

Simple Comment on the Three Aspects Urgent to Be Strengthened in Current Teaching Method Reform of China

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Abstract

The reform of teaching method aims to change and remold the proportional relationships, morphological structures, and activity patterns of various inappropriate factors that appeared in the teaching process, then achieve the teaching goal, complete the teaching task with high quality. Obviously, the reform conception of those relationships, structures and patterns has been accepted by most teachers; in addition, it guides and leads the thoughts of teaching method reform in Chinese schools. This text focuses on analyzing some reform conceptions used recently, and three aspects that are urgent to be strengthened in the contemporary teaching method reform of China.

Key words: Teaching method; Reform; Three aspects

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INTRODUCTION

Nowadays, a wide and deep change has happened in all kinds of schools in China, and the teaching method reform is one of the most import processes. It is generally known that the teaching method is an umbrella term for a serious of teaching patterns that are applied when the teachers and the students are achieving the teaching goals, completing the teaching tasks together in the teaching process. Teaching method makes effectiveness when applied to teaching activity, and it can form a relationship

of mutual promotion. The contemporary teaching method reform in Chinese schools strive to change and remold those resistance factors and lagged relationships that exist in the teaching process and the interaction of teaching and learning, and the reforms are based on the principles of people oriented and students' all-round development. The tracks of teaching method reforms that have been undertaken indicate the orientation of Chinese schools' teaching method reform in the future. Simultaneously, there are three aspects should be valued and strengthened to keep the development sustainable and make the level of the reform higher.

1. PAY CLOSE ATTENTION TO EFFICIENCY OF STUDENTS' SUBJECTIVE LEARNING

The end of last century, after a widely discussions and debates on the educational theories in China, such as, "the theory of teachers as the single subject", "the theory of students as the single subject", "double subjective theory", "composite subject theory", "no subject theory", "tiresome theory", "dominant-principal theory" and so on. Then, the "dominant-principal theory" was accepted by most people. In the contemporary teaching method reform, most reformers base on the "dominant-principal theory" (the teachers guide the students who are defined as subject), and the highlighting of student's subjective role in the teaching process becomes one of the aims teaching method reforms. What's more, take "dominant-principal theory" as a guiding thought, pay attention to student's subjective role, self-learning, practice in the teaching process, and give full play to the teacher's leading role, the student's subjective role, the textbook's demonstration effect role, the interaction of students and so on are not the bone of contention. To give full play to the teacher's leading role in the teaching process, guarantee the implementation of

the student's subjective role, various kinds of teaching method reforms specially express this theme through their guiding thoughts and concrete applications in the teaching process. In order to highlighting the students' learning is the subject of teaching, some teaching methods request the teachers change the past teaching pattern (just standing on the platform till the end of the class), they should walk among the students to guide their study, and orient based on the students' learning. Most teachers adopt some activities to emphasize and embody the subjective role of learning, such as, "self-learning before teaching"; "practice before teaching"; classroom discussion; students making the curriculum constructions by turns, correcting papers by themselves, participating in making the teaching aim, organizing the content of courses and so on. However, when emphasizing the subjective role of learning, we should not only pay attention to improve the method, but also improve the efficiency that the students play the role of subjects and find a way to examine it. If making subjective learning just means "self-learning before teaching" or "practice before teaching", it may develop some stereotyped behaviors in the process of reform. What's worse, this development trend is far away from the target of making learning as the subject, that is to say, the principles of people oriented and students' all-round development. As the subject of learning, except the students' autonomy and activity, they should also need to be creative. If we just obey the conception of "self-learning before teaching" literally, for example, make the students as the subject of study and cognition. Meanwhile, the method of "self-learning before teaching" is not just reverse the process of teacher's teaching before student's learning. So, we can't break the key point of make learning as the subject, which is to say, the students' initiative and creative ability. Then there must exist restriction and obstacle to the efficiency of make learning as the subject, and it may become a model of teaching with the characteristics of unicity, stiffness, and formality.

So, we need a deep consideration and hard working in contemporary teaching method reform to guarantee the sustainable development of students' subjective role, to examine and construct the efficiency of subject. Obviously, the standard of subjective efficiency examination comes from the students, such as, the extent of positive performance and active participation of the students, and the active guidance of the teachers.

