

A Study on the Cultivation and Teaching Application of Dialogue Class in Applied Colleges and Universities under the Background of New Liberal Arts

--Take the Course of Practice of Civil Procedure Law as an Example

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Keywords: New liberal arts, Applied colleges and universities, Dialogue class, Cultivation

Abstract: In order to implement the goal of new liberal arts construction and improve the talent training ability of applied colleges and universities, this paper puts forward the cultivation and teaching application research of dialogue class, and explores the role of dialogue class teaching in improving teaching quality and adapting to the development of teaching reform in the new era. Based on the teaching of Practice of Civil Procedure Law, this paper analyzes the problems existing in “non dialogue” class teaching, expounds the countermeasures of dialogue class in applied colleges and universities under the background of new liberal arts, and puts forward its cultivation path.

1. Introduction

On April 29, 2019, the Ministry of Education and other 13 departments jointly launched the Plan 2.0 of “Excellence in Engineering, Rule of Law, Information Communication, Doctor, Agriculture and Forestry and Teachers, and Training Programme for Top Students in Basic Studies”, which requires to comprehensively promote the construction of new engineering and new medicine...as well as new liberal arts. Among them, the new liberal arts refers to the reorganization of traditional liberal arts and the intersection of arts and sciences, so as to provide comprehensive interdisciplinary education for students. It can be seen that the construction of new liberal arts puts forward new requirements for personnel training. The dialogue class originated from Socrates’ midwifery and hundred schools of thought during the Warring States period. Through inspiration and argument, the dialogue participants get enlightenment and change their thoughts in the process of dialogue. Foreign scholars believe that “dialogue education” can best take care of the basic level of students. It realizes teachers’ high teaching efficiency and students’ rich harvest. Based on the background of new liberal arts and the characteristics of applied colleges and universities, this paper explores the cultivation and teaching of dialogue class, in order to cultivate compound talents in line with the requirements of the times.

2. Analysis of the Existing Problems and Causes of “Non Dialogue” Class Teaching

The orientation of applied colleges and universities is to serve the local economic construction and social development. Different from the cultivation of “theoretical” talents in research-oriented colleges and universities, they pay more attention to the training of practical skills and “applied” talents. However, in the current context of new liberal arts, facing the problem of “being unskilled in application and operation”, there must be reflection and reform since class is the first position of teaching. In the existing class, no matter the teaching content, teaching method or evaluation mechanism, it is in a sharp contrast with dialogue class. This paper calls it “non dialogue class”. In summary, there are the following problems.

2.1 Lack of Innovation in Teaching Content and Knowledge

At present, various reforms have been carried out in class teaching to some extent, and some breakthroughs have been made in the teaching mode and teaching methods. However, most

teaching contents revolve around the course. Teachers always set the boundaries of teaching contents in advance, and then teach students through instruction, practical training or other ways. There is also interaction between teachers and students. Through students' feedback, we can test whether students have mastered the knowledge or not. To put it another way, although there is interaction and questions according to students' doubts, the content is still limited to a certain course. The connection of each course is relatively weak. Whether it is theory or practice, it is difficult to achieve the integration and innovation of knowledge, resulting in the cultivation of incompetent talents with a lack of stamina to cope with the complex environment.

In the "non dialogue class", the teaching content is pre-set and handed down from generation to generation. Although teachers supplement new content and have dialogues with students, students still stay in a kind of passive acceptance of knowledge. Class tasks are mainly to help digest knowledge, but it is not enough to excavate the relevant questions encountered in the process of accepting new knowledge and not efficient in improving students' learning ability.

