The Research on the Reform of Classroom Teaching in Colleges

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Abstract With the rapid development of the China’s society and economy, the new demands and challenges of the cultivation of talents have been put forward. While the universities are an important base for training talents to meet social needs, one of its main goal and responsibility is to educate high-quality professional talents. Autonomous learning is one of the important aspects of college education, which is different from the primary and secondary education. How to improve the students’ ability of receiving and digesting professional knowledge with a relaxed autonomous learning atmosphere is an important goal of the reform and innovation of the classroom teaching in colleges. And it’s also a topic worthy of further exploration and practice. In this paper, the existing problems in the current classroom teaching of colleges based on this topic will be analyzed. Through the teaching practice, some effective measures to solve the corresponding problems are discussed. Hoping that the results can arouse our attention and provide valuable reference for college classroom teaching.

Introduction

The 21st century is an era of knowledge economy dominated by information and science technology with the opportunities and challenges coexist. And the competition is also fierce increasingly. The competition of this era is the competition of talents essentially [1]. With the demands of social and economic development, personnel training becomes more and more strict. While the colleges play an important role in the cultivation of high-quality professionals. It’s the ultimate goal of the reform and innovation of each college to cultivate the high-quality professional talents that meet the needs of the society.

The cultivation mode of the personals in college is different from that of the primary and secondary school. The focus point is that how to cultivate the students’ autonomous learning ability and creative thinking ability. That’s to say, we should guide and educate the students’ those abilities to accept and assimilate new knowledge comprehensively and innovatively through the classroom teaching. While there are still exist some problems in the current college classroom teaching, and the reform and innovation of the classroom teaching is an imperative task that worth to further explore and practice. So the research on how to guide students to learn new knowledge and cultivate their independent learning ability of creative thinking in the classroom teaching is the key topic for all colleges to carry out the related research on education reform and innovation. The research based on this subject will have important practical guiding significance for cultivating modern professional talents with practical experience and social needs.

The Problems Existing in the Current College Classroom Teaching

The classroom teaching in colleges is one of the main ways to guide and cultivate students to learn. In fact, there are a lot of problems in the process of the classroom teaching, which makes the students’ acceptance and transformation of professional knowledge lower. On the one hand, students can’t complete to learn the relevant courses according to the requirements. On the other hand, the students’ ability of knowledge conversion is low and they can’t apply their knowledge to practice, which has a
relatively large to the goal of the talent training and is not conducive to the output of talents. The specific problems can be summarized as follows.

(1) **The hysteresis of teaching mode**

There are some problems in the existing teaching mode. Firstly, the classroom teaching mode of “what I say goes” still exists. It doesn’t reflect the students’ dominant learning status and there are lack of interaction between teachers and students, which makes students lose their interest and initiative in the classroom. Secondly, the teacher may focus on the teaching of theoretical knowledge in classroom and often neglect the cultivation of practical ability for students to transform and apply their knowledge under the class. Finally, the assessment method of the students’ learning effect has limitations. The process of learning has not been payed attention to, so that the students can’t understand the knowledge deeply and also can’t learn how to get new knowledge in the process.

(2) **The lack of understanding of students’ cognitive structure**

There are some differences between the students’ knowledge structure. In the classroom teaching, the teachers don’t know it in time, instead of taking the same class teaching, which results in the greater differences between students and it’s also not conducive to the development of further teaching.

(3) **The lack of teachers’ classroom organization ability**

On the one hand, the teachers’ ability to control and organize the classroom is not enough. They are unable to grasp the interactive classroom rhythm, thus make the classroom in a chaos. On the other hand, the teacher’s own knowledge structure is insufficient to explain the partial professional knowledge in detail. Especially for some professional knowledge of strong logicality and theorization. It’s difficult for students to accept and understand the classroom knowledge, and the ability to use and practice knowledge is weaker.

