Research on Reform of Class Teaching Mode Building a New Class
Teaching Mode Guided by Modern Education Ideas

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Abstract. As the curricular reform going, teaching mode becomes one of the important objects to be reformed. Teaching mode shapes as guided by education ideas. The reform of class teaching mode is a reform in class teaching and operation procedures based upon conversion of education ideas. Over a long period of time, people are searching for a channel and bridge linking the theories and practices. In recent years, teaching mode in the class is changing. It is observed that, however, a series of problems still exist during the conversion of education concept, such as, misunderstanding and neglecting in new education ideas, dependence on traditional teaching mode, single, patterned and indiscriminate trends of new teaching manner, etc. This paper analyzed the causes of these problems, and proposed countermeasures of building a new teaching mode utilizing manners and methods of modern education technology, including converting teaching ideas, concept and thinking manner, improving personal quality, exciting practices and creativity of teachers.

Introduction

Educational idea serves as the theoretical basis for establishing classroom teaching models. Usually shown in the models in a simplified and abstract manner or totally hidden behind the models, it is misunderstood or ignored by teachers. Though modern teachers have gradually changed the traditional teaching modes, the teaching modes based various education ideas still differ from each other. For some teachers impacted by specific promoted teaching models, they control the process of the class in their fixed modes. Most of them have not improved their knowledge structures and teaching abilities after becoming teachers, which is adverse to represent their individual styles. For some other teachers, form is more important than essence when it comes to the teaching model reform. They are habituated to take teaching knowledge as the main task in the class and highlight the dominant roles of teachers. Especially for the subjects which are important in tests, teachers will usually emphasize on teaching knowledge in the class and seldom allow students to obtain knowledge through practices. Such teaching model is not conductive to cultivating students’ creative ability and innovative thinking. This shows that problems in teaching ideas are more prone to be overlooked in the generalized teaching model innovation [1-2].

Analysis on the Problems and Their Roots In The Process of Classroom Teaching Model Reform

Teaching ideas are misunderstood and ignored due to following two reasons: One, new teaching ideas have not taken root in their mind and they cannot apply them proficiently. There are still deviations from new teaching ideas. They are lacking of the reform and innovations to the traditional teaching models as required by the time. The introduced foreign teaching models are also not locally converted and applied. For the construction of the teaching models, the historical teaching models shall also be inherited in a critical way, with reasonable elements are absorbed. Under the conditions of reform and opening up, the construction of teaching models shall also learn from foreign teaching theories and models, and such learning shall be combined with creativity.
Teaching models are formed under the guidance of certain teaching thoughts. Only by continuous upgrading teaching thoughts and ideas can teachers consciously select effective teaching models and try to reform and innovate teaching contents and methods to achieve good teaching effects. Two, it is related with the teachers’ caliber. Teachers are not only the organizers of teaching activities but also the most important variant influencing teaching effects. It is teachers who create classroom situations, organize students' automatic, cooperative and inquiry learning and works as leaders of classes. Their roles like these will require the knowledge of pedagogy and psychology, strong subject knowledge attainment, healthy personality, the desire to advance and love for students. It needs more time and practices for some teachers to have such professional qualities.

