

Innovation in Practice Teaching of Pedagogy under the Background of New Liberal Arts

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Abstract: The construction of new liberal arts has guided the new direction, provided new opportunities and put forward new requirements for the practice teaching innovation of traditional pedagogy. This paper analyzes the value and dilemma of pedagogy practice teaching from the perspective of traditional education professional practice teaching, combined with the challenges faced by pedagogy reform in the new liberal arts background, and probes into the principles and paths to improve pedagogy practice teaching effect. In order to promote the new ideas of pedagogy practice teaching in Chinese universities, in response to the demands of scientific and technological revolution and industrial change in The Times.

Keywords: New Liberal Arts; Pedagogy; Practical Teaching

1. Introduction

In 2020, the Declaration on the Construction of the New Liberal Arts clearly proposes to "Closely following the new needs of national soft power construction and cultural prosperity and development, closely following the new trend of a new round of scientific and technological revolution and industrial transformation, actively promote the in-depth integration of modern information technology such as artificial intelligence and big data with liberal arts majors, actively develop emerging liberal arts majors, promote the transformation and upgrading of original liberal arts majors, realize the deep cross-integration of liberal arts with science, industry, agriculture and medicine, and create a "gold major" of liberal arts. Continue to optimize the structure of liberal arts majors, leading and driving the overall level of liberal arts major construction. "The proposal of the construction of the new liberal arts effectively responds to the urgent

needs of the new scientific and technological revolution and social progress and development, and puts forward new ideas and new paths in view of the defects and deficiencies in the training of traditional liberal arts talents ^[1].

Pedagogy is one of the most traditional majors in the liberal arts. It plays an important role in training education and teaching talents, educational administrative personnel, inheriting the excellent traditional Chinese education culture and developing educational science. However, in the process of personnel training, compared with the normal class with a clear orientation of personnel training, the pedagogy major has always had certain disputes: the professional characteristics are not prominent, the employment direction is vague, and the academic achievement is not strong, which is more obvious in the background of new literature construction. Practical teaching is an effective way to strengthen professional characteristics, enhance employment vitality, enhance students' academic achievement, develop the style of combining theory with practice and independent work ability, and is also an important content of college personnel training. To explore the innovation of practical teaching of education specialty is the only way to respond to the requirements of new liberal arts construction and cultivate high-quality pedagogical professionals.

2. The Value and Present Situation of Practical Teaching of Pedagogy

The practical teaching of pedagogy is composed of curriculum practice and comprehensive practice, which refers to the practice of education and teaching completed by the students of education through the participation of educational investigation, education internship, teacher skill training, graduation practice, graduation thesis and

other activities. It is an important link to comprehensively enhance the practical ability and professional quality of the students of pedagogy. Driven by the new liberal arts, the practice of liberal arts majors has been increasingly oriented towards cultivating students' core quality and comprehensive application ability. However, at this stage, the practical teaching of pedagogy majors still has some problems, such as insufficient value guidance, imperfect system, lagging mode update, limited collaborative education, etc., which is difficult to meet the goal of cultivating talents for new liberal arts majors.

2.1 Insufficient Value Guidance

The ontology of practice teaching holds that the connotation of practice teaching is a scientific procedure and effective method carried out by college teachers and students based on the interaction of learning and sociality in teaching. It is a scientific procedure and effective method for teachers and students to transfer knowledge through practice, to know and test the truth of knowledge through practice, to transform the subjective and objective world, and to know and judge the objects of practice. ^[2] Practice teaching highlights the student-centered theory, which is to take care of the development of students' entire career and ability quality. While committed to the training of professional core skills, it develops people's comprehensive ability and serves students to hone their will and character. But the value core of the traditional pedagogy practice teaching is limited to "teaching practice", which is a teacher-centered practical teaching. In the process of practical teaching, students have to play the role of participants, listeners and onlookers. This teaching concept weakens the function and vision of practical teaching talent training, lacks full understanding and absorption of the connotation of practical teaching in the context of new liberal arts, cannot adapt to the new needs of current and future economic society for talent training, and is easy to lead to backwardness in the teaching process, and lacks the practice process of student-centered interaction between teachers and students to creatively solve complex problems.

