

Classroom Teaching Supply-Side Structural Reform Based on the Value Orientation of Generative Teaching

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Abstract—Generative teaching as an era education concept of attaching importance to the development of the quality of life in the classroom, is a guide to the power direction of building the new mode of classroom teaching in the future. The reform and reconstruction of the structure of classroom teaching as the core and key link of fostering the talent supply by education has entered a new phase of development. There are some prominent problems such as a lack of essential knowledge on the use of curriculum resources, little attention to the value of the teaching generation, a lack of dynamic teaching evaluation, single free “field of life” structure, etc. To better meet the demand of students’ personality and the development of innovative practice ability, regard the reform of classroom teaching as an important means of improving the quality and efficiency of the education supply system, we must respect the realistic conditions of the classroom teaching, pay attention to students’ personality and the value of life growth, improve the cultural quality of classroom generation, explore a new growing point of teaching, adhere to the ability standard, build a dynamic generation evaluation system, optimize the “field of life” structure of the classroom teaching, safeguard each subject’s rights and interests, etc. Based on the overall understanding of the generation problems and the value relation of classroom teaching, theoretical basis and practical guidance for realizing the development of the educational “ecology, life, dynamic” can be provided.

Keywords—classroom teaching, teaching generation, value orientation, supply-side structural reform

I. INTRODUCTION

At present, China’s economic society is in a period of development and transformation, and the “supply-side structural reform” as an economic term has become one of the hot topics in the education field. At this stage, the supply-side structural reform is an inevitable requirement for adapting to and leading the new normal of the economy. As the educational development enters the new normal

stage, it will also assume new tasks and face new challenges. First, adhere to moral education as the first priority and focus on abilities; second, comprehensively deepen the curriculum reform; third, use independent cooperative inquiry as the normal education method. Classroom teaching is the core and key link of school education to train talents, and the reform and reconstruction of its structure has entered a new stage of development. While the breakthrough of classroom teaching reform lies in changing the ecological form of classroom teaching. As a current educational concept that emphasizes the development of classroom life quality, generative teaching guides the driving force and direction of the new mode of classroom teaching in the future. For this reason, education development should return to the nature of education, focus on generative teaching problems and pay attention to students’ life growth value. The current salient problems of classroom teaching are mainly manifested in the following unreasonable forms: the lack of essential understanding of curriculum resources use, the low degree of attention paid to teaching generative value, the lack of dynamics in teaching evaluation, and the single structure of “life field” construction. To promote supply-side reform on the basis of generation, on the one hand, it is necessary to respect objective and realistic conditions in teaching process, and add new motivation for students’ development with problem-oriented; on the other hand, establish an open, fair and efficient classroom ecosystem to meet students’ individualized and diversified needs, and adhere to “use-oriented” on the basis of “people-oriented”. Only by truly accomplishing the effective supply, accurate supply and innovative supply of education, the fundamental transformation and qualitative improvement of education and teaching can be achieved.

II. THE GENERATIVE VALUE ORIENTATION IS THE ERA APPEAL OF EDUCATIONAL DEVELOPMENT

With the development of the era of knowledge economy and the advancement of quality-oriented education, school education as a special social practice, its classroom teaching has increasingly focused on the transformation from “quantity” to “quality” for the growth and development of students. Professor Ye Lan pointed out that

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the “Special Cognitive Activity Theory” cannot summarize the whole essence of classroom teaching. It is necessary to break through this traditional framework and from the higher life level to use the concept of dynamic generation to re-recognize classroom teaching and build new classroom teaching concepts [1]. Therefore, to answer the question of what is the nature of classroom teaching and how to weigh and operate to achieve the ultimate goal and value of teaching, it is necessary to further clarify the core concepts of classroom teaching, guide teaching practice with basic concepts and restore the truth of classroom teaching.

