Design of Classroom Teaching Mode Under the Background of Applied Curriculum Reform in Private Undergraduate Colleges

Ming TANG
Xi'an Peihua University, Xi'an 710125, China
81408240@qq.com

Keywords: Application technology; Teaching tasks; Self-organizing classroom.

Abstract. According to the requirements of the country to speed up the construction of modern vocational education system, a group of ordinary undergraduate institutions of higher learning are transformed into applied technology-based higher education institutions. The key to transformation is teaching reform, and the design of classroom teaching mode is an important part. This paper studies and explores the design of teaching mode under the background of applied curriculum reform in private undergraduate colleges. It analyzes the traditional classroom teaching mode and the current popular multi-application teaching methods, and proposes a new concept based on the teaching task. Self-organizing classroom teaching model. It has a universal significance for the design of classroom teaching mode in private undergraduate colleges.

Introduction

Up to now, China has built the world's largest higher education system, but with the change of talent supply and demand, the structural contradiction of higher education has been very prominent, and the number of graduates is huge, but the application closely related to production services. In 2014, the Ministry of Education has proposed the transition of private undergraduate colleges to applied technology-based undergraduate programs. Teaching reform is imperative, and the classroom teaching model is the most important part of the teaching reform. The importance of design is self-evident.

Traditional Classroom Teaching Model

The classroom teaching model refers to the teaching methods and teaching forms used to complete the established teaching tasks. The traditional classroom teaching model is centered on the teacher. Teachers prepare all the teaching contents before class, teach all the contents to students in class, and students are in the position of passive acceptance in class. This teaching mode unilaterally emphasizes the guiding role of teachers, and the knowledge is transmitted to students through teachers in a one-way way, while the students' receptivity is neglected. In the traditional classroom teaching mode, students lack the opportunity to learn knowledge by themselves, discuss cooperatively and practice practically, which is not conducive to the exertion of students' main role, the cultivation of students' cooperative awareness and ability, and the mastery of students' practical skills.

In the traditional classroom teaching mode, students lack the opportunity to learn knowledge by themselves, discuss cooperatively and practice practically, which is not conducive to the exertion of students' main role, the cultivation of students' cooperative awareness and ability, and the mastery of students' practical skills.

Self-organizing Classroom Teaching Model

The teaching concept of teaching task work refers to combining the teaching task with the actual production practice, constructing the teaching process according to the process of production practice, and designing the teaching task as a number of projects based on real tasks.
Self-organizing classroom refers to the purpose of students' self-fulfilling tasks to achieve knowledge, highlighting the students' main status in classroom teaching, paying attention to the cultivation of students' practical ability, and more suitable for the needs of applied talent training. Teaching task based on the idea of self-organizing classroom teaching pattern design process is as follows, First, the teacher will send the real project task book designed according to the teaching task of this class to the students before the class, and the students will advance in advance according to the requirements of the task book before class Review the data, analyze the task book, and form a preliminary design plan. In this step of the preparation process, students can develop the ability to acquire knowledge independently. In the classroom, the teacher first explains the key knowledge, answers the difficulties that the students may encounter, and the students discuss the group as a unit to form a final plan. The group discussion in this step can train the students' cooperation awareness and ability. Next, the students complete the project according to the design scheme. During this process, the teachers will answer questions and explain common problems. The implementation of this task can exercise the students' practical ability. After the completion of the project, students can express their ability to express their skills through the display of works, etc., and expand and guide the students and teachers who have the ability to learn and train students' innovative ability. The whole classroom teaching process is in accordance with the requirements of "one-third teaching method", one-third of the time for teachers to speak, one-third of the time for students to discuss, and one-third of the time for students to practice.

**Self-organizing Classroom Teaching Requirements**

**Create a Real Teaching Situation**

Providing rich and real situations is conducive to stimulating students' learning motivation. When creating situations, students should take full account of their personality characteristics, provide diverse and rich practical problematic situations for students to choose, enable students to give play to their strengths in a targeted way, and highlight the personalized cultivation of students.

**Establish Overall Teaching Objectives**

The fundamental purpose of education is still to cultivate talents needed for social development. The teaching objectives are inevitably influenced by social development. When determining the teaching objectives in the teaching design, all factors should be comprehensively balanced to make the social requirements coordinated with individual development of students and course objectives.

**Diversified Teaching Methods**

In order to give play to the self-organization of classroom teaching, teachers must keep systematic openness, and learn in various ways, such as interactive learning, symbol learning, operation learning, reflection learning and observation learning. Different learning styles are suitable for different students and different contents. The teaching methods should be diversified, including teacher-student interaction, group debate, field simulation, flipped classroom, micro class, mooc teaching and so on.