2.2 The Teaching System Is Not Perfect

Practice teaching is not only an important teaching activity, but also a teaching idea that runs through the whole teaching process. Therefore, each link and each part of practical teaching should be interlinked and progressive. However, the traditional liberal arts teaching neglects the interdisciplinarity and lacks the orientation of practical problems, which leads to the single form of practical teaching of humanities and social sciences and the unsystematic teaching content. ^[3] As a supplement and continuation of theoretical teaching, traditional practical teaching takes the content of theoretical courses as the main body and the experimental content as the purpose of verifying the knowledge of theoretical courses, and usually adopts the thinking mode of theoretical courses to carry out the thinking training of practical courses ^[4]. At the same time, traditional practice teaching often carries out teaching activities according to a single course or a single skill, which lacks the connection between knowledge and knowledge and the integration of skills and skills, resulting in the systematic practice teaching and the lack of overall effect. For example, traditional practical teaching design tends to completely separate the practical activities of value discrimination of social facts such as professional practice from the spiritual exchange of humanistic knowledge and professional feelings experience, or only focus on one. This kind of teaching design lacks comprehensiveness and systematism, resulting in poor overall effect of practical teaching and students' lack of comprehensive practical ability and professional accomplishment.

2.3 Collaborative Education in Practical Teaching Is Limited

Talent training program is the program and guide of professional talent training, and also the core of professional construction ^[5]. At present, practical teaching in colleges and universities is generally carried out according to the talent training program formulated in the early stage. Such practical teaching plans are often only integrated into the school's unilateral educational philosophy and educational demands, and the practical teaching plans formulated are relatively narrow, the development mode is relatively simple, and the practice mode is relatively traditional. At

the same time, due to the lack of adequate communication with stakeholders, such as experts in the practice base and teachers in the practice unit, talents output and recipients lack understanding and information feedback, and their suggestions are not timely responded, resulting in the practice teaching leaving relatively little space for each other to think and expand.

2.4 The Practical Teaching Model Is Outdated

In the practice of traditional pedagogy, school instructors attach more importance to theoretical research and teaching, and have insufficient grasp of the actual situation of teaching reform and development in primary and secondary schools, and limited experience in actual classroom teaching. Especially in the aspect of informatization teaching skills, many teachers' own skills lag behind, leading to the practical guidance of students in school. The comprehensiveness and innovation of teaching competition guidance are insufficient. At the same time, the role of practice teaching bases is not fully played, many off-campus practice teaching bases mainly rely on primary and secondary education institutions to sign base agreements with each other, and there is no substantial investment or support for the practice base itself.

2.5 Lack of Scientific Practical Teaching Evaluation System

The scientific practical teaching evaluation system includes the planning, implementation, feedback and application of evaluation. [6]The common problems in the evaluation system of practical teaching of traditional pedagogy major are as follows: the evaluation index of practical teaching is not comprehensive, the evaluation method is not scientific, and the operation is not strong, resulting in the reliability and validity of the evaluation results are not high, the goal is more important than the process, the supervision is out of control, and the evaluation results are not given feedback or feedback is not timely.

3. The Goal and Principle of Pedagogy Practice Teaching Construction under the Background of New Liberal Arts

What is "new liberal arts"? Some scholars believe that "the new liberal arts is based on

the interactive development of economy and science and technology as the background of the times, and this educational concept is the new of the traditional liberal arts, but the inheritance and innovation on the basis of the existing accumulation of the traditional liberal arts, which aims to cultivate interdisciplinary and multi-path composite and innovative talents that meet the needs of the new era." [7] "the new liberal arts is relative to the traditional liberal arts, is the improvement of the traditional liberal arts, its purpose is to break professional barriers and discipline barriers, on the basis of a broad academic perspective, broad awareness of problems and profound academic accumulation, to provide students with more in line with the needs of modern society quality training, is the rapid change of the social life of the active response." [8] In order to respond to the new liberal arts, the practical teaching objectives of education should include three aspects: to improve the core quality of students and the common quality of students' education industry; Strengthen students' professional foundation and expand the breadth of knowledge; Guide students to pay attention to the dynamics of the education industry and develop innovative vocational skills.

Compared with the traditional liberal arts, the new liberal arts with the new scientific and technological revolution, new economic development as the background, cross-integration, collaborative development as the main way, break through the traditional liberal arts development model, demand-oriented, support and lead the social development. [9] Under the background of the new liberal arts, the principles of practical teaching construction of education major should include three main aspects: First, practice teaching with the new orientation of liberal arts as the goal. Students majoring in education should be equipped with professional concepts and ethics, professional knowledge and comprehensive skills, and have the responsibility to promote the prosperity and development of education cause and education culture. The second is practice teaching with openness as the starting point. The design and implementation process of practical teaching should be innovative and integrated, take the initiative to accept information and demands from various parties,

and even break through the boundaries of the education industry. Relying on education disciplines and information technology disciplines, an open and inclusive talent training model should be formed to promote the all-round development of the quality and ability of education students. The third is to carry out practical teaching with new standards. The new liberal arts talents not only highlight the instrumentality of human beings, but also emphasize the humanistic nature of human beings, so that students should have the skills to serve the development of the education industry in the information age, but also have the family feelings, the mission responsibility and the professional ideal of moral education.