Classroom teaching is the central link of educational reform. The reform of classroom structure is actually the integration of curriculum resources, the reform of student learning methods and teacher teaching, the reform of classroom space structure and so on. The essence of classroom teaching, on the theoretical level is the teaching activity which aims at improving students' individualized qualities and the development of innovative thinking; on the practical level, is the teaching activity that promotes common growth with teacher-generated teaching and student-generated learning. As a new teaching concept in the current curriculum reform, generative teaching advocates the classroom values of “freedom, independence and autonomy”, which is a kind of teaching philosophy that integrates teaching values, epistemology and methodology. Generative teaching emphasizes a kind of teaching practice with instrumental thinking, and is a life practical activity that reflects and reconstructs related events generated by classroom teaching based on certain value orientations. As a kind of practical activity, teaching generation is not only a factual existence, but also an existence of value. This kind of relevance existence is an interdependent teaching form in which teacher-generated teaching and student-generated learning are jointly constructed. Whether presupposed generative teaching or spontaneous generative teaching, it emphasizes a process of joint construction of teachers and students, which is with operational and normative characteristics. In the process of classroom teaching, the resources generated by classroom are a new type of teaching resources. It refers to the resource that is generated by the effective processing of new situations and new problems that occur unexpectedly during the interaction process between teachers and students, and has a certain impact on students in the real classroom teaching situation. To this end, it requires teachers to have a sense of generation, a dynamically generated teaching level and construction skill, pay attention to the development of students at different levels, guide students to “generate” a method and an ability from the generated problem, fully develop and utilize the learning resources generated by teaching, so that it can form a normal state of teaching and realize the common development of teachers and students. In the article “To Struggle for the Creation of ‘the School of Life and Practice Education’”, Professor Ye Lan showed the ambition of building a “life and practice” education. Classroom teaching is the key link to transform life

education from possible state into real state. Generative teaching is the leap and creation of education and teaching, which should regard the healthy growth of students' life as the basic thinking point of supply-side reform, and the cultural dimension of life growth as the basic path of supply. Therefore, in the classroom teaching process, teachers should establish a harmonious and efficient personalized classroom environment, respect individual differences, and regard the teaching resources dynamically generated by the classroom as an untapped learning resource, in order to achieve curriculum creation, improve classroom efficiency and teaching quality.

The supply-side reform of classroom teaching is an overall reform of all links and elements of teaching activities, emphasizing the development of students' innovative thinking abilities as an entry point for the combination of education and teaching reform and social development needs. Classroom is a process of dynamic growth. It not only requires teachers to have the consciousness to guide students to generate questions, but also requires students to learn the ability and method of “generating” learning, which is the life activity form based on “generation” and “growth”. Based on the development of students' innovative thinking ability, from the perspective of “supply-side” of classroom teaching, it is necessary to explore the reform path of students' innovative thinking ability development and provide educational support for improving education and teaching system and promoting classroom ecological conservation development.

III. THE SALIENT PROBLEMS AND CAUSES ANALYSIS OF CURRENT CLASSROOM TEACHING

Today's educational reform has entered a state of diversification and multi-level advancement. In the process of practice, we cannot deny the breakthroughs and the achievements it creates, but it also has problems of disorder and extremes. Classroom teaching is the main way to cultivate students' individual needs and the development of innovative quality, which is an important melting pot of students' knowledge, ability and emotional values. However, teachers lack rational judgment and analysis on the improvisation problems in classroom practice and neglect the importance of guiding students to actively learn, solve problems and develop creative thinking. The problems are highlighted in the following aspects.

A. *Lack of Accumulation and Fundamental Understanding of the Classroom's “Ecology, Life, and Generation”*

Education is a social practice that trains people. Life and practice education push education mission to a new height. Classroom teaching is a process of integrating students' life situations with text resources, which is closely related to students' life growth and social development. Generative teaching provides a new teaching method for teachers to guide students to develop their thinking and improve classroom efficiency, which is an inherent requirement for life education in the era of change.

