

# Exploration, Democracy and Validity: Calm Thinking of the Discussion Teaching Method Heat

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## ABSTRACT

Through the combination of experience summary and empirical research, this paper studies the connotation of discussion teaching method and its role in promoting people's thinking, subjective consciousness, social consciousness, etc. It is mentioned that there are still some problems in the teaching application of this method, such as unscientific topic design, low students' real participation and insufficient teaching evaluation validity. The discussion and organization methods of focusing on exploration, enjoying democracy and having validity are put forward.

**Keywords:** Discussion teaching method, Exploration, Democracy, Validity.

## 1. INTRODUCTION

As a common teaching method, discussion teaching method frequently appears in various forms of classroom, such as hierarchical teaching, cooperative teaching and problem teaching. Through dialogue and free discussion between teachers and students, it adapts to students' needs in developing students' subjectivity and cultivating students' creativity, and also responds to the call of educational reform. This teaching method of combining learning with thinking is favored by teachers, and more and more appears in teachers' teaching innovation and teaching ability competition. However, the discursive teaching method is not a panacea for any classroom. It needs people's calm thinking while applying it

## 2. CONNOTATION AND FUNCTION OF DISCUSSION TEACHING METHOD

### 2.1 Basic Connotation of Discussion Teaching Method

The discussion of the ancient method has existed. Confucius in China and Plato in the West have taught their students through the discussion teaching method. In modern times, the discussion teaching method has revived in the West, and then

the Chinese educational circles have also applied and studied it in teaching. Discussion teaching is based on the teaching concept of heuristic and student-centered participation, guided by teachers, through pre-set questions, teachers' prompts and guidance, students' active thinking, and communication and interactive learning between students and teachers. The application of the complete discussion teaching method mainly includes the demonstration and training of the problems discussed before the discussion, that is, the scientific and operational demonstration of the problems, and the training of students' discussion awareness, skills, rules, data preparation, etc.; The teacher's leading and guidance, the students' point of view, discussion and summary in the discussion; After the discussion, teachers and students should summarize, feedback, evaluate the results of the discussion and evaluate the effect of the discussion. The discussion teaching method pays more attention to the process of teaching and learning. Through discussion, it cultivates students' ability to analyze and solve practical problems, trains students to use and master theoretical knowledge flexibly, re-create, and complete the transfer of knowledge, and at the same time strengthens students' oral expression ability, adaptability and initiative to learn. In addition, it also has a beneficial impact on the cultivation of students' democracy, fairness and justice, and awareness of rights.

## **2.2 The Role of Discussion Teaching Method**

### **2.2.1 Highlighting Dialogue and Improving People's Thinking Level and Communication Skills**

The desire for communication and dialogue is the practical need and significance of human society, and is the essential feature of human beings. Exchange of views and opinions is the basic attribute of an open and democratic society. For teaching, taking dialogue as the basic attribute of teaching is also the meaning of an open and democratic classroom. Traditional teaching pays more attention to students' listening and often ignores the needs of students' expression. Teaching is a two-way behavior, and the absence of one side leads to the general silence in the classroom. Language is the externalization of thinking, the accuracy of language reflects the clarity of thinking, and the organization of language reflects the meticulousness of thinking. It is necessary to weaken the teacher's explanation, strengthen the student's participation, stimulate the student's thinking vitality, let the student express the view to the knowledge through the discussion, use the self-language, to sort out and reorganize the student's knowledge concept understanding, thus promoting the thought development to have the vital help. As far as the problems discussed are concerned, due to the different knowledge structures of students, their views on the same problem often have their own focus. It is necessary to collide with each other and express their views clearly and carefully in the discussion. For example, the discussion of social fairness and justice, and the discussion of democracy and the rule of law often form fierce ideological conflicts, such as the discussion of national interests and individual interests, individual interests and group interests, etc. During the discussion, the flexibility, criticality, profundity and judgment ability of middle school students have been improved, and the awareness and skills of listening, expressing, criticizing, respecting and participating in the communication have also been strengthened. From this point of view, discussion teaching is the importance of human existence, the need of students' personal dignity, and the respect for human nature.

