

Exploration of Main Classroom Teaching Modes at Home and Abroad

Zhipeng Zhao

The High School Affiliated to Shaanxi Normal University, Xi'an 710061, Shaanxi, China

Abstract: Research on classroom teaching modes has always been a hot topic. People continue to discuss and summarize in teaching practice in order to seek an optimal teaching mode. This paper discusses the classroom teaching modes at home and abroad. In order to explore the main classroom teaching modes at home and abroad, the author consulted a large number of books and periodicals. Through Zhong Haiqing's "The Selection and Application of Teaching Models" and Joyce's "Teaching Models", it can be concluded that the classroom teaching modes can be divided into the following types: information processing mode, social teaching mode, personal teaching mode and behaviorist systematic teaching mode. After reviewing the classroom teaching mode, the author find that different teaching modes have their own advantages and disadvantages, as well as suitable scope and groups. A good classroom teaching will not only use one of the above teaching models in isolation. It should be the comprehensive use of certain teaching modes after organic integration.

Keywords: Classroom teaching modes; Social mode

1. Introduction

In order to explore the main classroom teaching modes at home and abroad, the author consulted a large number of books and periodicals. Through Zhong Haiqing's "The Selection and Application of Teaching Models" and Joyce's "Teaching Models", it can be concluded that the classroom teaching modes can be divided into the following types: information processing mode, social teaching mode, personal teaching mode and behaviorist systematic teaching mode. Among them, the information processing teaching mode includes the inductive thinking education model, the concept acquisition teaching model, the picture-word inductive teaching model, the Inquiry training teaching mode, the divergent thinking training model, the advanced organizer teaching model and the memory teaching model. The social teaching mode includes the group survey model, the role-playing model and the jurisprudence inquiry model. The behaviorist systematic teaching mode includes the mastery learning model, the program teaching model, the direct instruction teaching model and the simulation training model. The above modes will be explained in detail below.

1.1 Information Processing Teaching Mode

1.1.1 Inductive thinking education model

This mode is mainly to guide students to distinguish and classify the original materials. Then students generate concepts through rational reasoning, generalization, and induction, so that thinking skills can be developed. The model is based on related perspectives from psychology and logic. Inductive thinking education model is based on the activities of the students. This model can be used in cooperative classroom teaching. It can also be applied to the courses that require analysis of large amounts of source material ^[1].

1.1.2 Concept acquisition teaching model

Based on Bruner's cognitive psychology and learning theory, the model helps students learn to form concepts, understand concepts better, and master concepts. Teachers provide students with controversial material in the classroom, encourage students to discuss, help students find a balance among various assumptions, and guide students to evaluate their own thinking and discussions. This model can stimulate the enthusiasm of students to explore actively, make students have internal learning motivation, and promote students to organize and systematize old knowledge. However, implementing this model requires teachers to have extensive knowledge and experience. Students are required to have certain analytical thinking skills. This model is not suitable for young teachers and students in lower grades ^[2].

1.1.3 Picture-word inductive teaching model

This model mainly uses children's ability to understand pictures and texts to learn to generalize according to relevant images and texts. However, structural analysis and speech analysis are based on generalizations. This model is very effective for lower grade students [3].

1.1.4 Inquiry training teaching mode

For some laws, theorems, conclusions and exploratory questions, teachers do not tell the results to students directly, but let students experience the scientific inquiry process. Teachers guide students to collect and organize data, making logical inferences about causality, then establish and verify theories. Questions of any kind can be used for inquiry training. This model can cultivate students' ability to analyze and solve problems. It can also develop students' creative thinking.

The inquiry model is divided into five stages: creating the problem situation, collecting data, identifying the research question, experimenting, organizing and forming the interpretation and analysis process of inquiry. Creating problem situations is the key to the success of this model. Teachers should deal with the teaching materials appropriately, ask clear and specific questions that can be explored, and stimulate students' curiosity to make students have interest in exploring. In the process, teachers do not evaluate students' opinions simply, but encourage exchanges between students and create a free thinking space [4].

1.1.5 Divergent thinking training model

The divergent thinking training model mainly uses the method of analogy to cultivate students' innovative ability. This model helps to form an equal partnership between students and facilitates the joint participation of teachers and students. It plays an important role in students' creative writing, exploring social problems, solving problems, creating products or designs, broadening students' thinking [5].

