

# New Humanities “Self-Reading and Inquiry-Based Learning” Education Reform Outline

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**Abstract:** Since the reform and opening up, changes in many aspects have inevitably penetrated into education, accumulated so far, all levels of school teachers, student composition, student learning readiness, emotional readiness have undergone significant changes. With the deepening of the reform of colleges and universities, traditional education and teaching methods can no longer adapt to the current teaching environment and students’ needs. Exam-oriented education has greatly depressed students’ autonomous learning ability, while the new teaching pattern under the background of big data has promoted the reform of teaching methods. Self-reading and inquiring learning methods come into being

**Key words:** “self-reading inquiry learning method”; Educational reform; Learning ability

## I. Design background

The self-reading method aims to rescue students’ learning ability. Through targeted teaching, students’ questioning, group discussion and other teaching forms, students’ learning initiative and creativity are stimulated, and students’ autonomous learning is realized. At the same time, the application of digital teaching tools, including online video teaching, resource sharing courses and MOOCs, has also brought a brand new situation for teaching. It is of great practical significance and far-reaching historical significance to implement the self-reading and inquiring learning method.

## 2. Purpose and Significance

1. The purpose of the “self-reading and inquiring learning” method

One of the purposes of the “self-reading and inquiring learning” method is to restore and cultivate students’ learning ability and complete the teaching task of language subject with high quality.

2. Meaning of “Self-reading and inquiring learning” method

(1) It is suitable for the characteristics of liberal arts courses and cultivates students’ awareness of the role and responsibility of “master” (2) Solve the contradiction between the lack of study time for specialized courses and the need for students’ professional quality. (3) Reinforce students’ learning ability and promote their comprehensive development of learning ability and independent coping ability. (4) Promote the development of teachers and encourage them to improve their professional quality. (5) Promote education reform to help students realize that learning is their responsibility, a key step towards self-directed learning that will benefit students throughout their lives.

## 3. Theoretical exposition

Traditional educational theories emphasize the leading role of teachers and ignore the primary role of students in learning, but modern educational theories believe that students are people with ideas, personalities and subjective initiative. In order for students to experience the process of acquiring knowledge, teachers should realize that learning is a matter for the students themselves, which can not be replaced. Modern teaching methods emphasize the primary position of the students, and the role of teachers turns to guide students to learn the method of acquiring knowledge independently step by step. Teachers are the managers of teaching, whose task is to provide students with sufficient opportunities for active development in the process of curriculum management, fully trust students, and allow students to have subjective initiative in learning according to their needs, interests and experiences. This view accords with the relationship between internal and external causes in materialist dialect

The following teaching models and methods are fully adopted in the self-reading learning method:

(1) Modular teaching method

The basic approach to modular teaching methods is: 1. Assign tasks. After determining the task to be completed, the teacher should explain the task to the students in detail to fully mobilize the enthusiasm of the students. Student implementation. At this stage, teachers are “mentors”, and students construct the meaning of knowledge and skills in a friendly, harmonious and equal atmosphere. Evaluation results. After completing the task, students should display their work, discuss, summarize and evaluate, to further strengthen the content of the textbook. Finally, the teacher evaluates.

(2) Task-driven teaching method

Task-driven teaching stimulates learners’ motivation to achieve through “tasks”, which can be divided into three driving modes (1) cognitive driving. Cognitive driving is learning that takes cognitive drive as the core driving force. When creating conditions for completing tasks, teachers should guide students to complete tasks without interfering too much to prevent students from truly experiencing the happiness of success. (2) Self-improvement drive. Self-improvement drive is learning driven by the self-improvement drive as the core power. (3) Auxiliary drive. Auxiliary drive is learning with auxiliary drive as the core drive. Auxiliary drive is a need to do well in one’s study and work in order to maintain the approval or recognition of elders (such as parents, teachers, etc.). It is an extrinsic motivation. Teachers

should also foster an atmosphere of mutual respect, appreciation and learning in the classroom to help students grow. Learner's "autonomy" and "automatism" are the starting point and ultimate goal of education, which cannot be replaced by other factors.

### (3) Anchored instruction

Anchored instruction is also called situational instruction, example instruction and problem - based instruction. Its main purpose is to enable students to learn in the context of real problems, interactive communication, cooperative learning, generative learning. This kind of teaching allows students to experience the whole process of identifying, raising and solving problems, so that they can learn to think and solve problems independently. Modern constructivism holds that learners learn knowledge more effectively by acquiring direct experience than by listening to teachers. The links of anchored teaching are: □ create the situation; □ Determine the problem; (3) Independent learning; (4) Collaborative learning; (5) Effect evaluation.

### (4) Flipped classroom

Flipped classroom teaching mode means that students finish learning knowledge at home, and the classroom becomes a place for interaction between teachers and students and between students and students, including answering questions and solving doubts, applying knowledge, etc., to achieve better educational effects. The popularization of the Internet and the application of computer technology in the field of education make the "flipped classroom" teaching mode feasible and realistic. Students can use high-quality educational resources through the Internet and no longer rely solely on teachers to teach knowledge. The role of the classroom and the teacher has changed. Teachers are more responsible for understanding students' problems and guiding students to use knowledge.

## 4. The theoretical thinking of self-reading and inquiring learning method

### (1) Several concepts of the self-reading learning method:

**Self:** highlighting students' subjective initiative and emphasizing students' own study. Study is the business of students themselves. "Self" has three connotations: self-consciousness, automatism, and autonomy.

**Reading:** Students must read the textbook. Completely subvert the idea that students only rely on listening to the lecture to take notes even if they are finished. Reading textbooks is an essential learning process to strengthen and change the previous course of learning. This reading is not "preview" or "browse" in traditional teaching, but "study". To achieve a preliminary understanding, first reading, second reading and third reading are recommended.