However, for a long time, it still lacks a deep understanding of the connotation of comprehensively deepening educational reform. From the actual situation of teaching, it is mainly manifested in three aspects. First, the traditional classroom teaching is limited to static analysis and has no relationship with the interaction of outstanding individual with various factors in the ecological space. With the gradual deepening of the concept of ecology, people begin to pay attention to all aspects of education even classroom teaching from the perspective of ecology. However, in the process of teaching practice, teachers still lack a regular understanding of the relationship between ecology, life and generation. Second, the core concept of the new curriculum is to let each student enjoy free and comprehensive development, including the development of students' personality, life health, and innovative thinking. Constructing a classroom full of life and vitality is an important part of comprehensively deepening classroom teaching reform. Generative teaching is a dynamically developing process, focusing on the initiative, openness and interaction of teaching activities, while current teaching practice is limited to teaching static knowledge of books, ignoring the relevance of curriculum resources and life practice education. Third, teachers ignore the deep-seated problems that come out during teaching process. Classroom teaching is a process of life transformation. Generative teaching emphasizes the quality of individual life growth and pay attention to the development of students' individual needs and creative thinking. During the teaching process, students will generate a variety of complex questions, including questions that are beneficial to the classroom and those that are not relevant to the classroom. What kind of solution should teachers take to make it an effective curriculum resource for such accidental problems is still a big problem for current teaching practitioners.

B. The Value Generated by Teaching Is Not High With the Added Value Being Ignored

Generative teaching has become an important concept and means for cultivating high-quality talents in the new era, which is a fundamental requirement for the transformation of teachers' teaching concepts. It is inevitable for students to generate occasional problems in the actual classroom teaching. Here, the "inevitable" refers to the unavoidable and stationary trend during the development and change of things. It is determined by the nature of things and to understand the inevitability of teaching generation is to understand the nature of teaching generation. Marxism believed that "the world is essentially something that comes out of chaos, something that develops from one thing, something that gradually generates." [2] For the continuous generation of problems in teaching process, there must be its own condition and value. However, today most teachers ignore the added value generated by the classroom, that is, the development value brought to the students by the accidents during teaching, which is the value outside the preset [3]. It also believes that the problems that students accidentally generate or even arbitrarily imagine in the process of

learning are nothing more than the ineffective resources that disturb classroom order and waste classroom life, let alone being used as a kind of teaching resource. Generative teaching has the characteristics of dynamic and versatile, and provides a basis and guarantee for developing students to actively explore, discover and solve problems, which is an important prerequisite for satisfying students' individual needs and thinking ability development. The need for the development of education in the new era is not to let teachers inject students with ready-made knowledge, but to guide students to learn the ability of learning, active thinking and active innovation. The relationship between human life and themselves' practice is obviously a generated relationship. Classroom teaching is the practical platform for its life and development and the main means to develop a healthy life based on human beings' own life. Jaspers believes that it is absolutely necessary for mankind to make plans without interruption. Here, this is not against planning, but against the misconception of guiding the formulation of plans [4]. Therefore, in order to realize the fundamental transformation of the classroom teaching mode, it is not a complete negation of presupposition teaching. And how to understand the value of generative teaching for teachers is an important aspect of current educational reform considerations.

C. Lack of Dynamics in Teaching Evaluation has Become a Bottleneck to Restricting Classroom Efficiency

Teaching evaluation is the vane to lead the reform of classroom teaching and is the standard for measuring teaching efficiency. The selection and determination of teaching evaluation standards are in line with the value orientation of classroom teaching. Classroom teaching evaluation and reflection is a process in which teachers and students participate together, and it is also an important embodiment of striving for classroom quality and fair development. Therefore, it is necessary to take actions mainly from two aspects: teachers' teaching evaluation and reflection; students' self-evaluation and reflection. In the process of classroom teaching, teachers' evaluation and reflection directly affect students' development, which includes not only teachers' evaluation and reflection on students' learning effects, but also teachers' evaluation and reflection on their own teaching ability and literacy. Marx once said: "The only profession that can give people dignity is this kind of profession. When engaging in this profession, we are not a slave-like tool but enjoy creating independently in our own fields." [5] For teachers, the evaluation and reflection of classroom teaching is fundamentally a process of self-innovation and transcendence. It is a kind of appreciative evaluation of teachers to students not a graded evaluation, which is the evaluation aimed at students' overall quality. Through students' real performance in the classroom, teachers can have a comprehensive understanding of students' personality, quality, spirit and temperament, and cultivate students' individual thinking in a targeted manner, which is also an effective means to improve classroom efficiency. The other one is students' self-evaluation and reflection. As

