

# Research on Problems and Countermeasures in College Classroom Teaching

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**Abstract:** There are many problems in college teaching classroom, such as dull teaching content, traditional teaching methods, one-sided evaluation of teaching effect and defects in classroom teaching management, which seriously affect the improvement of teaching quality and learning effect. In this paper, we analyzed the problems of college teachers' teaching, discussed the causes of students' weariness of learning. In general, reform and improve school management system, guide students to actively participate in teaching, improve teachers' comprehensive quality, attach importance to classroom management and create good teacher-student relationship, all of these could improve the quality of classroom teaching. Finally, we put forward corresponding solutions to provide ideas for college teaching reform.

**Keywords:** College; Classroom Teaching; Problems; Countermeasures

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## 1. Introduction

The quality of classroom teaching in colleges is directly related to the quality of students' training. High-level and high-quality teaching is the foundation of a school. However, there are many problems in college classroom teaching (especially some young teachers), which must be solved<sup>[1]</sup>. The source of classroom teaching reform, on the one hand, depends on whether the latest educational and teaching concepts can be organically combined with college classroom teaching, on the other hand, depends on whether the problems in classroom teaching can be thoroughly understood<sup>[2]</sup>. In recent years, the author, as a front-line teacher, listened to many teachers' lessons, learned and summarized from them, found many problems in classroom teaching, combined with his own teaching experience, summarized the common problems in college classroom teaching, and analyzed the reasons for the low learning enthusiasm of college students through student questionnaires, and provided some strategies to the above problems and classroom teaching reform.

## 2. Manuscript Preparation

### 2.1 Common problems and strategies in teachers' teaching

#### 2.1.1 Teaching problems of teacher

Problem 1: The speed of speaking is too fast. Generally, the teaching effect is inversely proportional to the speed of speaking. There are two main reasons for the speed of speaking: one is that some young teachers speak too fast because of tension, and the other is that some teachers speak too fast at ordinary times. Response strategies: First of all, teachers should consciously control the speed of speech when giving lectures, especially teachers who usually speak fast, should deliberately remind themselves to slow down. Pay attention to the students' reactions at any time when lecturing. If you find that the students' eyebrows are locked and can't keep up with the rhythm, you should immediately slow down; Secondly, we should pay more attention to the preparation of lessons. Only if you know the lecture by heart, we will overcome the tension and take it easy.

Problem 2: The voice is too low and lacks rhythm. The teaching effect will be very poor if the voice is low, the intonation and speed of speech are flat, there is no fluctuation, no rhythm, the expression is single, and there is no passion.

Countermeasures: First of all, it is better to use the loudspeaker to increase the volume during the lecture, but pay attention to the sound should not be too high or produce noise; Secondly, it is necessary to combine fast and slow: pause properly at certain intervals, especially at key and difficult points, and slow down the pace to give students enough time to understand; The third is to combine movement and stillness, and have proper walking and body language. Finally, appropriate use of humorous language can adjust the atmosphere and change the rhythm. The lecture is also a speech, which should be full of emotion and cadence, and arouse students' enthusiasm for learning.

Problem 3: There are still many problems in multimedia teaching. Some teachers rely too much on multimedia courseware and lack necessary blackboard writing assistance. There are also some courseware with single media, few pictures and videos, many and small words, improper color matching, and lack of playing order, which lead to boring classroom content and seriously affect the teaching effect. Countermeasures: modify and improve the multimedia courseware, pay attention to proper color matching, simplify text, add charts, play orderly, combine dynamic and static, and add video materials appropriately.

### **2.1.2 Communication between teachers and students**

Lack of communication is a common problem in classroom teaching. If the teacher talks from the beginning to the end and "fills the room", "the teacher's class is monotonous and lacks guidance" and "the students feel that there is no atmosphere and do not want to show off". The traditional teaching method, which only pays attention to the leading role of teachers and ignores the main position of students, is not conducive to mobilizing students' enthusiasm and initiative in learning, but also to improving students' independent thinking ability and innovative thinking ability. Note: Interactive teaching is ideological and thinking interaction. Teachers should focus on guiding students to follow their own ideas. First, teachers should turn the teaching content into different questions and ask students to give their own answers after thinking. The teaching content should be changed from "speaking out" to "thinking out", leading students to follow their own ideas and driving students to think. Second, asking questions is a good way: some students can think about the questions that can be answered, and ask questions about key points. Questioning can not only guide students' thinking, but also improve students' attention and help teachers control the classroom.