1.1.6 Advanced Organizer Teaching Model

The "Advanced Organizer Teaching Model" is designed by American educational theorist and educational psychologist Ausubel to help teachers transmit teaching information meaningfully and efficiently in the classroom. It can consolidate students' cognitive structure and strengthen the retention of new knowledge. teaching mode. The theoretical basis of the "Advanced Organizer Teaching Model" comes from the theory of meaningful learning, which holds that meaningful learning must be based on the original cognitive structure of learners. The advanced organizer teaching model is very suitable for the teaching of interrelated knowledge, which improves the teaching effect of teachers and the ability of students to learn. It injects new theoretical vitality into the traditional teaching, which is more in line with the current practice of classroom teaching in Chinese schools [6].

1.1.7 Memory teaching model

Memory teaching model can improve students' ability to store and retrieve information. It applies to all subject areas that require memorization. It can enhance our imagination and creativity.

2. Social teaching mode

2.1 Group survey model

On the basis of Dewey's thought, during group investigation, students are organized into democratic problem-solving groups to solve those academic problems, so as to learn democratic procedures and scientific inquiry methods. This teaching method is called group teaching model.

Inquiry comes from questions, and knowledge comes from inquiry. This teaching model begins by confronting a problem with interest. If students respond to the question, teachers can focus their attention on differences in student responses. When students are interested in the differences of their responses, the teacher guides them to explain the problem and define the problem category. Students then organize, take action, and report results based on the roles needed to analyze and solve the problem. This structure repeats itself, either by confronting a new problem, or by generating another problem to be solved from the investigation process.

The mechanisms within this group inquiry teaching model are democratic. Faculty act as facilitators and academic advisors. Teachers and students are equal except for the difference in their roles in activities. Students react to problem situations and test themselves. They decide for themselves what information is needed to solve the problem and then collect it. They make their own hypotheses and test them with relevant knowledge. They evaluate their own results to determine whether to continue the inquiry or start a new round of inquiry. Creating an atmosphere conducive to group cooperation is very important. In this atmosphere, students acquire the negotiation and conflict resolution skills required for democratic problem solving. Teachers should guide students to master the methods of collecting and analyzing data, then help them formulate testable hypotheses and identify factors that can reasonably test hypotheses. Since different groups require different structures, cohesion also varies widely. The disadvantage is that this kind of cooperative inquiry is very demanding on schools and teachers. Schools must have first-class libraries so that students can obtain external resources and information through various media [7].

2.2 Role-playing model

The role-playing model is based on the personality and sociality of education to solve problems through action. In other words, it puts both the actor and the observer in a real problem situation, allowing the learner to understand the storyline quickly and eager to find a solution to the problem. Through role-playing, students can learn real, typical emotional reactions and behaviors ^[8]. Through role-playing, students can improve their ability to recognize their own and others' emotions. Through the handling of difficult situations in role-playing, they can acquire new behaviors and improve their problem-solving skills.

2.3 Jurisprudence inquiry model

This model was first proposed by Harvard professors D. Oliver and J.P. Shaver. It takes the process of the generation, decision-making and implementation of social problems as the material of teaching activities. It guides students to learn advanced knowledge and explore universal human values actively through active intellectual activities and heated debates. Its teaching goal is to help students master the methods of analyzing and demonstrating social problems. It also guides students to explore the value standards of academic research, so as to improve students' jurisprudence and logic ability, promote students' socialization, and eventually become good citizens.

3. Personal teaching mode

The core of the non-directive teaching model that originated from Rogers is to facilitate learning. The teaching process in this teaching mode is not designed by teachers, but completed by teachers and students. It emphasizes student-centered. The role of the teacher is that of a motivator, a reflector, and an advisor. Teachers should try to think about problems and observe the world from the perspective of students to create a space for mutual understanding and free communication. When students encounter problems in learning and emotion, teachers should provide consultation, advice and help. This mode is considered a mode of developing character. The realization of its effect depends on the experience of the non-instructive environment rather than the specific designed activities.