In the practice of classroom teaching means reform, teachers select and choose single teaching methods. They are dependent on traditional teaching models and are not good at trying new teaching means out of their familiarity with traditional teaching methods with classics. Sometimes, although teachers chose and use a new teaching method, they just simulate and learn it superficially. The phenomenon of applying mechanically is ubiquitous. The demands and differences of students are not considered, their individual personalities are ignored, the students cannot be taught in accordance with their own abilities. There is still a gap between the teaching methods of teachers and the requirements of new curriculum. Some teachers over-pursue the changes in teaching and learning forms. They sometimes blend several teaching methods and return the class to students with the purpose of improving students' automatic learning ability. But in such a process, some students are in the subordinate or ignored status and some others become the outsiders of the discussion. It seems that the discussion is hot, but the students' autonomy, exploring and team spirit are not given play as desired. When class is over, key points are not highlighted, relevant knowledge are not grasped by students and the learning methods become a formality. The subjectivity of interaction between teachers and students are deficient with the interest in learning is not aroused. The efficiency of such automatic learning is comparatively low. The reason for such problems is that the purpose and teaching targets of accept type and inquiry teaching are blurred. Our teaching objective is a set of perfect theories. While in real operation, the teaching objective is largely equivalent to examination performance. To make students achieve good results, teachers have to adopt automatic, inquiry and team learning which is formalistic. Therefore, the teaching methods in class makes people feel blind showing and simulating. However, insufficient attentions are paid to the teaching and learning in real sense. In this way, the structure formed by links and procedures in teaching modes is playing a vital role in the whole teaching model. When using several teaching methods in combination, it is necessary for teachers to consider course types, subject natures, characteristics of knowledge structure and their own abilities and the acceptance level of students.

In the classroom teaching model reform, teachers only take modern teaching media like computers as the assistant tool in applying teaching models. In the process of applying information technological education, teachers are always in a passive position and lacking of the desirable initiative and enthusiasm for information technology. For example, in the teaching preparation stage, teachers may choose the easy way to save labors. They may use the network to directly download course wares and teaching plans and apply them without studying the teaching contents and students' acceptability. They haven't viewed or constructed teaching models from multiple levels and angles in the multidimensional scenarios of information network and the horizon of the integration of modern information technology and teaching. Most teachers working with electrical audio-visual aids are proficient in the operation and using technology of equipment. But they know little about education and teaching theories and practices and find it difficult or even cannot instruct subject teachers to conduct classroom teaching design by using modern educational technology. Most subject teachers are familiar with the education and learning of their own subjects but not proficient in the operation using technology of equipment. They are not proficient in the theories and practices of education and technology and find it difficult or even cannot automatically complete class electronic teaching design. In classroom teaching model reform, they haven't sought the collaboration and cooperation with information technology experts and curriculum theory
experts to focus on or develop teaching model problems. This has undoubtedly limited the teaching model study's process towards scientific, modern and standardized. When education and technology are popularized to a certain degree, we only emphasize the application rather than match them with design, development, management and assessment. This will make education and technology get trapped and is not conducive to the deepening and development of studies.

**Measures for Classroom Teaching Model Reform**

In the classroom teaching model reform, we should firstly determine the educational ideas to be reformed. An educational idea is people's conceptual knowledge about educational phenomenon, thought pursuit and the formed educational thought and conception. It is the subject of education's value orientation and pursuit formed in educational practice, conceptual work, cultural accumulation and communication. It is also a relative stable, continuous and specified concept system of educational cognition and ideal. Playing the roles of directing and commanding education, educational ideas serve as the theoretical basis of establishing classroom teaching models. Without changes in educational ideas, reform of teaching reform and teaching methods will be out of question. Therefore, the following changes shall be made in accordance with the above theories. First, establish the guiding thought of double subjects, the teaching idea of interaction between teachers and students and the democratic, equal and cooperative relations between teachers and students. In the teaching practice activities, both teachers and students are the subjects of practices. In the teaching model reform, we shall not only inherit traditional classroom teaching models in which teachers are playing the subject role but also follow the idea of modern educational theories in which students are playing such role. The past view in which teachers are authorities shall be changed and the dominant role of students shall be emphasized to take them as the learning subjects in continuous development. We will focus on students when setting teaching targets, selecting teaching contents, designing teaching process and choosing teaching methods. Thus, students will become the master of learning, with their desire for knowledge are stimulated, and they will learn with enthusiasm and build their knowledge in an active way. In this way, teachers and students will understand knowledge and improve abilities through interaction in the teaching process. Second, set up the education idees of combining cognition, affection and volition and change from emphasizing knowledge-transference to focusing on students' development. The classroom teaching mode reform means to cultivate students' overall caliber, which requires teachers, besides teaching text knowledge, to guide students' spiritual development through their own cultural attainment and kindness tendency. Teachers shall teach students necessary philosophy of life and cultivate students' healthy personalities with their rich life and teaching experiences. Knowledge imparting and caliber improving shall be combined to meet the needs of modern society. Third, set up the educational idea of combining results and process, and change from simply emphasizing learning results to focusing on learning process and results at the same time. In inquiry and empirical teaching, students will feel the formation process of knowledge, the deeper meaning and reasoning process of principles and formulas. They will be encouraged to think independently and inquiry in cooperation with their deduction and induction abilities are cultivated.