4. Exploration on the Path of Practice Teaching of Pedagogy under the Background of New Liberal Arts

The construction of new liberal arts aims to break the traditional mode of cultivating liberal arts talents, and return to the essence of cultivating value-leading and high-quality applied talents through interdisciplinary integration, professional optimization and reorganization, application-oriented curriculum construction, and practical education reform.^[10] The innovation of pedagogy practice teaching under the background of new liberal arts is suggested as follows.

4.1 Improving the Integration of Practical Teaching and Information Technology

Under the background of the new liberal arts, the reform of the practice teaching of education specialty should seize the opportunity of the rapid development of science and technology. With the help of Internet technology, the practical teaching of pedagogy can realize the integration of online and offline teaching, and carry out teaching projects such as "simulated classroom" and "simulated competition", which can not only improve the teaching effect of traditional teaching, but also get rid of the restrictions of time and space to the maximum extent. Rich scientific and technological means make the practical teaching of pedagogy not only have flexibility in the design of practical environment, but also have a good online tutoring function, which can expand the field of distance education, combine the on-campus classroom with social experience, and actively

respond to the scientific and technological opportunities brought by history.

4.2 Enhance the Operability and Coordination of Practical Teaching

Practical teaching is a process of talent cultivation involving both teachers and students. The platform of practical teaching for education majors is a practical teaching base combining classroom and educational industry institutions. The main forms of practical teaching include social education research, education internship, education practice, innovation and entrepreneurship in education industry, and education public welfare activities. Practical teaching should enhance its "practical", so as to break through the traditional simulation of practical teaching, better cultivate students' independent practice and independent exploration ability, and enhance students' practical ability and innovative spirit. In order to effectively improve the "practical teaching" and ensure the effectiveness of students' independent practice, the collaborative education mechanism of practical teaching should be improved based on the school-running orientation, guided by social needs, centered on improving students' practical ability, and aimed at cultivating talents with solid subject basic knowledge, excellent applied and innovative education. To construct the practice teaching mode of pedagogy with "multi-dimensional integration and collaborative education". (See Figure 1)

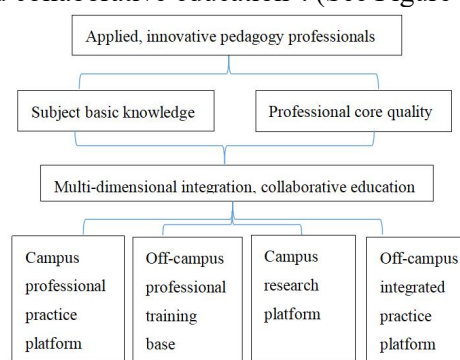


Figure 1. "Multi-dimensional Integration, Collaborative Education" Pedagogy Professional Practice Teaching Platform

4.3 Strengthen the Evaluation Standard of Practical Teaching Quality

The quality evaluation standard of practice teaching is an important basis to measure the effect of practice teaching, and also an important direction to guide the

systematization and standardization of practice teaching. The traditional evaluation criteria of practice teaching lay emphasis on results, light on process, heavy on form, light on content, heavy on theory, light on practice, which often leads to the practice teaching is superficial and does not play the actual teaching value and role. In the new liberal arts era, the quality standards of practical teaching should enhance "clarity", formulate clear teaching objectives, teaching plans, organizational methods and assessment methods, so as to effectively play the role and effect of practical teaching in the practice teaching of education majors, so that in the process of quality invigilation and assessment, teachers and students have specific work requirements, including the detailed level of the preparation of internship plans. The number of contacts between teachers and students, the quality of internship logs, the structure and content of internship reports, teachers' reviews, suggestions, summaries and so on.

5. Conclusions

The innovation of practice teaching of traditional pedagogy is a process of constant exploration, which should be combined with pedagogy's own disciplinary characteristics, curriculum construction and talent training objectives. It is necessary to focus on the overall practice teaching reform of colleges and universities, grasp the requirements of the new liberal arts era, take students as the center, implement moral cultivation and practice education, and truly understand the connotation value of practice teaching of pedagogy. Gradually form a set of relatively perfect, scientific and reasonable, operational practical teaching path, to better respond to the new liberal arts requirements for talent training.

Acknowledgments

This paper is supported by Wuhan Education Bureau of China (No. 2021044).

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