4. Behaviorist Systematic Teaching Mode

The main theoretical basis of the behaviorist systematic teaching mode is the individualized teaching theory and the teaching thought of humanism. This model believes that human beings are an organic system that can self-regulate and complete tasks better. It advocates that teaching is regarded as a process of continuous modification of behavior ^[9]. The behaviorist systematic teaching mode includes the mastery learning model, the program teaching model, the direct instruction teaching model, and the simulation training model. The above modes will be explained in detail below.

4.1 Mastery learning model

The model was first proposed by John B. Carroll in the University of North Carolina, and later perfected and developed by the famous American educator and psychologist Benjamin Bloom. It is the most commonly used model in behaviorist systematic classroom teaching. The core idea of the mastery learning model is based on John B. Carroll's idea of aptitude. It is believed that students with low aptitudes only spend more time than students with high aptitudes in reaching the required level of mastery in a particular learning. The "taxonomy of educational goals" and teaching evaluation theory founded by Bloom can also be used as the theoretical basis of this model ^[10]. This model ensures, as far as possible, that all students receiving classroom instruction achieve a certain level of learning. This model advocates that teaching should be oriented to all students. Teachers should clarify specific teaching goals, improve teaching content and teaching methods, pay attention to feedback and correction in the teaching process, provide students with enough study time and appropriate help. It also believes that the full development of students' learning potential and enthusiasm for learning can make more than 95% of the students to master the knowledge and skills of the subjects taught by the school. Students will achieve excellent academic performance. The mastery learning teaching model is suitable for long-term courses and testable courses that contain basic knowledge, basic concepts, and basic principles, but not for those courses that cultivate sentiment, artistic accomplishment, short-term or miniature courses. It is also not suitable for those courses that require strong thinking skills and creativity.

Because this model has clear teaching goals and evaluation methods, it can feedback students' situation timely, which is beneficial to teachers to adjust and control teaching to improve teaching quality. However, in this mode, the students' learning progress is the same, so teachers need to spend a lot of time correcting some students. It requires more work and study time than the general teaching model. Ignoring the differences in individual learning speed is not conducive to the development of top students, and is also difficult to deepen students' extended learning.

4.2 Program teaching model

The model is based on the operant conditioning learning theory and reinforcement theory of American neo-behaviorist psychologist Skinner. It is a teaching model that relies on teaching machines and procedural teaching materials to present learning procedures and

students' responses. And timely feedback of students' responses to study can help students conduct individual learning.

It advocates that the teaching content should be divided into several small steps in the order from simple to complex, from shallow to deep to make the difficult learning content become easy. And the cognitive characteristics of students should be also considered. Students can enter the next step after confirming that there are no problems.

This model is conducive to cultivating students' self-learning ability and independent research ability. However, the disadvantage is that this model only cares about the results of students' learning, but it cannot judge the depth of students' understanding, nor the development of students' creative thinking. In the teaching process of this model, there is a lack of interaction and cooperation between teachers and students, which is not conducive to the cultivation of students' teamwork ability.

4.3 Direct instruction teaching model

The direct instruction teaching model is constructed from social learning theory and research on the differences between effective and ineffective teaching. In this model, teachers teach new concepts or skills to larger classes of students, instruct them to perform related exercises (controlled exercises), test their understanding of the relevant knowledge and encourage them to practice again and again. This model is student-centered and practice-centered. A good and positive learning atmosphere is the condition for the smooth development of this model. This model is suitable for the teaching of basic knowledge and skills, and it is especially helpful in helping underachieving students make progress.

4.4 Simulation training model

The simulation training mode is based on the principles of cybernetics and the research of simulators. It enables learners to master the knowledge and skills of the courses they study by conducting learning activities in games that simulate real life scenarios, to improve students' self-learning ability and enhance learners' confidence.

The model can mobilize students' enthusiasm for learning and subject consciousness effectively. It can also promote mutual communication among students. Moreover, students are mixed and matched into groups according to their roles, which is conducive to cultivating students' teamwork spirit and cooperation ability. However, this model has higher requirements on teachers' teaching level, and teachers need to provide structured simulation training materials.

5. Conclusion

After reviewing the classroom teaching mode, it is found that a good classroom teaching will not only use one of the above teaching models in isolation. It should be the comprehensive use of certain teaching modes after organic integration. Different teaching modes have their own advantages and disadvantages, as well as suitable scope and groups. Therefore, in order to achieve better teaching effect, we should choose and use the teaching mode according to the actual situation and local conditions.

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