a dynamically changing process, generative teaching emphasizes the autonomy of learning, which is a transition from “single teaching” to “diverse teaching”. Teachers should guide students to judge self-learning ability, self-renewal ability and problem-solving ability in the process of teaching dynamic development. Classroom teaching is a process in which teachers and students learn from each other and then grow up. It is also a platform for teachers and students to exchange ideas, collide with ideas and develop together. However, in teaching process, teachers lack the awareness of generation, only to achieve the goal of the final completion of a class, and do not dynamically evaluate the problems that students generate unexpectedly, which have become a bottleneck to restrict classroom efficiency.

D. The Establishment of a Free “Life Field” Requiring Multiple Layers of Penetration has Become a Key Issue

The existence and development of education cannot be separated from the interaction and overall construction of various ecological factors. It is a key means of scientific education to shape the classroom as an important “spirit field, cultural field, education field” mode. Classroom ecological environment is a special social environment. The advancement of normalized classroom cannot be only separated from the support of model construction, but also the joint participation and recognition of teachers and students. Usually teachers need to seriously think about and arrange the teaching objectives, teaching contents, teaching methods and teaching processes before class, which is a necessary prerequisite for the orderly teaching. Modern teaching is a generating and developing process. As the subject of constructing and generating knowledge, students will constantly seek self-development in the process of actively exploring the unknown and solving problems, which is a new educational concept that integrates knowledge, ability, personality and values. Just as Dole said: “The linear, sequential and easily-quantifiable order system that dominates education field today – focusing on clear starting point and ending point – will give ways to more complex, diverse, unpredicted systems and networks.” [6] Classroom teaching provides students with rich teaching resources and diverse and optional classroom modes, which is one of the main ways to meet the individualized and diverse needs of students, so we cannot only make a simple linear understanding of the teaching process. In order to effectively improve the effectiveness of classroom teaching reform, the concept of life-oriented classroom teaching is not a simple model renewal, but to actively innovate in the sense of entirety, system and ecology, and realize the life growth of teachers and students in the generation of multiple interactions. “Free life field” is the integration of pursuing new education life in multi-accommodation and the creation of a cultural life and a multi-value environment for students’ themselves. The establishment of classroom teaching from “general model” to “personalized model”, from “four-wall education” to “free life field”, is a symbol of efficient classrooms changing from immaturity to maturity.

IV. THE ANALYSIS OF SUPPLY-SIDE REFORM PATH OF CLASSROOM TEACHING ON THE BASIS OF TEACHING GENERATION

In the era of knowledge economy, the demand for talents in society is undergoing profound changes. As a new way of education and teaching, generative teaching is an overall change in teaching behavior also the direction and focus of breakthroughs in educational supply-side reform. Educators should clearly understand the unique curriculum resources generated by teaching, pay attention to the development orientation between teachers and students, build a dynamic evaluation system mainly based on the development of students’ individual thinking, and fully construct the ecological space for students’ free and fair development. The old saying goes: “Knowledge is the beginning of action and action is the finish of knowledge,” which emphasizes that the value orientation generated by classroom teaching is not only the ideology of advancing with the times, but also the tangible action to correctly handle the relationship between the value of healthy life growth and the needs of social development, and to achieve a fundamental change from social talents’ “demand quantity” to “supply quality” through the process of classroom teaching practice.

A. Respecting the Realistic Conditions of Classroom Teaching and Paying Attention to the Value of Students’ Personality and Life Growth

Mr. Mou Zongsan said: “Because of different thresholds every culture will generate different cultures and philosophies. The focus of Chinese culture at the beginning is life. Because of the importance of life and concern for one’s life, it values virtues. The concept of virtue only appears when we care about our own life issues.” [7] The true purpose of education is to respect life, develop personality, and learn to innovate. Respecting the reality of classroom teaching and emphasizing the high integration of students and texts, is a vivid connection between text resources and students’ real life situations. Paying attention to the generation value of classroom teaching and taking care of students as the basic starting point and guarantee of life education, is the fundamental premise for realizing the development of students’ personality and innovative practice ability.

