A Preliminary Discussion on New Classroom Teaching Model Guided by Using Modern Educational Idea

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Abstract. In recent years, with the gradual deepening of teaching reform, the teaching model in class is changing. A serious of problems of simplification and modeling in teaching method become obvious. How to organically connect the teaching theory and the teaching practice together becomes a current developing direction. This paper makes a preliminary discussion on the application of means and methods of modern educational technology to construct the new teaching model.

An Analysis of Problems and Roots Existing in the Changing Process of Classroom Teaching Model

The educational idea is a theoretical basis for building classroom teaching model, and is usually presented in or completely hidden behind the teaching model in a simplified and abstract way. Therefore, teachers always make a wrong understanding of or neglect it. Contemporary teachers gradually change the traditional teaching model in their instruction. But the teaching models based on different educational idea are not completely the same. For some teachers, who are influenced by the specific teaching model which is promoted and control the classroom progress in their fixed way, their knowledge structure and teaching capability are not continuously improved by constantly hard work after becoming a teacher, which is not good for them to play their personal teaching style. For some experienced teachers who think that the form of teaching model reform is more important than its nature, they are still accustomed to give priority to the knowledge instruction in class, which highlights the subject role of the teacher; especially to the courses which are important to the exam, teachers always focus on the knowledge instruction in class and seldom let students acquire knowledge through their own practice. This kind of teaching model is not good for students to cultivate their creative ability and innovative thinking. Thus it can be seen that it is easier to neglect the problem of teaching idea in the summary-based teaching model creation. The reasons which cause the problems are: first, the new teaching idea is not rooted in teachers’ mind and thus can’t be put into practice with high proficiency. There still exists certain deviation from the new educational idea. For our traditional teaching model, it lacks of the change and innovation conforming to the requirements of the time; for the teaching models introduced from foreign countries, it lacks of the localized transformation and application. The construction of the teaching model also needs to critically inherit the existing teaching model historically and to absorb their rational factors. Under the condition of reform and opening up, the construction of the teaching model should also focus on using foreign teaching theory and models for reference, and combine the reference and the creation together. The teaching model is formed by the guidance of certain teaching thoughts, therefore, only constantly update the educational thoughts and concepts, can teachers consciously select the effective teaching model, work hard in the reform and innovation of the teaching content and methods, and obtain good teaching effect. Secondly, it is related to the quality of teachers. Teachers are the organizer of teaching activities, and also the most important variable influencing the teaching effect. Not only creating the classroom situation, but also organizing students to independently, cooperatively and exploratively learn, or being a guider in class, all require teachers to have the knowledge of education and psychology, solid professional knowledge accomplishment, healthy and perfect personality, upward mobility for constant learning, as well as a heart to love...
students. However, for some teachers, it needs time and practice to accumulate and experience so as to have all of the professional accomplishment.

In the reform practice of classroom teaching methods, teachers select and apply onefold teaching method, which results from their dependence on the traditional teaching models and being not good at the new teaching methods. Because they know the traditional ones well and can manage them with ease, and there are also immortal and classic things in the traditional ones. Teachers sometime select and apply a new teaching method but still in an old way, with imitating, reference and mechanically applying commonly existing. They do not take the demand and differences of students into consideration, do neglect the individuality of students, and can’t teach students in accordance with their aptitudes. There is a certain gap between teachers’ teaching methods and the requirements of the new curriculum. Some teachers over-pursue the change of teaching and learning forms. Sometimes, they combine some kinds of teaching methods together and give classroom back to the students, with an original intention of improving student’s independent learning ability. However, in such a process, some students are in a position of being subordinate or neglected, some even become an outsider of the discussion. It seems warm in the atmosphere of discussing, but the independence, exploring spirit and cooperative spirit of students are not fully played; the key points of the problem do not highlight during the whole class; the students do not master the due knowledge, their interest is not motivated; the learning method is formalized; it lacks of the interacting subjectivity between teachers and students. This kind of independent learning effect is relatively low. The reason which causes the problems is that the goal and teaching objective of acceptance-based and inquiry-based instruction are confounded. Our teaching objective is a set of perfect theory, but in its actual operation level, the teaching objective is equal to the exam result to a large extent. In order to let students get good results, teachers have to adopt independent learning, inquiry learning and cooperative learning, but just in form. Therefore, the teaching method in class looks like a blind show and imitation, while the teaching model of teaching and learning in real sense is not paid enough attention. It can be seen that the structure formed by link and program in the teaching model plays a crucial role to the whole teaching model. When comprehensively applying some kinds of teaching methods, teachers must take the course type, discipline nature, knowledge structure feature as well as teachers’ ability and students’ acceptance level into consideration, which is related to the feasibility and effectiveness.