2.2 Non-Ideal Effect of "Dialogues" with Students in Teaching Method

Dialogues in the "non dialogue" class tend to be formal interaction. Teachers ask questions and students answer actively or passively. There is little systematic research and design on questions. Even in the existing flipped classroom teaching mode, the dialogue effect is not ideal. By grouping, assigning group tasks before class, checking in class and summarizing after class, blind spots and misunderstandings of knowledge are exposed, which is the starting point for teachers to carry out teaching. However, the leadership dilemma of group leaders is widespread. The low real participation of students, uncontrolled effect of dialogues, communication and mutual assistance among students in groups as well as unconsolidated foundation of dialogues between teachers and students make the divergent or extended learning of a problem hard to realize. The main reasons are as follows: First, the design of dialogue fails to start from the perspective of students. Second, the rules of dialogue are not fully integrated with the development of students. Third, the process of dialogue fails to generate teaching content.

2.3 Outdated Evaluation Mechanism

According to the school-running orientation, applied colleges and universities try to set up courses according to the post tasks. Courses are developed around typical work tasks. Therefore, the traditional assessment and evaluation method should not be taken. Most focus on the mastery of a certain professional knowledge, and the assessment methods are flexible. But for the social ability of students, that is, ability to understanding professional skills, adapt to the changes of social occupation and personality cultivation, are less examined. The specific evaluation methods need to be innovated.

In the teaching reform, the method of testing students' learning effect shall not be ignored. The applied colleges and universities have made reform and attempt in personnel training. But at present, a system has not been formed and methods are complex. The comprehensive ability and personality cultivation of students to adapt to the changes of social occupation are not fully reflected in the assessment plan.

3. Countermeasures of Dialogue Class in Applied Colleges and Universities under the Background of New Liberal Arts

The "new" of new liberal arts should be based on new educational concept and based on the current talent training problems faced by applied colleges and universities. Dialogue class tries to solve the problem.

3.1 Guide Students to Change the Way of Thinking

Class teaching activities usually focus on knowledge transmission. During interaction, students understand the teaching content and use it to solve practical problems, which is still monologue teaching. There are few training of thinking ability. The problems that students think in class are

either set by teachers or are encountered in group learning. After teachers' lectures and comments, reference answers are provided. Although some kind of professional talents are trained, for the complex problems faced by the current society, in which some are professional problems but more are interdisciplinary ones, it is hard to avoid bottlenecks.

The "dialogue" of dialogue class guides students to integrate what they have learned, apply modern thinking mode, and test the accuracy of thinking from dialogues with texts to dialogues with other students. On this basis, dialogues with teachers eliminate blind spots and misunderstandings. After several rounds of trial and error, and improvement, students are finally able to have dialogues with the objective world. Combined with the reality of major, discipline and related fields, students are allowed to explore the unknown and are given the space for innovation. In the dialogue class, students' way of thinking has been changed and the knowledge gained has become a carrier. For example, students understand jurisdiction, regional jurisdiction, level jurisdiction, general jurisdiction and special jurisdiction in the regional jurisdiction through text learning and teachers' class design. Then they talk with their peers and exchange views. When there is no consensus, they talk, discuss and consult with teachers. On this basis, they complete the text knowledge transfer and at the same time, teachers timely introduce divergent problems --- jurisdiction problems involved in civil litigation. Company A of city A delivers the goods to place B in advance which is not in the place and method agreed in advance (the other party takes the goods by itself). Company B of city C indicates it cannot receive the goods in advance. Company A then delivers the goods to place B, which is the office of company B. After the goods are unloaded forcibly at the door, company B's staff are worried about the damage of the goods and transfer the goods to company B's warehouse in city D. Then questions are raised. If you are an employee of company B, will you do this? Why? This kind of divergent problems is not a purely professional problem, but a comprehensive one. They cultivate students' judgment and comprehensive ability to solve problems, which is conducive to helping them develop their personality and realizing the unity of cultivating a certain person and cultivating a person.

