

The Construction of Ecological Teaching Model of Reading and Appreciation for Ethnic Preparatory Course

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Keywords: National preparatory course “Reading and appreciation”; aesthetic education; Ecology; aesthetic field; teaching

Abstract: Starting from the aesthetic relationship between the subject and object of teachers and students in ecological aesthetic education and the construction of ecological aesthetic field, this paper points out the problem of ecological imbalance in reading and appreciation course of national preparatory course, this paper probes into the direction of the course reform and the construction of the ecological teaching mode.

1. Introduction

In recent years, the Ministry of Education has put forward the requirements of cultivating talents in the teaching reform plan of colleges and universities, which is “Advice on speeding up the construction of high-level undergraduate education and improving the ability of cultivating talents in an all-round way”. “Making virtue to cultivate people” and “Insisting on student-centered” are actually the goals of ecological teaching. Ecological teaching is to apply the principles and methods of ecology to pedagogy, to analyze the teacher-student relationship, teaching environment and teaching evaluation in traditional classroom from a brand-new perspective, so as to reach the goal of exploring the teaching law, the construction of ecological aesthetic field, so as to achieve the ultimate goal of education, to fully achieve the goal of ecological aesthetic education. The teaching of reading and appreciation in the preparatory course for nationalities is not student-centered, but teacher-centered and full-class teaching method, the teaching of the course may be in a state of ecological imbalance. This paper analyzes the problems in the course of reading and appreciation from the perspective of ecological teaching, and puts forward some suggestions on the construction of ecological teaching mode. Only by complying with the law to achieve the goal can systematic aesthetic education benefit be produced, which is beneficial to promoting the teaching reform of the curriculum and improving the teaching quality of the curriculum, therefore, we can better realize the teaching goal of the course “Reading and appreciation”.[1]

2. First, set up the concept of ecological teaching, and build a goal-oriented harmonious symbiotic teacher-student relationship

The main problem in the teaching of reading and appreciation in the preparatory course for nationalities is the lag of subject and object. Classroom teaching is actually the process of aesthetic

education. Aesthetic education is the cultivation, cultivation and promotion of aesthetic subject and object in aesthetic field. However, in the teaching of reading and appreciation for the preparatory course for ethnic minorities, teachers carry out the teaching method of "Filling the classroom", taking teachers' "Teaching" as the main body and students' "Learning" as the object, they only pay attention to teacher-centered teaching, lack of equal dialogue and communication, and students receive knowledge passively. They neglect the cultivation, education and promotion of students as aesthetic objects. The teaching of this course is mostly superficial transmission, and the students, as aesthetic objects, often fail to meet the standards of emotional education, art education and personality education required by aesthetic education, the subject and object of teachers and students in classroom education can not meet the requirements of modern education.[2]