### **2.2.2 Promoting the Development of Human Subject Consciousness**

Teaching should respect the phased law of the development of young students' subjective consciousness and make the classroom become the participant and constructor of classroom teaching. Through discussion, a good platform for students' self-discovery, self-reconstruction, self-expression and self-awareness is built. Discussion is a collection of multiple initiatives and interactions. It is a multiple dialogue for the exploration, reasoning, debate and common development of advanced thinking activities of all teachers and students. The discussion reflects the value of students' individual self, strengthens students' questioning spirit, and forms students' learning habits of fully expressing themselves. At the same time, under the influence of a good discussion atmosphere of democracy and cooperation, citizens' awareness of equality, cooperation, tolerance and understanding has been significantly enhanced. Teaching no longer simply regards knowledge instillation as the only way to learn. It is possible to cultivate students' sense of team responsibility, critical thinking and creativity, and develop students' personality. The training goal of education is easier to return to the educational and social functions that serve people.

### **2.2.3 Closing the Connection Between Knowledge and Reality and Improving Students' Social Awareness**

Education should not only promote the development of the subject consciousness of the educated, but also promote them to form the consciousness of multiple subjects in the dialogue. Human society is the sum of diverse relationships. Discussion teaching is to help students more accurately realize and actively build the relationship of human society by building a human society framework with multiple participation of students. The discussion method can better realize the organic combination of students' personal experience and social experience, knowledge inside and outside class, history and practical problems, make the connection between knowledge and reality close, arouse students' attention to practical problems, and help enhance students' awareness of participating in society. For example, the discussion of ecological issues naturally triggers students to think and discuss the relationship between human and nature, human and human, capital and environment, environment and development, development and equity. Through the investigation

and discussion of relevant issues, students not only pay attention to the impact of an isolated event on the time, but also go back to the overall thinking and analysis of the long-term and profound impact of the event on the society. The combination of learning and thinking, theoretical knowledge and practical concerns has broadened students' learning and thinking horizons, strengthened students' sense of social responsibility, and is also the meaning of the final trend of education.

### **3. THINKING ABOUT THE PROBLEMS IN THE TEACHING OPERATION OF THE DISCUSSION TEACHING METHOD**

#### ***3.1 The Scientific Nature and Feasibility of the Discussion Theme Need to Be Strengthened***

The scientificity and feasibility of the topic selection is the basis for the discussion to be carried out normally and achieve efficient results. In the discussion-oriented teaching, discussion is not a classroom question and answer, a conversation, or a debate. Teachers should pay attention to the scientificity and feasibility when discussing the selection and setting of topics. Simple classroom questions and debate topics cannot be discussed at will. It is also inappropriate to take the simple knowledge statement in the textbook as the discussion topic. If the teacher considers classroom questions, teacher-student interactive conversations and even debates as discussions, it seems that they are all about a problem, which can even be exciting and intense. However, there are often two outcomes in the discussion, that is, either speaking in general, or one or both sides talking about the appearance, and simple interpretation can not cover up the embarrassment of finding scientific arguments that can not support their views, either falling into the discussion-style performance and using a pile of materials to deduce the height of the discussion topic, deviating from the scientific value orientation of classroom teaching. The key to setting up a discussion topic is that its sub-views should be logical and scientific in theory, and the sub-contents of the topic should be unified under the overall topic in operation, such as the classic topic of rule of law, the relationship between substantive justice and procedural justice. In this argument, both substantive justice and procedural justice are extremely important. In the conflict between the

two, no matter which side is biased, there are logical and scientific arguments to support. Substantive justice and procedural justice are the unity of contradictions. A lawsuit without substantive justice and procedural justice is like a tree without roots. Therefore, the theme of the discussion is designed to guide the members of the discussion group to understand that substantive justice and procedural justice have their own characteristics. In other words, the only legitimate reason why people can tolerate an "injustice" is that they need to use it to avoid another kind of greater injustice. It is understood that the ultimate essence of law lies in the protection and care of people, and that the concept of justice is the perfect conceptual form of legal system construction.