In the reform of classroom teaching model, teachers only take the modern teaching media, such as computer etc., as the auxiliary tool for applying the teaching model. In the process of applying the information technology education, teachers are in a passive position all the time and are lack of the activity and positivity to the information technology. For example, in the stage of instruction preparation, in order to save effort, some teachers use the internet to directly download the courseware and teaching plan, but apply them to teach without analyzing and studying the teaching content, and mastering students’ degree. They do not review and build the teaching model in a multilevel and multiangle way under the multidimensional situation of information network, from a view of integrating the modern information, course and instruction. Although most audiovisual education teachers are proficient in the technology of using and operating the equipments, it is difficult or even impossible for them to guide disciplinary teachers to apply the modern educational technology to design the classroom instruction, because they do not know much about the theory and practice of education and instruction. Most disciplinary teachers are familiar with their own discipline, but are not proficient in the technology of using and operating the equipments, and do not know much about the theory and practice of education and instruction, so it is hard or even impossible for them to complete the teaching design for the audiovisual education classroom by themselves. In the reform of classroom teaching model, they do not actively seek the cooperation with the experts on the information technology and the course theory, and also do not focus on and develop the problem of teaching model with them. This undoubtedly limits the pace of the teaching model study moving on the scientification, modernization and normalization. When the educational technology gains popularity to a certain extent, we still attach importance to its application and do not make it match the design, development, management and assessment, which will make the
educational technology into a misunderstanding. This is not good to the deepening and development of the study.

Reform Measures for Classroom Teaching Model

In the reform of classroom teaching model, the first thing is to determine the educational idea of reform. The educational idea refers to the rational knowledge and ideological pursuit of people on the educational phenomena, as well as the formed educational thoughts and concepts, and education philosophy views. It is the educational value orientation and pursuit formed in the educational practice, thinking activities, and cultural accumulation and communication by the subject of education, and is a relatively stable, continuous, and specific conceptual system of educational recognition and ideal \[1-6\]. The educational concept plays a guiding and commanding role in teaching, is the theoretical basis for building the classroom teaching model. If the educational concept do not change, the reform of teaching and teaching methods is impossible. Therefore, the following conceptual changes should be made in accordance with the foregoing theories. First, build the guiding ideology of double subjects, set up the teaching concept of interaction between teachers and students, and establish the democratic, equal and cooperative relationship between teachers and students. In teaching practice activities, the teacher and the student are both the subjects. In the reform of teaching model, the subject function of teachers in the traditional classroom teaching model should be inherited, the idea of taking students as the subject in modern educational theory should also be followed. The view of teacher’s authority should be changed, and the subject role of students should be emphasized. Teachers should take students as the learning subject in continuous development, and take them as the center around which to formulate teaching goals, select teaching content, design teaching process and select teaching methods, and make them become the master of learning, so as to stimulate their desire to knowledge, make them positively learn and actively construct their own knowledge. This makes the teaching process become a process of interacting between teachers and students, understanding knowledge and improving ability together. Second, set up the teaching concept of unifying moral cognition, emotion and volition, transforming the overemphasis on knowledge instruction into focusing on the development of students. The reform of classroom teaching model should cultivate the comprehensive quality of students. In addition to the instruction of textbook knowledge, teachers should guide the spiritual development of students by using their own cultural cultivation and kindness tendency complex. Teachers should use their rich life experience and teaching experience to teach students the essential philosophy of life and to cultivate their healthy personality, put knowledge instruction, ability cultivation and quality improvement together so as to adapt to the needs of today’s society. Third, set up the teaching concept of unifying result and process, transforming the pure emphasis on learning result into the emphasis on both learning process and result. Through inquiry-based and experiment-based instruction, teachers should let students feel the forming process of knowledge, and experience the deep meaning of principle and formula as well as their deducing process, so as to encourage students to think independently and work together to solve problems and to cultivate their deductive and inductive capability.