Therefore, the national preparatory course "Reading and appreciation" should establish the concept of ecological teaching, the construction of aesthetic field. The aesthetic field is the aesthetic cultivation of the subject and the object synchronously, so that it can promote and develop the aesthetic quality in a matching way, "Student-centered", "Learning"-oriented, guide students to actively participate in classroom learning, gradually change the role of students, so that students can become independent experience learning, in order to achieve their own development, thus, the subject and object of aesthetics are formed, and the goal of aesthetic education and the development of aesthetic field are promoted. In the teaching of "Reading and appreciation" course of the preparatory course for nationalities, we should carry out the cultivation, education and promotion of the adaptability of the aesthetic field to the aesthetic subject and object, so as to promote the development of ecological aesthetic education in accordance with the law and the destination, this can be done in the following ways: First of all, teachers are encouraged to use a variety of teaching methods in the classroom, in addition to the classroom teaching also carried out between teachers and students, students exchange discussions[3]. Teachers can systematically organize the teaching contents and knowledge points in class, lead students to interpret each piece of work, create situations, and interact with students equally, so as to stimulate students' interest in reading courses. Secondly, the teacher leads the students to set up study groups, explore the curriculum, discuss and communicate with each other around the key and difficult points in the study, release the students' vitality, and realize the students' self-development, in order to achieve cooperative learning, self-learning purposes. Thirdly, the teacher should act as the host, the guide, the coordination and the summary role in the classroom. According to the teaching contents of reading, teachers can flexibly carry out various teaching methods, such as discussion teaching, inference teaching and question teaching, so as to give full play to students' autonomous learning, the pursuit of more efficient classroom learning effect. Finally, students after-school consolidation, teachers can through the teaching platform and classroom content-related topic discussion, so that both after-school consolidation review of knowledge learned in the classroom, also can promote the student to form the innovative speculation ability [4]. Therefore, "Student-centered" and "Learning"-oriented teaching methods are conducive to guiding students to enter the classroom quickly and efficiently, through the exchange and cooperation between teachers and students, only by strengthening the ability of teachers, students and students to help communicate and solve problems together, can the aesthetic subject and object be formed and developed together, thus, the self-organization ability of ecological classroom is formed, and the harmonious relationship between teachers and students is established, which leads to the realization of aesthetic value and the development of aesthetic field.[5]

3. Second, the use of a variety of teaching tools to create a harmonious coexistence of the teaching environment

There are still some problems in the teaching of reading and appreciation in the preparatory course for nationalities. For a long time, the teaching of reading and appreciation has been teacher-centered, emphasizing "Text-based". The teacher only teaches the students unilaterally based on the textbook, the teaching method is single, the classroom teaching seldom involves the teacher-student interaction exchange or the student's cooperation study. Under this teaching mode, the classroom atmosphere is not lively enough, and the teaching goal of expanding students' literature reading area, optimizing knowledge structure, enriching literature accumulation and improving comprehensive quality can not be achieved, the ecological environment of classroom is out of balance. Therefore, it is necessary to actively explore effective ecological teaching methods, improve the teaching methods of reading courses.[6]

The implementation of ecological teaching can create a harmonious ecological environment of teaching through a variety of teaching methods and tools: first, appropriate use of various teaching methods and teaching tools to build a harmonious ecological teaching environment. According to the content of the reading course, teachers should measure the tolerance range of various teaching factors and make full use of modern multimedia teaching methods such as sound, image, animation and video, the use of a variety of teaching technology tools, so as to achieve the appropriate implementation of diversity of teaching purposes[7]. And then constitute a multi-level, multi-element aesthetic organism, these aesthetic organic levels and levels, elements and elements constitute a multi-dimensional interlaced, the net-like structure which is scattered all over the place vividly presents the scene of the reading works in front of the students, improves the students' aesthetic taste and the ecological aesthetic value, to make students' aesthetic taste and appreciation more regularly towards the goal of ecological aesthetics, thus contributing to the dynamic stability, Dynamic equilibrium and coordinated development of the overall ecological classroom structure, building a harmonious ecological teaching environment. Second, to build an open and diversified ecological teaching environment[8]. In today's society with the rapid development of science and technology and the high development of Internet technology, teachers should actively play their guiding role on the basis of following the principle of ecological openness, on the basis of the original traditional classroom teaching, make full use of all kinds of new teaching tools based on the Internet to achieve teaching, so that students carefully watch their recommended high-quality moocs and micro-courses after class, pay attention to the introduction of high-quality external resources, and use a variety of teaching methods to provide students with cognitive background, the principle of richness to achieve the integration of internal classroom and external resources. The interaction and integration of internal classrooms and external resources make up a moderate proportion of students, tending towards balance of nature and maintaining a dynamic and stable pattern of diverse symbiosis, thus, the ecological teaching environment of reading and appreciation for the preparatory course for nationalities is constructed.[9]