Life education inherently includes respecting individual differences during classroom teaching process and paying attention to the fair development of students. Classroom teaching is a kind of teaching dialogue formed by teachers and students in a specific situation. It is the most effective way for students to participate and actively acquire knowledge, and obtain knowledge and learning ability experience on the basis of dynamic generation of problems. Through practice participation and mutual discussion, students develop the habit of independent thinking, making it an indispensable ability and quality for sustainable

development in life. Classroom teaching is a dynamic process for everything is changing and generating. Teachers should treat teaching with an open attitude, pay more attention to the instant generation in the classroom and enlighten students' divergent thinking. In today's education, teachers should cultivate the consciousness of generation, pay attention to both formal values and additional teaching values, and regard it as a teaching resource, which is the most important part of the current supply of teaching. Paying attention to the dynamic generation and development process of students, cultivating students' ability of self-exploration, automatic generation and building a classroom ecosystem of healthy growth of life community are the fundamental driving force for the common development of teachers and students.

B. Enhancing the Cultural Quality of Classroom Generation and Exploring New Teaching Growth Points

Generative teaching believes that knowledge has the characteristics of "culture", "regionality" and "value", and advocates the establishment of a two-way subject classroom ecological model of teacher-student interaction. The process of learning is a kind of behavioral performance of teacher-student cooperative practice. In the classroom teaching process, the community formed by teacher-student interactive learning and growth is a classroom culture. Boyer believed that: "The learning community is an organization in which all people learn together towards a common vision because of the mission of the community. The members of the community share the joy of learning, jointly seek a journey to knowledge and a way of understanding the world's operations, and interact and participate together for the same goal: education." [8] The practice of generative teaching fits the educational concept of achieving teachers and students' common growth, which is the cultural living environment and activity forms of students. Improving students' learning ability, practical ability and innovative ability is the main goal of classroom teaching's supply-side reform.

During classroom teaching process, teachers should stimulate students' cognitive conflicts, activate classroom vitality, motivate students' desire to solve problems with challenging questions, open the breadth and depth of students' thinking, maximize the development of students' personality and autonomy, and pay attention to the space of students' growth. In order to better explore the inner potential of students, and make the classroom become a social interactive activity between teachers and students to share wisdom and enlighten thinking, through generating questions and discussing problems in the classroom to promote emotional communication between teachers and students, the most important point is to focus on students' individualized development, that is, to focus on students' interests and ability orientation, and tap students' new growth points. The fundamental of education lies in cultivating students' creative consciousness and practical ability and the talents who meet the needs of social

development. Teachers should be soberly aware that a good class must have not only certain presuppositions, but also certain generations. It should promote students' individualized and differential development, capture classroom resources of students' development and make them the shining point of education and teaching.

C. Adhering to Ability Standard and Building a Dynamically-Generated Evaluation System

With the transformation and evolution of evaluation concepts and ideas, in order to comprehensively deepen the supply-side reform of education and teaching, it is necessary to correctly explain the inherent spirit and essential provisions of the students' comprehensive quality evaluation mechanism. The key point of educational reform is to stick to the main positions of the classroom and continuously innovate the model of teaching reform. Teaching evaluation should return to the authenticity of classroom teaching, highlight the guiding function of evaluation, penetrate into every aspect of classroom teaching, and evaluate the real state of students' dynamic generation and development in classroom. Therefore, to adhere to the development of students' ability standard and construct a dynamically-generated evaluation system of classroom teaching, the first step is to achieve student-oriented, guarantee the basic rights and equal opportunities in students' teaching activities, cultivate students' good personality and promote the basic development of all students.

