The New Requirements Of Classroom Teaching For Teacher Under The New Situation In China

Jie Chen

School of Electronic Engineering, Xi'an Aeronautical University, No.259 Xi'an West Second Ring Road, Xi'an, 710077, China;

chenbinglin88888@163.com

abstract. In the new times, classroom leaning is not the only way yet to obtain knowledge, which raises some new requirements for classroom teaching of teacher. To rejuvenate the classroom instruction, the only way is to proactively face the challenge and catch up with the new development. In this article, three main styles of classroom teaching approaches applied usually today in China are reviewed and the upsides and downsides compared to the traditional classroom teaching method are pointed out firstly. Then, the pivotal elements of the classroom teaching reforms, including modern teaching-aid means, learner-centered teaching and the new measures for teaching evaluation, are discussed. Finally, the conclusion is drawn: in the new era, the new measure of classroom teaching-the improvement of the student learning effectiveness-requires the student to proactively take part in the classroom learning, which requires classroom teacher to create the student-centered classroom teaching atmosphere, advance personal quality and put into use the modern teaching-aid means to improve the level of the classroom teaching.

Keywords: Classroom teaching; Student-centered teaching; Modern teaching-aid means;Teaching reform.

1. Introduction

How to more effectively complete the task of classroom teaching is not only the issue contemplated by every teacher of institutions of higher education, but also the issue investigated by every educators all over the world[1-4]. Importance of the classroom teaching can't be denied since it is the most important bridge between the institution of education and the learner. The education development and the teaching approach reform all need to be finally directly manifested by classroom teaching.

In recent years, along with the development of mobile internet, information can be obtained more conveniently, and the teaching resources online, such as massive open online courses (MOOC), distance education and other open education resources online, have been becoming more and more abundant day by day. Lots of knowledge can be obtained online by student, which makes a huge hit for traditional classroom teaching. Head-down tribe, seeing cell phones in class are the usually heard complaints by teachers to the states of the students in classroom. However, no matter what teachers say, students persist in seeing cell phones in class, nowadays, which has becoming a prevailed phenomenon in classroom and repeated failure to prohibit.

Before the advent of smart phone, in the traditional sense, a good classroom accents that the teacher teaching is appealing, the content of the class is professional, interesting as well as informative, at the same time, the student attention is focusing, the acceptance of the lesson by student come up to a high degree, and the lesson can inspire student to aspire to seek and explore knowledge[1-4]. But in the smart phone era, classroom leaning is not the only way yet to obtain knowledge, which raises some new requirements for classroom teaching of teacher. To rejuvenate the classroom instruction, the only way is to proactively face the challenge and catch up with the new development. Under the new situation, classroom needs to pay more attention to the learning state of student, such as Shengtao YE saying: "the most important thing is to focus on not teacher teaching but student learning." In this respect, inverting classroom is a beneficial trial of the new development[5], in which the student is gradually becoming the principal part of learning. We can say, in the new era, classroom is transiting from good teaching of teacher to good learning of

student, which is beneficial for sharing and universal access to high-quality educational resources and has significant meaning for the balance development of education.

In the following parts, three new emerging main styles of classroom teaching in China are discussed firstly. Then the approaches to boost the education quality are investigated and the pivotal element of these approaches—improving the teacher quality is discussed.

2. Inverting Classroom

Let us take a look at the practice of the inverting classroom firstly: the traditional face to face class teaching has been replaced by video that is learned by students before classroom; during the period of classroom, the students spend more time to take part in the key learning activity-to solve the issues met in video learning process, in which the students learn proactively. Apparently, the traditional classroom teaching contents are learned by students through seeing video before classroom, and the traditional extracurricular assignments are done during classroom time in inverting classroom process, which can examine the learning effect and solve the puzzles of students. In inverting classroom scenario, student has autonomous learning surroundings. During classroom time, teacher is the mentor by the student's side who make guide for student self-learning, and outside classroom the teacher who make some learning suggestions for student self-learning is the helper to assist student to learn[5].