2. ELABORATE FEASIBLE WAYS OF STUDENTS' CULTIVATION

With the development of human civilization, a large number of knowledge springs up in our society, and the burden between generations grow harder and harder. A serious of teaching method reforms on contemporary focus on the students' habit and ability cultivation, such

as, taking action, using brain, using mouth, thinking independently, self-learning, exploration competence, pioneering spirit and so on, object to imparting knowledge into the students then making some tests based on it, promote and encourage the students do independence investigation, and guide them to find the general principles behind the special cases. Finally, the students acquire the ability of self-learning, exploration and so on, which is the starting point and guidance of the students' learning method research, with the guiding thought that study is a motivating process based on student's positive thinking activity. We can easily find that the teaching methods advocated by those reforms encourage the students do self-learning, and pay close attention to the guidance research of learning method with a clear purpose. In the teaching, the research and guidance of learning method firstly concentrate on change student's passive learning state, arouse student's initiative, and improve their learning confidence; second, cultivate the students' self-learning ability, and improve their ability of think independently to analyze and solve problems; third, teach students some targeted effective learning methods and strategies, then they can understand and solidify knowledge, thereby they can summary and create some effective approaches to learning that right for themselves. Pay close attention to the research of learning method has been an important aspect in all kinds of schools' teaching method reforms. Nowadays, most schools' teaching method reforms mentioned that we can cultivate the students' abilities by guide their learning methods, furthermore, the abilities cover many aspects, such as, self-study ability, thinking ability, inquiry ability, expressive ability, creative ability and so on. However, by the specific teaching method, it is necessary to strengthen the relative, exercisable, and integrated approach concerning special ability cultivation. Some methods make the trainings as the principle line to improve the various abilities of students, but most of the trainings are single, and modeled, so, it's hard to imagine that the trainings can achieve the goals of student's various abilities cultivation form its scope and depth. The traditional teaching goals are arranged like the following order, first of all, knowledge; second, practical skills; third, attitude and ability. However, the new teaching goals reverse that order, first, attitude and ability; second, practical skill; third, knowledge. That is to say, among knowledge, skill, and ability, ability is highlighted on the first order. Otherwise, school's education time is limited for everyone, it's impossible for the students to adapt to this changing society with the knowledge's acquired at schools, therefore, the students' ability cultivations in teaching, such as, self-learning ability, metacognitive capability, research ability, expressive ability, thinking ability and so on, become the new demands that put forward by society. After established the students' role as the subject in teaching, affirmed the students have subject consciousness in study activities, and their cognitive

structures have the function of absorbing outside information and self adjusting, defining the guidance of learning method as the cultivation of students' various abilities is the objective requirement put forward by social development, and it is also the inevitable logic result of Chinese schools' teaching method reforms.

So, we suggested that the combination of the guidance of learning method and the effective cultivation of student's various abilities should become the important aspect in current teaching method reform, and we can make efforts from the following points: first, make a clearly definition on student's ability cultivation, then, we can elaborate the procedures of a specific ability cultivation, and emphasize its operability to ensure the achievement of the ability goal with the premise of the definition of specific ability cultivation goals. To some extent, by doing so, it can help us get rid of some existing randomness and blindness of ability cultivation, establish student's special ability cultivation goals effectively, then connect the cultivation method and path; second, make a systematic way of student's ability cultivation. Generally speaking, there are differences among different teaching methods in student's ability cultivation, such as, some procedures and methods, so, the explicit steps have direct action on ability cultivation. In terms of a specific ability, it should have some differences about level and standard, only in this way can the ability cultivation form a ladder to make it with clear procedure, elaborated plan, and phased approach; third, make detailed rules and regulations on the specific method of student's ability cultivation. There should have fundamentally cultivation and specialized cultivation in different ability cultivations in teaching method. One teaching method can barely cultivate various abilities, so, the specialization of ability cultivations decide the diversity of teaching method, and this is a significant aspect in current teaching method reform research.