The presenting mode of teaching model mainly reflects on the teaching links and program, and the design of classroom teaching links is the direct work for designing the teaching model. Every class of a teacher is all designed and taught in accordance with a certain teaching model. Under the background of the new curriculum, to change the teaching model, the first thing is to form the basic link of classroom instruction. To realize the link, it is necessary to determine the fundamental goals of classroom instruction to be realized, as well as many of the specific goals and their corresponding activities. In the specific practice of classroom instruction, teachers should strive to complete the following points: first, teachers should have the capability of dealing with actual problems to be solved through their mastered basic knowledge and teaching organizational ability, and of building the multilayer and composite knowledge structure. On the basis of a wide range of general knowledge and profound professional skills which teachers should have, they should actively learn the new teaching idea, update the new knowledge structure, and properly select and
uniquely organize the teaching content. Second, teachers should break the traditional teaching models, make an attempt on the new teaching means, flexibly select creative teaching methods, actively devote themselves into the process of developing and implementing courses, and design unique and novel classroom instruction, so as to gradually build the professional authority of the teacher. Third, in the process of classroom instruction, teachers should constantly deal with the content generated by the situation, provide explanation for student’s question, and gradually cultivate the innovative spirit of them in the process of interacting with students. Fourth, teachers should consciously develop the reflective teaching activities. They should positively make self evaluation and summary to their own teaching behavior. The summary and reflection after class can be the preparation and guidance of the next teaching link. Under the background of the new curriculum, reflective activities play an active role in promoting and improving the reform of teacher’s teaching means. It can help teachers make a summary of gains and losses in the teaching process timely so as to promote their personal growth.

In the age of global informatization, students can get knowledge in more and more ways, therefore, “imparting” and “infusing” knowledge are not popular with students any more. Strengthening the integrating study of the teaching model and modern information technology and promoting the scientific construction of teaching model are the inevitable requirements for studying the modern teaching model by the knowledge and economic age and informatization society, as well as for facilitating the scientific construction of teaching model. The introduction of various kinds of modern media overturns the traditional teaching form of “from mouth to ear”. The vividness and richness of the teaching information presented and transmitted by the modern media make the classroom instruction change unprecedentedly. The integrating study of the teaching model and modern information technology can be developed from the following three aspects: first, it is the integration of information technology and teaching model, i.e., the information technology how to reform and innovate the teaching model. This is a problem of teaching model focused by the education technology experts on the basis of the development and application of the information technology. Second, it is the integration of teaching model and information technology, and is to guide disciplinary teachers to apply modern educational technology to design classroom instruction. That is, how to develop and utilize the information technology in the study of teaching model to make full use of the modern information technology and resource, and scientifically arrange every link in the teaching process, so as to make the knowledge information present in a diversified way, which is in favor of arousing students’ interest. This is a problem focused by the researchers of teaching theory based on the position of the reform and development of teaching model. Third, it is to realize the bidirectional integration of information technology and teaching model, i.e., how to realize the integration of information technology and teaching model in their bidirectional interaction. This is also the integration in a higher level.

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