**Characteristics of Self-organizing Classroom Teaching Model**

"Teaching as the Center" to "Learning as the Center"

Classroom teaching based on the theory of self-weaving and weaving requires teachers to fully respect the personality of students in the teaching process, and return the students' decision-making power, waking rights and discourse power to the students, breaking the original "teacher-centered theory". Make Classroom teaching to revolve around the free and all-round development of students' personality.

Self-organization enables classroom teaching to move from control to negotiation, dialogue and understanding, so that students can be liberated from various controls and gain more interest-based
learning motivation. Through this kind of classroom teaching design discussion, further improve the teaching effect, improve students’ independent thinking and innovative thinking ability of collaborative problem solving. Make classroom education focus on “learning as the center”. This is an effective way to cultivate college students' innovative thinking ability, and it is also one of the trends in university classroom teaching reform.

The ultimate goal of self-organizing classroom is to establish the concept of teaching as learning service. All teaching must serve learning and build a “learning-centered” classroom action model.

**Teachers are Transformed from Classroom “Executors” to Classroom “Developers”**

The self-organizing classroom sets high demands on teachers, who must change from passive course executors to active course developers, implementers and class’s leaders. Teachers need to change their teaching ideas and methods, such as teacher-student interaction, debate, on-site simulation, flipped classroom, micro class and mooc teaching. On the basis of using the above teaching methods flexibly, give students enough free time and space for activities. There are various learning styles, such as interactive learning, symbol learning, operational learning, reflective learning and observational learning. Different learning styles are suitable for different students and different contents. It is important to note that in the information of accepted students autonomous learning, have a lot of useful things already, also have a small amount of false information, which requires teachers to guide students through the engineering practice right for validation, and through the verification, so can effectively deepen students' understanding of relevant concepts, but also stimulate students further understand the relevant knowledge.

The development of the times and the progress of society make classroom teaching no longer the only way for students to obtain information and knowledge. This puts higher demands on teachers. It is no longer a lifelong enjoyment, but a deep understanding of basic knowledge. In addition, it is constantly combined with the latest technology to improve the ability to accept and understand new things, and the application of the courses taught. At the same time, the teacher should fully receive the feedback from the students, so that the teaching activities form a closed-loop feedback system. Through the feedback of students, teachers are encouraged to continuously improve the teaching content and methods to improve the teaching effect.

"Common Classroom" to "Personalized Classroom"

In college classroom teaching, as students come from families of different social backgrounds, the knowledge reserve and ability of each student are different. As a result, even if every student gains the same intellectual improvement in teaching, there is no guarantee that the whole teaching result will be proportional to the teachers' efforts.

For a long time, honest students are more likely to become good children in the minds of teachers than those with unconventional ideas. This is also an inherent mode of education in China. Students have become accustomed to the passive connection and understanding of knowledge since childhood, lacking active processing. Ability, lack of anti-judgment consciousness and ability, lack of courage to the so-called authoritative challenge Students are mostly acceptable to the problem, but rarely dialectical thinking, this inherent mode restricts the individualized development of students.

To change this situation, on the one hand, it is more difficult for students to break the long-established thinking mode. In order to change the psychological state of students' obedience to teachers and their conventional thinking mode, the first is to change the teaching plan and teaching plan unchanged for many years, and the teaching content should be improved obviously. The second is to process students' inherent thinking. Encourage students to boldly question and dare to propose new methods and ideas. At the same time, because the limited knowledge of students' knowledge often has a certain one-sidedness, although the idea is good, but it does not necessarily lead to the desired conclusion, which requires teachers to use their professional knowledge to guide students to gradually explore and get The ideal result. Stimulate students' interest in learning and guide students' personality development.
Conclusion

Higher education is not to cultivate students' memory of limited knowledge points, but to cultivate talents who can adapt to social development, stand on the basis of society and make contributions to the country in higher education, that is, talents with a broad theoretical basis combined with skills. Education is the student's business, not the teacher's; Education process should be the learning process of students, learning is the nature of students; The teacher's role is embodied in service, and the service level determines the teaching level. Self-organization theory provides new ideas and methods for our innovative classroom teaching reform.

References

[1] Lin Xiaoqun, Lin Ming. Effective Teaching Design from the Perspective of Self-Organization Theory. Software Guide. 2013.2

[2] Liu Caihong. Research on self-organization evolution of university classroom teaching system. Education and Teaching Forum.2015.2