The presenting way of teaching models is mainly embodied in teaching links and procedures while the design of classroom teaching links is the direct work of teaching model design. Each class are designed and taught by teachers as per certain teaching modes. To reform teaching models under the background of new curriculum, the basic link of classroom teaching shall be formed firstly. And to realize such link, we must determine the fundamental targets and specific targets to be achieved in classroom teaching and the corresponding basic activities. In specific classroom teaching practice, teachers shall try to do the following: First, teachers shall be able to tackle the practical problems to be solved by the grasped basic knowledge and teaching organization ability and establish the multi-layer compound knowledge structure. They shall have extensive knowledge and profound professional skills. And on such basis, they shall proactively learn new teaching ideas, upgrade knowledge structure and organize teaching contents in an appropriate and unique way. Second, they shall break traditional teaching models, try new teaching methods and means and select innovative
teaching methods in flexible and diversified ways. In addition, they shall proactively devote themselves to the development and implementation of curriculum and design unique and now classroom teaching to establish teachers' authority gradually. Third, in the classroom teaching process, teachers shall continuously response to contents generated in situations, answer and explain to students' questions and gradually cultivate their own spirit of innovation during the interaction with students. Fourth, consciously conduct reflective teaching activities. It means teachers shall self-evaluate and summarize proactively because the after-class summarizing and reflection are part of the preparation and leading activities for the next teaching link. Under the background of new curriculum, reflective teaching activities will positively promote the reform of teachers' teaching methods. They can help teachers summarize the gains and losses in teaching to promote teachers' personal growth.

In the era of global information, students have more channels to gain knowledge. Teaching and instilling are no longer acclaimed by them. We should strengthen research on the integration of teaching mode and modern information technology to promote the scientific construction of teaching models. This is the inevitable requirement of knowledge-based economy time and information-based society for modern teaching model study and for the scientific construction of teaching models. The intervention of various modern media has overturned the traditional teaching way of lecturing and listening. Modern media have shown and transmitted rich teaching information in a vivid way, which is an unprecedented change in classroom teaching. Study on the integration of teaching models and modern information technology includes the following three points: One, the integration of information technology and teaching models, i.e. how can information technology transform and innovate teaching models. It is about the teaching model matter that has drawn attention of educational technologists on the basis of developing and applying information technology. Second, the integration of teaching models and information technology. Through this, subject teachers are guided to design classroom teaching design by using modern educational technology. That means how can we develop and utilize information technology in teaching models, take full advantage of modern information technology and information resources, arrange the links of teaching process in a scientific way to present knowledge in a diversified way that is conductive to arouse students' interest. It is the issue that have caught attentions of teaching theory searchers on the standpoint of teaching model reform and development; Third, the bidirectional integration of modern information technology and teaching model. It means how to realize the integration of the two in their bilateral interaction. This also an integration at a higher level.

**Conclusion**

As teaching reform goes deeper, the disadvantage of the trend towards simplification, modeling and misusing becomes more prominent. The new teaching model, which combines teaching theories and teaching practices and is constructed by modern teaching technological means and methods, will be the development orientation of future teaching reform.

**References**