3. PLAN THE PROPORTION OF STUDENT ACTIVITY IN SCIENTIFIC TEACHING

Teaching is a process with activities of teachers and students. Teaching and learning activities are under the unified and coordinated activities of teachers and students. For a long period, under the background of exam-oriented education, and knowledge education, too many students gathered in one class, the opportunity and total quality of student's activity in Chinese schools are less than that in other countries, and it is a common phenomenon that the students are absent from classes. First, the teachers prepare lessons without the consideration of students. Teacher's preparation is just about the teaching material, and they regard the teaching material as the key of lessons, and forget the students are important participants

of lessons. So, there may appears a phenomenon of excessive pursuit on the systematicness of the teaching materials, the teachers continually extend the class time to make a better explanation of teaching materials, and ignore the important aspect of a discipline is to teach the students a systematic, whole, global discipline thought. And the result must be the mix of the systemic pursuit of thought and teaching material. So, the teachers talk too much about knowledge, and established conclusion with the ignorance of the methods and reasoning process. The teachers just stand on the platform, and the students are at a passive attitude. Students' passive attitude is also reflected on their homework. The homeworks given by teachers are single types, and same as examples, so, there is little space to the students' independent thinking. Those phenomena are called "autocratic teaching", that is to say, the teachers require the students keep a passive attitude on their action and thought in teaching, and the relationship of teacher and student is obedience and dependence. This teaching model makes the students obey the teachers teaching, then they remember it, recite it, and do some tests with it, and they always do "super low flight" (60 points are enough), day after day, their interests and hobbies are killed, then the dependence and laziness permeate into the process of their learning. As time passes, the students loss the thought, consciousness, and enthusiasm of taking part in teaching activities, and their all aspects of development are limited. Current teaching method reforms try to change the situation of education for tests, and study by inculcation; those reforms offer the conditions and opportunities of classroom activities to the students as many as possible to increase the proportion of student's activity in teaching. Such as, cultivate the students' ability of self-learning, that is to say, teach the students make self-learning outlines in teaching, then the teachers supervise and examine the implementation to guide them get the requirement of self-learning, and the students can make a brief summary of their actions, by doing so, the students can really be the subject in teaching activity; focus on the students' activity, emphasize on develop the students' habit of active participation in teaching activity, change the traditional "teacher talk only" teaching method, improve the students' thought, classroom atmosphere, and relations between students and teachers; the teachers reduce their talking time to make more space to the students and so on, and its aim is to make student's autonomic activities get encouragement and guarantee. This reform model is popular in current teaching method reforms. In response to the disadvantage in Chinese education, various teaching method reforms take a big step on increase the proportion of student's activity in teaching. In the reform of teaching method, some schools set a rule that the teachers can only talk in 30 to 35 minutes in class, that is to say, the teaching time of one class is about three quarters or two thirds, and the other time is left to student's activity.

Teaching method is a model of activity that relates to the interaction between teaching and learning that adopted by the teachers and students to accomplish the teaching task. It is not only contains teaching activity, but also learning activity. In Chinese history, there is an extreme mistake, that is, to use one-sidedness to replace another-sidedness. In other words, in the period of “teaching-centered”, people denied and limited the students’ activity; then, in the period of “student-centered”, people debased and excluded the teaching activity. The teaching method reform arises a time scale problem of teacher’s teaching and student’s activity in the whole teaching process, relates to the target setting and scene design of teaching and learning activity in teaching process, it can’t simply equal to adjust the teaching time, reduce the teacher’s teaching, increase the students’ classroom activity.

The current teaching method reform tried to change the ignorance of students in exam-oriented education and traditional teaching, a balance should be concerned to grasp the proportion of teaching and learning activity in the whole teaching process scientifically, so that we will not make the extreme mistake, what’s more, we should pay more attention to the coordination of learning activity and teaching activity. It needs elaborate analysis and design of how to teach, why give so much space and time to student’s activity, how much time and space is appropriate for student’s acquisition of knowledge and ability training and so on, all above must study with the realities and meet the need of learning and capability development. It is a one-side method to just plus or minus the time and space of student’s activity, what’s worse, it

may become a harmful action. We must analyze specific issues on the basis of the need of learning and ability cultivation, at the same time, we need to do summary the reflection on the past regulation and increased part. Therefore, we can grasp and regulate the time scale of teaching and learning activity, and raise an appropriate activity arrangement for it. That is the very starting point and ending point of current teaching method reform, emphasizing the conception of people oriented and students’ all-round development.

CONCLUSION

The teaching method reform is a significant aspect in the promotion of school’s teaching level, it improves the efficiency of teaching and learning, and relates to the formation of study attitude, the student’s health of body and mind, the students’ future development under the guidance of teaching method. The strengthen of teaching method reform research can always help to improve the high standard and high demand of school’s teaching and learning, on the other hand, it can make a relationship of mutual promotion between teaching and learning.

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