In summary, the advantages of the inverting classroom are reflected in following respects: it can boost the interaction between teacher and student and expand the means of personalized communication; it can provide the teaching content video recorded by teacher that can be preserved permanently, revised as well as looked back, which give a new learning way for some students who are without the capability to attend class; it makes the learning act of student a autonomous learning process,which show respect for individual differences of students.

The practice of the inverting classroom can overcome the challenge faced by traditional class teaching in smart cell phone era, and can boost the learning participation extent and initiative of students. But, it still faces some issues as follow.

(1) The teaching contents need to be made into video by teacher, which is a long way to run due to the existential huge teaching contents. At present, the MOOC is an example of the development.

(2) The student learning acts are divided to two steps-learning before classroom (LBC) and classroom learning (CL). The latter is based on the the former. Without effective LBCL, the learning effect of the classroom will be deceased.

(3) LBC increases some extra learning times taken by students. There are so many courses in higher education institute that too many out-of-class times are needed. Therefore, the curriculum of the university should be optimized.

(4) The teaching evaluation now must be ameliorated. As long as the students can pass the test, the credit should be counted. However, during the learning process, the students can watching the teaching video of either the teacher or other MOOC. These can make some teachers facing the vocational competition.

(5) The teachers need to further improve the capability comprehensively using information technology means and professional level to expand the profundity and span of the teaching.

(6) The informatized management of teaching and education should be uplifted accordingly.

3. Theme Education

Theme education is a type of teaching and learning process, in which the teaching contents centered around a topic are exhibited and discussed using various teaching aids, video, prototype model and so on. The theme education has being applied in many social sectors, such as the specimen showing in museum, the famous historic and cultural sites in scenic spots, and so on. In recent years, with the help of the development of the information technology and augmented reality

(AR) and virtual reality (VR) technology, the theme education sharply improves the vividness of the teaching contents, which makes learners have the sense that they have being participated in the real scene and process, and produces strong attraction to the students. These effects can not be attained by traditional education means.

In essence, the theme education breaks the narrative mode and the plot arrangement of the traditional education, and concentrates the book knowledge, experience, and practice teaching contents around a topic, and uses vivid approach to teach knowledge. At present, the well known form of the theme education is micro-class.

The theme education is better when compared to the traditional education means, butit still faces some issues as follow.

(1) The teacher need to improve the capability of using modern information technology.

(2) The teacher need to much deeper understand the courses.

(3) The teaching contents need to show with the theme education pattern, which is a substantial project and needs take much times to accomplish.

(4) The traditional teaching arrangement need to be revised to arrange the theory, experience and practice contents around a topic.

(5) The traditional textbooks need to be adapted to the form of the theme education.

4. Finishing Teaching through Modern Technology (FTTMT)

Finishing teaching through modern technology is another type of teaching. This type of teaching is based on the traditional teaching approach and make some advancements by comprehensively using various modern teaching-aids such as Powerpoint (PPT), video and remote teaching application (RTAPP) software to implement the traditional teaching contents. It does not require the teacher to create the vivid class atmosphere, and is only an advancement of the traditional teaching approach. There are many practice at present in China, such as PPT courseware, assignment online, booking experience online, the real time interaction between the teacher and student, the real time teaching evaluation feedback, and so on.

Apparently， this teaching approach makes some moderate improvement on the traditional teaching method and gradually upgrades the traditional education, in which the traditional textbook and course arrangement need not be changed significantly and can be inherited better. However, some challenges as follow faced by traditional education are still required to overcome.

The students learn passively yet during classroom teaching time, which can not fully solve the issue of the student seeing the cell phone.

Students who have questions in learning process before classroom maybe are not interested in other class contents and focus less attention on class teaching contents.

Out classroom students maybe take a lot of time to see the contents not related to the course, which maybe results in preview before class, review after class and assignments of the course being deserted.

5. Boost the Education Quality by Improving Teacher Level

Three types of teaching mentioned above each has its individual advantages and also faces some issues. However, they still have some common grounds, such as teacher and student being the principal part taking part in the classroom, all requiring teacher to improve self-quality and apply modern technology means to implement teaching activity, and the students proactively to learn and take part in class. It can be seen that in all types of education, the teacher is the initiator and the dominant part of the teaching activity. The teacher has critical effect on teaching effectiveness. Hence, no matter how to reform the teaching activity, the most important point is to improve the teacher quality, which has the same implication as the saying: To forge iron, one must be strong.