#### ***3.2 The Adaptability and Real Participation of Students Need to Be Further Improved***

The effective use of teaching methods and knowledge learning must be based on existing knowledge and habits. However, for most classes, students have developed the passive learning habit of teachers telling and students listening, and it is difficult to reverse for a time due to factors such as teaching environment, teaching reform policy, teacher differences, and students' own reasons. Familiarity with discussion methods is the premise of organizing real discussions. Only when students develop the habit of discussion learning can they put aside their shyness and thoughts and speak freely in a familiar, democratic and harmonious atmosphere, and the discussion teaching method is realistic. In the feedback from the practice, some students did not adapt to the problem-based discussion teaching, and even some students were disgusted and thought that this teaching method was not suitable for themselves. It can be seen that the transformation of teaching and learning methods is not adaptive to the individual differences of students. This inadaptability is directly manifested in the students' lack of enthusiasm and preparation, and their participation in it is divorced from the discussion. Each teaching method has its limitations, but problems must be faced up to and solved, and the effect of education cannot be sacrificed because of the use of methods.

#### ***3.3 Evaluation Cannot Accurately Reflect the Validity of Discussion***

The evaluation value of discussion teaching results lies in guiding and encouraging students'

sustainable development. Unfortunately, although many teachers have carried out the innovation and practice of the discussion teaching method, the new concepts and new evaluation methods and systems in the discussion evaluation have not been effectively implemented. In basic education, it is hoped to promote the development of students and teachers through teaching evaluation, and improve the effectiveness of education, so as to change the over-emphasis on the selection function of teaching evaluation. Although the demand for selection of higher education is reduced, its reform is insufficient, and the innovative application of evaluation methods and systems is also insufficient. This makes the validity of classroom evaluation difficult to achieve the goal of scientific and efficient, and the evaluation that should be used as a baton is reduced to teaching dependency. In terms of specific operation, discussion teaching often requires students to use their spare time to sort out data, think about the logical framework of discussion, and put forward relevant questions. It is difficult to reflect the students' efforts and gains in this process in the assessment results. Although some students paid a lot for the discussion, their final results were not ideal. However, some students have higher scores because they are good at expressing or reporting the discussion results on behalf of the group. The evaluation of discussion teaching is limited by the traditional teaching evaluation model, and there has been a lack of effective, accurate and consistent evaluation methods. Moreover, it is difficult to control the unilateral process evaluation of teachers. Even if teachers introduce two-way evaluation of teachers and students, they will face the dilemma of poor effect due to some problems in operation.

#### **4. PROMOTING THE DISCUSSION OF FOCUSING ON EXPLORATION, ENJOYING DEMOCRACY AND HAVING VALIDITY**

##### ***4.1 Stimulating Students' Desire to Explore Around Core Issues***

The limited time in class and the relatively loose time requirements for discussion form a practical contradiction. At this time, there is a must skillfully design problems with certain tension and flexibility through scientific setting of core problems, taking into account the students' existing knowledge background and thinking ability, and

taking relevance and pertinence as the design principles, so as to create a certain thinking space and exploration suspense for students, and stimulate students' desire to explore. The core issues here should be based on the core conceptual knowledge essential to the basic structure of the discipline. For example, the setting of the core issues of the history discipline should reflect the various contradictions and tensions of the dynamic mechanism behind the historical events, such as "national interests and dynasty interests" (the Bill of Rights, the Reform Movement of 1898); "Cultural change and social change" (Renaissance, New Culture Movement); "Leader characteristics and political movements" (discussion of historical figures), etc. The core problem has the function of integrating knowledge, which ensures that teaching can be carried out at the level of thinking without being lost. Specifically, the problem design of discussion teaching needs to pay attention to many factors: first, it focuses on students' existing knowledge and experience, and conforms to students' "recent development zone". It is convenient for students to mobilize existing knowledge to solve new problems and realize knowledge transfer during discussion; The second is to cultivate students' knowledge construction ability. On the basis of existing knowledge, the guidance direction of the problem should pay attention to the relevance of the theoretical knowledge that has been learned, help students actively construct knowledge and form a self-knowledge framework. Third, it is necessary to try the best to solve practical problems. If students' discussion can solve practical problems, it can not only help students solve their doubts in the practice of discussion, but also help students have a sense of achievement in using knowledge to solve practical problems. The knowledge gained by learning by doing is more solid and practical. Fourth, it is to stimulate students' desire to explore. The design of the discussion questions should have a certain tension and flexibility, open low and advance high, leave students thinking space and exploration suspense, and stimulate students' exploration motivation. Fifth, it is the non-fixed declarative answer. Students should be guided to interpret and explore answers from different levels. The teacher (or students under the guidance of the teacher) should guide, summarize and summarize the answers.

