teaching ability of university teachers is highlighted by their ability to transfer knowledge to students effectively. The effectiveness of teaching depends to a large extent on the teaching skills acquired by the teacher. In order to improve the effectiveness of the classroom, it is necessary to adopt certain teaching skills, such as using effective methods, lively classroom atmosphere and the use of language.

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The content and methods of teaching are relatively different for teachers in higher education compared to primary and secondary schools. The physical and psychological maturity of college students, and therefore the long duration and large amount of knowledge in the college classroom, puts forward new requirements on the teaching methods.^[1]Some university teachers think that the university classroom time is tight while students are comprehensible, so the classroom can solve the problems and knowledge can be taught, and there is no need to focus on skills, which results in a boring classroom and even the undesirable phenomenon of reading from a book. Understanding and mastering enough knowledge is a prerequisite for good teaching and improving teaching standards. However, teachers who only master professional knowledge cannot be considered as a qualified teacher, and the teaching ability of teachers is reflected in whether they can effectively transfer knowledge to students. The effectiveness of teaching depends to a large extent on the teaching skills that the teacher has mastered.

1. Classroom teaching is the activity of effective parsing to transfer knowledge, and diverse teaching methods should be used.

Teachers in higher education should have a deep understanding of the concept of lecturing. The purpose of lecturing is to make students accept and understand the knowledge taught, and on the other hand, to have an extended understanding of the knowledge learned. A classroom that is not able to learn by example is not a classroom that meets the requirements of the current times. A lecture that is straightforward, where one says one and two says two, will inevitably lead to blandness and will not attract the attention of students. Therefore, lively lectures are required to stimulate students' enthusiasm for learning. However, if you care too much about vivid expressions, fancy and lively language, and logical and confusing content, it will inevitably affect the effectiveness of teaching. Properly handling the relationship between the two requires certain lecturing skills, to achieve the dynamic unity of the two. Rigor in teaching does not require every sentence to be said without any mistakes, but requires the science and correctness of the knowledge taught, being correct in content, consistent in viewpoint, reflecting a strong persuasive power, and highly scientific. Therefore, in the teaching process, when it is necessary to clarify the knowledge points, the expression must be accurate, concise, and strict, and to try to simplify the narrative process, lively and concise language, accurate expression, so that students can efficiently obtain more knowledge in a limited time. Don't just lecture, let students participate in the middle of the class to see, to achieve interactive teaching is very important.^[2] Encourage students to ask more questions in the classroom, more inspiration to let them think for themselves, give full play to the initiative of students active creativity, drive students to learn to think about the problem, flat high students analyze the problem solving ability, is a reflection of the high efficiency of classroom teaching. Usually the following methods should be given full play to improve the efficiency of the classroom professor.

1.1 The comparison method

Comparison is an extremely important method for human beings to understand the objective world and identify things. The method of comparison can be divided into horizontal, vertical, quantitative, local, overall, etc., each of these methods has its own characteristics. Through specific comparison, you can distinguish how much, identify good and bad, see the development, change, but the comparison is to have some common ground as a premise, comparison are in a certain platform, or under a certain standard, these platforms and standards are specific, leaving the specific preconditions, it is not a scientific method of comparison. It is also important to note that no comparison is perfect, and any comparison only takes one or several aspects of the thing or concept being compared, while temporarily and conditionally setting aside other aspects.

1.2 The metaphorical method

A metaphor is an important means of visualization, a method by which a phenomenon or substance is described through other phenomena and substances so that one can accurately establish a concept. A metaphor is to compare one thing with another. To compare this object with the other object, this object must have similarities with the other object.

2. Teaching to create a positive and active classroom atmosphere, to influence students with the environment

Classroom atmosphere, in fact, is a psychological atmosphere, i.e. the emotional and affective state of the classroom collective in the classroom. There are two basic types of classroom atmosphere, a positive, healthy and lively atmosphere and a negative, indifferent and dull classroom atmosphere. The basic characteristics of a good classroom atmosphere are that the classroom situation is in line with the students' desire for knowledge and psychological characteristics, the normal and harmonious relationship between teachers and students, and the positive attitudes and experiences of students such as satisfaction, relaxation, initiative and mutual help. From the perspective of teaching, a lively and active classroom atmosphere makes the students' cerebral cortex in a state of excitement, easy to be influenced by the "social facilitation effect", arousing students' interest and thus better accept new knowledge.