As the old saying goes: one minute on stage takes ten years of practice, the basic skill of the teacher, degree of mastery for the course, the law of teaching, and modern teaching means, as well as the width of the teacher's knowledge, the understanding extent for the student's situation, the arrangement rationality of the teaching contents, an so on all have important effect on the teaching effectiveness.

First, elaborately preparing lessons that is a primary mission for the teacher is the start of a good teaching. Preparing lessons should have a clear teaching aim. Then teacher should well arrange the teaching contents, order and well organize teaching act to attain to the aim. When teacher prepares lessons, student individual differences, their personal acceptability and the expected teaching effectiveness should be concerned.

Second, teacher quality is the crucial factor of a good classroom. Classroom teaching has being changed from traditional teacher-centered activity to modern student-centered activity, which requires teacher has the better quality to rein classroom activity: teacher should be with the capability to organize, manage, and supervise classroom teaching and learning conduct; the teaching should be paced to the real field situation; the teaching contents and arrangement are suitable; and teacher can quickly adjust to changing field conditions. Moreover, teacher should appropriately adjust the teaching pace to attract the attention of students, and create a good learning atmosphere. For teacher, profound professional knowledge and good expression capability both are necessary. The great educator Suhomlinski said: "The language teacher training to a large extent determine our students to the mental efficiency. " Teaching fulling with passion can resonate with and be responded positively by students, and the dreary teaching state can result in the sleepy learning state of learner.

Third, teacher should master the modern teaching means. Development of artificial intelligence (AI), information and internet technology supply significant support for teaching activity, and also raise higher requirement for teaching. Teacher need not only to learn to make vivid and interesting courseware, but also be good at using online sharing education resources to fulfill classroom. In a good classroom, multimedia and information technology are necessary. Teacher must advance with the times-to proactively master and apply modern information technology to cultivate students who meet with the requirement of the new times.

Forth, setting up the properly learning situation feedback mechanism. No matter what teaching means the teacher applies to implement teaching activity, the goal is to make student learn well. In new times, the criterion of the education evaluation is sharply changed to whether students can understand and learn well or not, which is one feature of the new education. In traditional education process, collecting the feedback information from students to the teaching takes a lot of time and labor, and is with the shortcomings there are so many intermediate steps that the feedback is gotten too late and the feedback result is usual partial and lack of accuracy. In recent years, along with the development of smart cell phone and mobile internet popularizing, many application software can provide the real time feedback and teaching evaluation, which overcome the problem of feedback process in traditional education and create a well teacher-student, teaching-learning interacting situation. This is beneficial not only for teacher to improve teaching job continually but also for student to take part in learning activity according to self individual situation. At present, the Rain class is a pioneer in this respect and has being made some beneficial exploration.

Fifth, in limit classroom time, teaching being finished effectively is necessary since it is the only way to demonstrate the advantage of the modern education. Setting up comprehensive, effective, objective classroom teaching efficiency view is the precondition of teaching reform. The efficiency view should include: if the classroom is meaningful for students who take part in the class? How many students can participate the class and get knowledge and information from the class? To what extent can each student take part in the class and how much knowledge can be acquired from the class? Answers to these questions are the primary criterion to evaluate teaching efficiency. A low efficiency class is not a good class. A high efficiency class must be committed according to the field condition, the real student situation and must be learner-oriented. It is an important subject for

teacher to consider and investigate how to arrange the teaching process to maximize the meaning for every student with individual differences and different backgrounds.

In addition, it is necessary for teacher to proactively participate research activity and improve research level. During class teaching activity teacher should blend his research findings, insight and forefront theory into the lecture to cultivate the scientific literacy of student. Through these conduct, teacher can boost student to catch up with the development of modern science and technology, and realize better development.

6. Conclusion

In new times, the teaching evaluation criterion-whether student learning well or not-raises higher requirement for class teaching. The new teaching approach is student-oriented and more accent that the student should proactively take part in the class and learning. The new situation requires teacher to improve self quality actively, properly use modern teaching aids, respect student individual differences to mentor the student and boost the class teaching level.

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