**Question:** Affirm the spirit of active inquiry in the learning process of students. Good question is Yu, "Li Ji Qu Li" : "Li smells to learn, does not smell to teach." To let students have doubts and ask, learning and asking are inseparable. Ask a number of channels: ask classmates, ask the network, ask teachers. How to ask: online group questions, meeting questions, card filling questions.

In recent years, "pedagogy" has been gradually replaced by "pedagogical instruction", a term used by teaching experts and educational theorists to reinforce the importance of "learning" in teaching.

### (2) The basic idea is:

**Step 1:** The teacher suggests the progress of the textbook, taking the week as the unit, and provides the self-reading reference progress of each unit. Students can also flexibly schedule their progress according to their own learning habits, read the textbook by themselves after class, ask questions, and fill out the question card. The question cards are kept as teaching materials, and at the end of the semester, they are used as one of the bases for evaluating students' regular grades, so as to monitor students' self-reading.

**Step 2:** Teachers use classroom teaching time, according to the characteristics of the difficulty of the problem itself, choose a variety of specific teaching methods such as explanation, group task, fragment guide, student trial lecture, etc., to solve the problems raised by students in each time unit. According to the learning situation reflected in the questions raised by the students, the teacher provides targeted guidance to the students. Students improve learning methods and use them for the next time unit.

**Step 3:** Students choose the exercises independently and hand them in after completion. Each student has a teaching guide book and checks their own answers. Teachers do not need to correct, mainly by browsing students' homework to grasp students' understanding, knowledge and learning problems, and put forward targeted guidance on learning methods. Students can also fill out question cards about the puzzles in the exercises.

These three steps are repeated until the end of the course.

The difficulty of the self-reading learning method lies in process control. The solution is to take students' teaching plans, question cards and self-selected homework as the basis for regular grade evaluation, so as to effectively guide students.

## 5. Implementation method

### (1) Prepare lessons

The teacher's lesson preparation is divided into two steps: the first step is to write the teaching plan, which is based on selected teaching materials and focuses on the cultivation of basic skills, process and method training and the cultivation of emotional values. Teachers select the content of the textbook, form the modules, write the progress, pay attention to practical training and develop students' practical ability. The key point of the teaching plan is to clarify the content of the textbook and highlight the training and cultivation of students' practical ability. Since most of the students' questions come from the textbook, the focus of the lesson plan is to make the relationship clear and make the students' questions easier to control. There should be no mechanical arrangement in time allocation, teacher-student interaction, teaching method selection, etc. The second step is to prepare teaching power. Teachers should refresh their knowledge background in time, and consult

relevant works, papers and materials at any time to broaden their horizons.

(2) Students prepare lessons

In this way, the traditional thinking of students' passive initial contact with learning and content will be changed to students' active preparation of lessons and improve the motivation of students' learning. The students share resources and other reference books through the network and discuss with each other to deal with the current learning content in a deeper level and form the lesson plan for the students. If you can't fully digest the content, fill in the question card and submit it to the teacher. The questions shown on the question card are not necessarily the problems that students can cope with, but the problems that do exist after their careful study. Students' lesson preparation avoids many shallow, common sense questions and ensures that teachers will spend limited time on solving students' substantive learning difficulties.

(3) Classroom teaching

The classroom teaching of self-reading question-learning method is mainly based on the teaching method, supplemented by teaching forms such as group task, fragment guide and student trial lecture. 3. The teaching content depends on the questions of students' question cards. Students' questions determine the content of teachers' lectures and strengthen the pertinence. Teaching difficulties can be solved by students' discussion or students' trial lecture, and the next time to make a supplementary explanation, in order to achieve the perfection of teaching. Teaching can not only be done by teachers, but also students can participate in explaining and taking notes. In order to strengthen the inspection and supervision of students' reading situation, we can increase the number of classroom questions and change the content of questions, and check students' reading notes at any time. Teachers use a variety of methods to deal with questions, such as group task, model method, so as to better solve students' questions and difficulties. At the same time, group tasks require students to form temporary groups according to the problems. Each group task has different roles, so as to encourage students to cooperate and exercise their ability to cooperate.

(4) Practice work

Teachers do not assign homework, and students study and listen to the teacher to complete the exercises. Students only need to work on the practical questions in question and proofread the answers themselves. Teachers will browse students' homework, select representative questions to explain, in order to identify students' gaps. To encourage students to participate, homework will be used as an important basis for the usual grades. Although the questions are different for each student, teachers still encourage them to participate actively to avoid giving up.

(5) Evaluation

The exam is a link to the student's learning process. It adopts the form of formative examination to consolidate the learning results and does not aim to distinguish between good and bad. Formative evaluation is a kind of evaluation of students' learning achievement that provides guidance and improvement for the teaching process. As the learning method is different from the past and the students' level of mastery has individual differences, the teachers organize the examination questions before the examination, and concentrate the examination questions, focusing on basic knowledge and basic skills, so as to ensure that the examination does not become a negative factor in the students' learning ability. At the same time, the proportion of process evaluation results will be increased, and the usual scores will be diversified, including attendance, lesson plans, group task reports, book reports, project practice, papers, test questions, etc., so as to comprehensively evaluate students' learning results.

## 6. Effect detection

This teaching reform aims to save students' ability to learn. Instead of setting up control classes, it is tested by social means such as unified professional examination, postgraduate entrance examination and employment examination. The comparison class is different from the experimental class in sample size, assessment content and other aspects, and the comparable factors are not rich, so the reliability of the comparison conclusion is low. Therefore, this experiment adopts the direct effect detection method, that is, to test the teaching effect through the performance effect of students in actual employment, postgraduate entrance examination and competition.

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