

# Research on the Application Value of Situational Teaching Method in Chinese Education in Colleges and Universities

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**Abstract:** With the continuous improvement of China's higher education system, the application of situational teaching method in Chinese education in colleges and universities has promoted the continuous improvement and better development of China's higher education system. This paper studies the application value of situational teaching method in Chinese education in colleges and universities. First, the meaning and theoretical basis of situational teaching method are summarized. Then the advantages of situational teaching method in Chinese education in colleges and universities are discussed. Finally, this paper realizes the value of applying situational teaching method to Chinese education in colleges and universities, observes the principles of situational teaching, creates reasonable situations, and strictly implements students' learning results of situational teaching method.

At present, there are still a series of problems in the teaching of Chinese in colleges and universities in China. For example, teachers teach from the book, using old-fashioned teaching methods and copying cases directly from textbooks to save time. There are also many problems in the teaching philosophy, which leads to the great interference of external factors in the Chinese learning of college students. Therefore, the application of situational teaching method in Chinese education in colleges and universities has to some extent improved the efficiency and quality of Chinese teaching in colleges and universities, and continuously promoted the efficient development of Chinese education.

## 1. Meaning of Situational Teaching Method and Its Theoretical Basis

### 1.1 Meaning of Situational Teaching Method

Different from traditional teaching method, situational teaching method pays more attention to the participation of students. With situational teaching method, teachers create situation based on classroom content for students to participate in and guide students through a series of classroom games including video and music, extracurricular activity, and role play. In this way, knowledge in the textbook is no longer boring, but is presented in vivid and diverse forms, so that students can have a deeper understanding of the knowledge taught in the textbook. Situational teaching can generally be divided into perception, understanding, and deepening. First, students need to feel the specific situation. Then students should understand related knowledge combining the teaching materials. Finally, teachers and students need to think together to deepen the understanding of knowledge. To sum up, situational teaching method is the process of mobilizing students' perception and some cognitive structures through specific situations and generating new cognitive structures through deep thinking. [1]

### 1.2 Theoretical Basis of Situational Teaching Method

Research shows that people's cognitive activities and emotions are interactive. Human emotions have three effects on cognitive activities, including dynamic effect, strengthening, and regulating. Positive and healthy emotions are associated with faster receptivity and motivation in cognitive

activities such as learning knowledge. Negative emotions, on the other hand, tend to repel cognition. At present, the use of situational teaching method in teaching aims to improve students' positive and healthy emotions in the cognitive activity of learning knowledge by creating various teaching scenarios, so as to better accept classroom knowledge and improve students' learning enthusiasm. Compared with situational teaching method, traditional teaching method uses the fixed teaching method which is not suitable for the current teaching concept to deliver the teaching material knowledge to the students. This cognitive activity is passive and boring for the students, and the whole classroom teaching is unpleasant. With situational teaching method, teachers can use some activities that students are interested in to stimulate their interest in learning knowledge. For teachers, this method can also actively motivate students to participate in classroom activities, improve classroom teaching efficiency and students' mastery of knowledge, and motivate students to acquire knowledge independently.[2]

## **2. Application Advantages of Situational Teaching Method in Chinese Education in Colleges and Universities**

### **2.1 Creating Active Classroom Atmosphere**

Situational teaching method was created during the educational reform. Compared with the traditional cramming and rigid teaching methods, the situational teaching method makes students feel relaxed and happy in the classroom. Learning in such teaching atmosphere makes teaching more effective. In situational teaching method, teachers analyze the knowledge of textbooks before recreate the rigid and obscure knowledge to make the knowledge simple and vivid. At the same time, the knowledge acquired in the special teaching situation will collide with students' existing knowledge system, so that students can have a full understanding of classroom knowledge, with full attention in class and following teachers' teaching ideas. Teachers have an understanding of students' needs, so as to build a harmonious classroom. Situational teaching mode can also help teachers fully understand students' learning situation, observe students' real reflection in the situational mode created in class, judge students' mastery of classroom knowledge according to their behavior, and make timely adjustment. It can also promote the degree of communication and interaction between teachers and students and contribute to the active classroom atmosphere.[3]

### **2.2 Cultivating Students' Independent Learning Ability**

It is the main goals of Chinese teaching to cultivate students' independent learning ability. Situational teaching mode can better promote students' independent learning ability. Situational teaching mode enables students to participate in the specific situation created by the teacher to realize the cognition to the knowledge. In this process, students' ability to participate in Chinese learning independently will be stimulated, so as to participate in Chinese learning more actively.

In the situational teaching mode created by teachers, students are more likely to be liberated in the context of thinking, more likely to express and show themselves, and thus generate innovative thinking, which is difficult to achieve in the traditional teaching classroom. For example, When teaching "Thunderstorm", teachers can use situational teaching method to make students actively participate in the role playing to deeply understand and feel the characters' characteristics and psychological activities. However, teachers' rigid and mechanical interpretation in traditional classroom will restrain students' thinking and make it difficult for students to have in-depth perception of characters.

### **2.3 Compatible with Chinese Teaching**

Chinese pays more attention to students' understanding and perception of articles. Since Chinese belongs to the category of humanities, it is more compatible for the situational teaching method. The study of Chinese in colleges and universities is mostly about ancient and modern Chinese and foreign classics. There will be some difficulty for students to understand the textbook. Therefore, in Chinese classes in colleges and universities, teachers must create certain situations according to the

contents of textbooks to cooperate with students' learning, break the previous teaching mode, and cooperate with students to have a better in-depth understanding of the text, as well as to appropriately expand knowledge. [4]

### **3. Way to Realize the Application Value of Situational Teaching Methods in Chinese Teaching in Colleges and Universities**

#### **3.1 Complying With the Principle of Situational Teaching and Create a Reasonable Situation**

In some schools, there is no in-depth implementation and practice of situational teaching method. Even if it is applied, the effect is not good due to teachers' wrong understanding. The reason is that teachers do not follow the principles of situational teaching when applying situational teaching method. To create a reasonable situation, both teachers and students need to understand that situational teaching method is not equal to pure entertainment teaching, and the classroom teaching should have certain rules. The situation created by situational teaching method is not only for entertainment, but also to make the class more interesting. Therefore, teachers must fully consider the elements of students' receiving information when creating teaching situation. Creating reasonable classroom situation is one of the things that teachers are required to do at present. On the basis of making full use of classroom time, teachers should create various situations according to different content needs to make situations a lead for students, without distracting.

#### **3.2 Implementing Situational Teaching Method Strictly**

The particularity of Chinese learning makes it necessary to create situational teaching for educational learning. Teachers can create situations according to different literary types and characteristics. For example, modern literature has a deep imprint of the times, which is inseparable from the development of the social era. Therefore, when teaching modern literature appreciation, teachers should create a classroom situation related to modern development to make it easier to understand the literary works. Teachers can also explain the representative figures of some outstanding literary types. It is easier to understand the background and causes of creation by explaining such literary types based on the environment and historical background of the characters. Teachers can also organize the situations of poem recitation and film showing. After learning in class, students can continue to reflect on the situation created by the teacher and consolidate the learning content.

### **4. Conclusion**

With situational teaching method, teachers create a specific situation according to the needs of teaching to make it easier for students to understand the related knowledge. It also improves the communication and interaction between teachers and students, as well as teaching effect and quality.

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