### **2.1.3 Classroom management issues**

Some teachers are afraid to manage, unwilling to manage and unable to manage in classroom teaching, and classroom management is lax<sup>[3]</sup>. Teachers do not establish the consciousness of managing students. Response strategy: strive to create an "active and orderly" classroom atmosphere. Teachers must stop students' improper behaviors that interfere with teaching in class. Teachers can go to the middle of the classroom to explain, and can also strengthen the classroom order by asking questions. If class discussion is arranged, students are allowed to speak, but students must be required to keep quiet after the discussion.

### **2.1.4 Teaching enthusiasm**

Many teachers pay attention to scientific research over teaching and lack teaching enthusiasm, which is the key problem affecting the teaching effect<sup>[4]</sup>. In order to change this situation, schools should pay attention to teaching in all aspects from year-end assessment, professional title promotion, salary distribution, personal honor, public opinion, etc., and improve teachers' teaching enthusiasm.

## **2.2 Reasons and countermeasures of students' weariness of learning**

Classroom teaching cannot be separated from the participation and cooperation of students. "Whether students listen" is an important criterion to evaluate the quality of lectures. However, the lack of learning enthusiasm of college students is a common problem<sup>[5]</sup>. Students are in a dominant position in the process of classroom teaching. If students are absent in classroom teaching, the quality of classroom teaching will be difficult to guarantee.

### **2.2.1 The teacher's teaching problems**

The teacher's teaching problems can be summarized as "Three N:" no skills ". Many teachers are knowledgeable, but

can't teach. Lectures are like reciting, reading PPT, full of words, lack of interaction, and the class is not lively, which makes students uninterested and can't attract students' attention. "No management", lax management, students don't study, teachers don't ask students to skip classes, play mobile phones, sleep, etc., let go, students are more daring. They are not familiar with the content of the course, the explanation is not clear, and the listening is not helpful. "No passion" means that the teacher has no passion in class and lacks infectivity, and the students also feel uninteresting.

### **2.2.2 The reason of the teaching content**

The main performance is that the teaching content is not practical, and is not related to the future work. In addition, some courses are too theoretical, the teaching content is monotonous, and lack of new knowledge, which cannot attract students. There are three coping strategies: first, update teaching content in time, constantly introduce new knowledge, and apply new scientific research results to teaching<sup>[2]</sup>. Second, arrange students to study advanced literature after class according to their own interests. Thirdly, practical cases are introduced to enhance the practicability of the teaching content, especially the cases in the application fields of interest to the existing large enterprises.

### **2.2.3 Students' reasons**

Students' reasons: First, psychological characteristics. Some students have grown up under the care of their elders for a long time, and their psychology is not yet mature. On the one hand, there are different degrees of rebellious mentality towards the requirements of teachers' teaching, especially the students who have not been called by the teachers for many times. Second, students are eager for quick success and instant benefit in the course study. Some students are most concerned about whether they can be useful soon after learning. Third, poor self-control. The computer ownership rate of junior students is above 50%. The main functions of these computers are watching movies, playing games, listening to songs and surfing the Internet. It is easy to form a "driving effect" among students.

## **3. Conclusion**

Teaching quality is the lifeline of colleges and universities, so the school attaches great importance to teaching and takes various measures to improve teaching quality<sup>[6-8]</sup>. The information obtained from classroom lectures and student questionnaires shows that the classroom teaching effect in colleges and universities is good, and most teachers can complete the teaching tasks seriously and with high quality, but there are still many problems, and the teaching quality of some teachers is worrying. Due to the complexity of talent training, we should establish a complete training system and supervision system to improve the quality of classroom teaching from the aspects of teachers' quality, teaching content, teaching methods, and students' independent learning, so as to comprehensively improve the quality of college teaching.

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