2.1 The creation of classroom mood.

This skill is first reflected in the adjustment of the teacher-student relationship, good teacher-student relationship is the basic condition of teaching. In order to improve the relationship between teachers and students, teachers should put themselves in the right position, neither to be superior nor to "mingle" with students regardless of each other. In front of the students not to be strong, nor accommodating, respect for students, but also require the respect of students, respect for teachers, treat each other with courtesy.^[3] At the same time, teachers should also be good at showing their own charm, with personal charm to conquer students. A teacher who can maintain a good relationship with students, the value of imparting knowledge and the artistry of teaching can be recognized and even admired by students, will have a strong attraction and psychological pleasure for students, and this emotion is transformed into emotion, which will make the classroom active. Human emotions are influenced by the environment, and the emotional infection between people will have a mutually reinforcing effect. Teachers who maintain good emotions in the classroom will have a positive impact on students and vice versa. The teacher is not required to be impassioned in the classroom, but rather to be intoned and slow. If students are always on edge, their moods will fluctuate and fall, which is not conducive to the sustainability of teaching. The most suitable environment for maintaining good mood is relaxed and relaxed, and the mood is relaxed and relaxed. The tone of successful teaching should be full of emotion, active thinking, relaxed and cheerful, tense and orderly. Learning itself is a hard thing, and if you can make students feel happy in learning, you have reached a high level of teaching skills.

2.2 The control of students' attention.

Human attention is related to what it is focused on, and no one's attention can remain highly focused for a long time. Whether attention can be sustained depends on whether the thing being focused on can have a lasting attraction to it, which puts high demands on teachers' teaching. Students are self-aware, active, and have a wide range of interests, and are easily attracted to new and exciting things. Therefore, first of all, the teaching content should be varied and diverse. For example, if a fact seems to have been established, it can be questioned from the opposite side, can be questioned from a new perspective, lead from the known to the unknown, and inspire thinking from the unknown will make students feel that it is a sudden discovery. Second, to strengthen the degree and depth of student participation, to leave the space and scope of participation, set up open thinking space, so that students are not passively receiving knowledge, but actively to associate, actively looking for ways to analyze problems and solve them. Questions should be constantly asked in teaching, and some conclusions should be left to students to answer.

2.3 The use of flexible and vivid language organization, the advantages of language

The use of lecture language To master the language skills of lectures, one must eliminate the maximum amount of colorless

language in the lectures. You should make a conscious effort to accumulate language that is distinctive and use these language combinations to express the content of the lecture.

2.3.1 Philosophical language

Philosophy is a theoretical and systematic view of the world, and being philosophical is in itself a kind of touch to the human mind. This kind of language often starts from an unexpected place, and proposes a completely practical reason, and expresses it in a very concise and precise way, in a single sentence, to clarify a problem that others cannot explain in many languages. This kind of language shows the depth of one's understanding of the problem and gives enlightenment.

2.3.2 Rich rhyming language

The common forms are prose, couplet and metaphor. Take prose as an example, such as “primitive is not necessarily backward, interesting is not necessarily effective, rational is not necessarily realistic, intuitive is not necessarily superficial, absurd is not necessarily unhelpful, failure is not necessarily negative, vague is not necessarily confusing, traditional is not necessarily conservative, esoteric is not necessarily profound “. In one breath, the students may not necessarily respond to every sentence, but the basic truth is heard, that is, management should implement the principle of realism. The students will be very excited to hear it, and the classroom atmosphere will be instantly lively.

2.3.3 language rich in humor.

Humorous language makes the lesson evolve in a very natural, relaxed and undulating way, and is an important type of language in the teaching technique. Such language interspersed with the narrative can often bring the classroom atmosphere to a climax. Any responsible teacher always strives to improve his or her teaching and make the lesson better. If you use certain teaching techniques to deal with the key issues such as the relationship between rigor and vividness, the control of the classroom atmosphere and the use of the language of instruction, you are sure to achieve satisfactory results.

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