#### ***4.2 The Constructed Democratic Discussion Atmosphere***

Democracy here mainly refers to the democratic atmosphere of equality, inclusiveness, cooperation and compromise in the discussion. The class discussion is also a test of the democratic process. Because the discussion process itself is the process of democratic negotiation. All people in the discussion group (5 people are suitable, men and women should be matched) have the opportunity to express their views on the problem, and also need to listen to others' opinions. Everyone has the right to speak, and also has the responsibility to actively involve those who do not want to speak. This process is the same as the process of democracy: telling and listening, equality and dedication, cooperation and compromise, verbal description and personal experience. All discussions will help to reach consensus and deepen mutual understanding. Therefore, building a democratic discussion atmosphere is actually the basic component of discussion. Students need to be trained in many ways. The first is to let students learn to listen. An important prerequisite for a good discussion is to learn to listen to others. Listening can make the speaker feel respect and pleasure, and can more confidently and firmly maintain his own views. At the same time, listening also means to accept common views and questioning different views, laying the foundation for deeper discussions. The second is to adhere to equality and respect. The discussion of the inequality of the status of middle school students and the imbalance of the right to speak may lead to digression and even make the discussion into chaos. Once the differences brought by hierarchy and power can be covered up, the whole discussion will be meaningless. Only when everyone has equal opportunity and voice, equal status, and no authority beyond the authority required for discussion, can the real discussion that can stimulate ideological confrontation begin. The last is to learn to cooperate and actively participate in collective discussion. Like a society with a strong sense of democracy, the discussants will also actively participate in the discussion of issues as much as possible. The discussion needs the effective participation of all staff. In the discussion, the students did not say their own words, but completed the exploration of the problem through teamwork. Finally, each student can express his or her views closely around the topic of discussion or the views of others.

#### ***4.3 Improving the Validity of the Discussion with Multiple Evaluations***

Teaching evaluation is the test of teaching effect, as well as the summary and reflection of teaching, and is an important means to promote more efficient teaching effect. Discussion teaching has its own characteristics, and there is a must to strive for the diversity and development of evaluation. The pluralistic evaluation shows the pluralism of the evaluation subject, content, process and method. As for the subject, it mainly includes teacher evaluation, student mutual evaluation, teacher and student joint evaluation and student self-evaluation; In terms of content, it mainly includes whether the problem design is scientific, whether the information is accurate and objective, whether the argument is sufficient and logical, and whether the discussion results are correct and reasonable; In the process, it is necessary to distinguish whether the students are proficient in mastering and applying the discussion rules, forming the discussion habits, and whether they have formed the ability of data capture and processing, language expression, logical thinking, division of labor and cooperation, organization and management, etc. in the whole discussion process; Methodologically, students can evaluate each other face to face in class, and can also make students evaluate each other outside class, or through email, SMS, etc. Developmental evaluation is mainly manifested in promoting students' diversified development, teachers' professional development and the further improvement of the level and effect of discursive teaching through multiple evaluations.

### **5. CONCLUSION**

As a good method to promote the combination of learning and thinking, the discussion teaching method is conducive to the construction and improvement of students' knowledge and ability in the discussion, and has important practical significance in promoting students' self-growth, innovation and practical ability, and improving the sense of cooperation and solidarity. Although there are still some deficiencies and shortcomings in the current model innovation and discussion validity, for example, how to mobilize students to form the habit of efficient organization, thinking and cooperation, how to reduce the dominant role of teachers to form a more free communication and interaction environment, and so on, this will be the focus of efficient organization, discussion and teaching.

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