Teaching has no limits and great truths are simple. Mr. Ye Shengtao pointed out: "The ultimate goal of education is that students can keep self-studying and self-motivating when leaving school and having a job, and they can be active and promising for a lifetime." [9] Therefore, the purpose of educating people is not only to absorb fixed knowledge, but also insist on the development of students' personality and thinking ability. Teachers' concept renewal should be based on the teaching concept of generative teaching, construct the evaluation system of classroom dynamic generation under the premise of scientific education, and deeply explore the future potential and inclination of students' development. The establishment of generative teaching philosophy contributes to the unity of teaching instrument rationality and value rationality, which reflects the transformation from objective epistemology to the development of students' survivability. To improve classroom teaching efficiency, teachers should not only evaluate students' learning outcomes, but also pay more attention to the rational evaluation and reflection of students' problems in the learning process, and guide students to integrate their learning ability and survivability into the students' characters and emotional attitudes. Classroom teaching is an important way to improve students' thinking mode. With an eye to the future, teachers should continuously strengthen evaluation consciousness, so that students can exercise their ability to identify themselves and adhere to their own values in the process of continuous generation. The fairness of learning is an

important manifestation of classroom teaching fairness. Teachers should carry out differential evaluation according to the individual needs of students and promote the development of each student's thinking ability.

D. Optimizing the "Life Field" Structure of Classroom Teaching and Safeguarding the Rights and Interests of all Subjects

Classroom teaching is a unique life created by teachers and students in multiple interactions, which is the inner unity of life and generation. With the continuous deepening of comprehensive reforms in education field, the changes of education and teaching model are increasingly diversified and personalized. The classroom teaching advocated by the new curriculum reflects a people-oriented, energetic and continuously-generated classroom, which is a resource-rich, flexible and personalized life-oriented classroom. Therefore, a classroom full of life and vitality should meet the following three aspects. First, the integration of classroom resources. Based on the perspective of curriculum resources, the scholar who discusses the concept of "dynamic generation" and clearly put forward the concept of "generating resources" must be Professor Ye Lan of China. She pointed out: "Classroom teaching should try to truly become the process of achieving the above new teaching goals, which should not only make the life and vitality of teachers and students actively played in the classroom, but also make the process itself have the ability to generate new factors." [1] Therefore, curriculum resources not only include texts, but also all real life of students, which is the resource that is highly integrated with students' life situations and teaching texts. Second, the flexibility of classroom time. Classroom teaching is a practical activity for teachers to guide students to actively discover and solve problems. Therefore, in order to ensure the development of students' individuality and thinking, besides finishing the preset teaching objectives teachers must grasp the real situation of classroom teaching at any time. "A small accident can change the outcome of the entire event." [10] Third, the flexibility of space combination. Teaching generation means that, according to the classroom interaction situation, teachers should go with students to construct a harmonious classroom which focuses on students' independent construction and actively guides students' healthy life growth. Therefore, teachers should change the traditional way of thinking, achieve multiple innovations in teaching, and build a new concept model of "ecology, life, and generation" in classroom. Jaspers pointed out: "Education is the harmony of spirits among people and a people-people subject body interactive activity." [4] The practical ability of students is the decisive force for their own life growth. Facing the new normal education, respecting the differential development of students and constructing the ecological and diverse development model of classroom is an important mission of

the current education and teaching's supply-side reform.

V. CONCLUSION

Improving the quality of personnel training is the core and key of educational reform. The supply-side reform of classroom teaching has opened a new journey for the development of educational reform. It mainly regards the fairness, balance and quality of education as the centered goal of reform. The new curriculum reform emphasizes the new model concept of education and teaching reform which establishes the new normal consciousness, reflects the new normal thinking and adapts to the new normal requirements, and it is an important way to develop students' personality and train students' creative thinking. Through the supply innovation of classroom teaching, teachers should raise the awareness of discipline innovation, develop hidden teaching resources, and meet the practical needs of students' development, which is the core value of the current education and teaching reform. In view of this, we should pay more attention to the quality and value of students' life growth and realize the common creation of teachers and students, which is not only the practical dilemma faced by the current classroom teaching practice but also the "ecology, life and vitality" development practice of education.

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