4. Third, the establishment of a scientific evaluation system to form a variety of ecological evaluation methods

The non-scientific nature of teaching evaluation is also a problem in the teaching of reading and appreciation. The effect of aesthetic education of reading and appreciation is not only to improve the aesthetic quality of the appreciator, it should also improve the aesthetic quality and the comprehensive aesthetic quality of the four categories of aesthetic subjects: appreciation, criticism, research and creation, to improve the aesthetic quality and the degree of isomorphism of the appreciator and the creator of beauty, and to improve the corresponding aesthetic quality of the

subject and the aesthetic potential of the object and their isomorphism, and to develop and enhance the aesthetic field, thus forming the aesthetic effect and value of the development system. Therefore, the teaching evaluation of this course should be multi-faceted and diversified, not limited to only one aspect. The teaching assessment of the course is generally carried out from both the student and the teacher. The assessment of Students' learning in the reading and appreciation course of the preparatory course for nationalities is limited to the periodical assessment results, teachers' teaching quality is evaluated from the aspects of teaching objectives, teaching plans and teaching achievements. Teaching evaluation is one of the important methods to carry out teaching reform effectively. The above-mentioned evaluation method, which is limited to the classroom teaching form, lacks vigor and vitality, and is difficult to display students' humanistic quality, it is impossible to activate the validity of reading and appreciation class and to promote the sustainable development of reading and appreciation teaching.[10]

Under the guidance of ecological teaching values, the teaching evaluation of “Reading and appreciation” should be based on the principles of comprehensiveness and integrity, with the common development of teachers and students as the main objective, on the basis of comprehensive evaluation of the main factors, evaluation content and evaluation methods, the effective evaluation of ecological teaching should adopt a combination of formative evaluation and summative evaluation. The teaching evaluation of reading and appreciation is not only to distinguish the teaching level of teachers and students, but also to encourage students through teaching evaluation, so as to promote the students' knowledge level, literary literacy and comprehensive quality and so on. Formative assessment focuses on students' attendance in class, interaction between teachers and students, group discussion, and group cooperation to complete projects. The final evaluation focuses on the final examination results of the reading and appreciation course. The combination of formative assessment and summative assessment can realize the effective and comprehensive teaching evaluation of the ecological teaching of reading. Moreover, the combination of the two not only evaluates the students' knowledge level, thinking ability and analytical ability, but also embodies the students' emotional behavior, mutual cooperation, innovation and so on. It can be seen that the traditional teaching evaluation is more diversified and scientific than the reformed evaluation system, which is conducive to stimulating students' subjective initiative and creativity in learning and better reflects the teaching effect of teachers, finally, it is beneficial to promote the all-round development of teaching subject and object.[11]

5. Conclusions

In a word, the construction of ecological teaching mode of reading and appreciation course should be student-centered and set up ecological aesthetic field. The coordination and unity of the aesthetic subject and the aesthetic field, the matching and promotion of the teacher as the aesthetic subject and the student as the aesthetic object in the classroom, are the confirmation of the whole plastic power of the aesthetic field and the demonstration of the aesthetic educational power of the aesthetic field, this will help to solve the problems in the teaching of reading and appreciation. In the teaching process of reading and appreciation course of the preparatory course for nationalities, the teachers carry out various diversified teaching methods and adopt modern technical teaching methods such as micro-class and mu-class from the perspective of the integrity of teaching system, to continuously improve the teaching quality of reading and appreciation course in the preparatory course for nationalities, to construct a harmonious and harmonious relationship between teachers and students, to create a harmonious and symbiotic teaching ecological environment, and to establish a scientific evaluation system, to form a variety of ecological evaluation methods, and finally achieve the national preparatory course “Reading and appreciation” of the benign cycle of

ecological teaching, to achieve a more regular and destination to the ecological aesthetic field.

Acknowledgements

Foundation project: 2020 Guangxi Minority Preparatory education base research project: “Reading and appreciation” curriculum research under the background of ecological teaching (project number: YJJDC202003).

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