(4) **The timeliness of classroom teaching feedback**

Due to the lack of awareness or the teachers can’t impart knowledge clearly in the students’ classroom learning process, their learning effect has been a deviation and it is failed to get feedback in time. At the same time, the corresponding teaching adjustment can’t be made according to the feedback problems because of the lack of teachers’ ability of classroom organization and design.

**The Relevant Reform Measures of College Classroom Teaching**

The guarantee of the classroom teaching effect is the basis for cultivating talents. It’s also the responsibility for students and the bounden duty for college teachers. Therefore, each college teacher should think and practice the effective measures of guiding and helping students to improve their abilities of self-learning, as well as analyzing and solving the application problems. In view of the existing problems mentioned above, the corresponding effective measures that have been practiced are given as follows.

(1) **Optimizing the existing teaching mode**

In the teaching mode, the effective measures is to strengthen the classroom communication and interaction between the teachers and students and reflect the students’ dominant learning status. The focus should be pay attention to is the students’ “learning”, while the teachers’ “teaching” should be as a supplement. At the same time, the modern multimedia teaching technology should be make full use of. The methods of blackboard, multimedia, as well as micro video should be cooperated adopted to help the student in the round.

In the teaching content, the theoretical knowledge and practice should be combined. The case teaching and project teaching are adopted. Through increasing and enriching the case base that related the curriculum professional knowledge to improve the level of acceptance and transformation classroom knowledge, and to strengthen the training of the abilities of students’ understanding, mastering and use knowledge.

In the teaching practice, the task driven teaching methods is suggested to be adopted. The curriculum design and practice with the method of team design or competition should be added to
encourage the students to participate for simulating the process of the project’s design, implementation and exhibition. Through the public presenting and group competition, the students’ enthusiasm of participation practice will be inspired.

In the teaching evaluation, the process of learning should be focus on, but not the final result. Through the classwork and stage of testing to urge the students review and master each stage of knowledge.

(2) Knowing the students’ cognitive structure
Because of the difference of the innate structure and the acquired educational mode, the cognitive structure of each student is different [3]. So the effective reform measures should be adopted as follows. On the one hand, the teachers should investigate and understand it before the curriculums begin timely and teach the students in accordance with their aptitude. Especially in the experimental class, the task is assigned according to the degree of difficulty to meet the different needs of the students. Then the teaching design can be carried out on the basis of the existing cognition of the students, which can effectively avoid the adverse influence because of the difficulty and large span of knowledge. On the other hand, the learning groups are established in the light of the actual situation. Making full use of the students’ resources to strengthen mutual learning between them.

(3) Improving the teachers’ ability of classroom organization
The passive communication teaching mode should be replaced with the interactive one in the classroom teaching organization. By taking a certain amount of time, it is suggested to listen to the ideas and solutions of the students in view of the specific professional problems. It can give the pressure of classroom lectures to a certain extent, thus improving the students’ enthusiasm for learning. Meanwhile, the way of more than one teacher to complete the professional teaching task of a same curriculum with the form of a course group will be proposed and adopted. The mean of professional module teaching will break the traditional single teaching mode and give full play to the professional expertise of the teachers for imparting the knowledge to students in more detail.

(4) Investigating and feeding back the classroom teaching timely
The classroom teaching effect evaluation needs to be paid attention to. Through a variety of ways, such as QQ, Email, questionnaire and teaching feedback evaluation and so on, the effect of students’ learning and the problems during the classroom teaching will be found and fed back. Thus the teaching content and teaching schedule can be adjusted according to the effective feedback.

Conclusion
The reform of college classroom teaching is mainly studied in this paper. The problems existing in the current college classroom teaching process are analyzed and summarized, then the corresponding reform measures that related to the authors’ own subjective ideas and effective practical measures are given. At present, the part of the teaching reform measures mentioned above have been applied and practice into the author’s teaching process and achieved good teaching effect. The guarantee of classroom teaching effect is an important way for students to learn and practice new knowledge and develop their ability of autonomous learning. It’s also the base to cultivate modern talents. It’s hoped that the related problems and practical reform measurements mentioned in this paper can provide valuable reference for the related personnel.

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References