3.2 Focus on Students' Personality Development and Innovation Ability

In the topic selection and link design, it is essential to make students form rich feelings for new knowledge, and guide them to learn relevant knowledge and skills in a divergent way by making them have dialogues with the text, with their own inner world, with the learning community, with teachers, and with the objective world. In the teaching of Practice of Civil Procedure Law, students firstly form a preliminary cognition and digest some knowledge about legal issues involved before and after the litigant's prosecution, legal provisions of each link in the process of responding to the lawsuit, and civil litigation from different perspectives by having dialogues with the text itself, communicate with the group members for seeking common ground while reserving differences, and then report to and ask for advice from teachers. Finally, students will receive new knowledge and arouse the desire to explore the unknown world. Therefore, the unity of professionalism and comprehensiveness, and the unity of part and whole are noteworthy in topic selection and link design.

3.3 Realize the Unity of "Being Theoretical" and "Being Practical" in Evaluation Mechanism

In the process of teaching, the dialogue class adheres to problem orientation, as well as cultivates students' insight to catch and grasp the problems of the times, the generalization ability to analyze and refine problems, the speculative ability to elaborate and demonstrate problems, and the ideological ability to answer and solve problems. The training of applied talents aims to cultivate interdisciplinary talents who can not only apply the practice to devote themselves to the social and economic construction, but also dig deep into the theory for innovation. In the evaluation mechanism of class teaching effect, it is of great importance to pay special attention to the combination of theory extension and practice application.

4. Cultivation Path of Dialogue Class in Applied Colleges and Universities under the Background of New Liberal Arts

Under the background of new liberal arts, it is required to break through the traditional discipline system of liberal arts and personnel training mode, putting forward new requirements for the education concept, teaching methods, assessment and evaluation of teachers.

4.1 Leap from “What is It” to “How It Should Be” in Teaching Concept

In the dialogue class, teachers are committed to the cultural construction of dialogue spirit, creating a democratic atmosphere suitable for dialogue and stimulating students' inspiration. The purpose of teaching is no longer to find the answer itself, but to cooperate, explore and reflect on the process. In the teaching of Practice of Civil Procedure Law, specific legal knowledge that students master is only the carrier. In acquiring knowledge, they learn to think, understand the relationship between win-win cooperation and independent thinking, get to know the importance of procedural justice, and develop a good rule of law thinking, all of which influence their life and work imperceptibly in the future.

4.2 Integrate Theoretical Knowledge with Perceptual Experience in Teaching Method

The dialogue class stresses the development and exchange of students' practical activities, and the problems students encounter in specific situations. Through learning textbooks and talking with others, students are able to form their own value judgment, construct the meaning of knowledge, and accumulate the direct experience needed to integrate rational knowledge. For example, in the teaching of Practice of Civil Procedure Law, students are arranged to collect evidence for a certain civil dispute and cross examine evidence. By mining and expanding the teaching value of students' perceptual experience, problems are generated to be the teaching content, which are answered and supplemented pertinently. It expose students' weak points to the maximum extent, and fully realize all-round dialogues and interaction.

4.3 Integrate Scientific and Technological Elements into Assessment and Evaluation, and Pay Attention to the Process and Openness

In dialogue class, mobile app is introduced to ask students to express their personal opinions in the system during group internal dialogue, during which, teachers are able to supervise the dialogue process, randomly select students to speak, and make a timely record, scoring, correction and comment. Meanwhile, the relevant theoretical knowledge is introduced to solve problems. Students are required to complete tasks, and encouraged to do theoretical exploration. Appropriate additional points shall be included in the final grade. At the end of the semester, evaluation of the learning process will form objective scores. The quantity and quality of students' dialogues will form data. Each class is a comprehensive evaluation, and the comprehensive scores will be generated automatically. These not only ensure the process participation, but also stress theoretical extension. However, the specific operation details and technical support require further study.

Acknowledgment

The work was supported by the Research on Teaching Reform in Colleges and Universities of Jiangxi Province with the project number JXJG-19-27-6 and the project name A Study on the Cultivation and Teaching Application of Dialogue Class in Applied Colleges and Universities under the Background of New Liberal Art-Take the Course of Practice of Civil Procedure Law as an Example.

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