

Cultivate students to actively learn to improve classroom efficiency

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Abstract: In the classroom teaching, the student is the main body. The achievement of all the goals or the number of students' learning gains is ultimately determined by the students. The teachers are only the promoters and guides of the goals. Therefore, to improve the effectiveness of classroom teaching, it must be achieved by increasing student participation.

1.Introduction

Constructivist theory holds that students are active constructors of intellectual meaning, not passive recipients of external stimuli. Only through their own personal experience, cooperation, dialogue, etc., students can truly complete the construction of knowledge meaning. The constructivist view of learning believes that learning is the process by which students actively construct knowledge. Instead of simply accepting information passively, students actively choose, process, and process external information to gain knowledge. In primary school teaching, students should be encouraged to participate in classroom teaching.

2.Stimulate students' interest in learning and improve classroom efficiency

Interest is the starting point for each individual's growth, and it is the inner motivation for each student to actively learn, actively think, and explore the essence of things. Therefore, teachers should pay attention to stimulating students' interest in learning and enhance students' confidence in finding problems, analyzing problems and solving problems. In the process of teaching, attention should be paid to stimulating students' interest in learning and desire to learn in various forms, stimulating the initiative and enthusiasm of students' learning, and interest is the catalyst for promoting students' knowledge and is the best teacher. The theory of autonomous learning also emphasizes the development of students' strong motivation for learning and strong interest in learning, so that they can learn actively. The students' emotional experience is more intuitive and visual. Therefore, teachers should follow the students' cognitive rules according to the specific content of the textbooks, create unique situations with ingenuity, and ignite their desire to seek knowledge and stimulate their interest in the way they like to see and hear. It brings a state of curiosity, eagerness and urgency. In the classroom teaching, we can make full use of modern educational technology to match the sound and image, create a situation that is consistent with the teaching content, and inspire students to ask questions, guide students to experience emotions and promote their active participation in learning activities, so that they truly become aware. The subject, the master of learning.

Students from the interest to the emotional willingness to participate in teaching can be said to be a prerequisite for effective classrooms. To be willing to learn emotionally is to learn actively, and the learning effect is best under positive emotional state.

1. Create a situation where students are willing to participate. Creating appropriate scenarios in classroom teaching can awaken students' strong desire for knowledge and encourage them to maintain a lasting enthusiasm for learning. Therefore, teachers should be good at setting up vivid and interesting teaching situations according to the teaching content, naturally and reasonably raise the questions with rich questions, arouse the students' interest and curiosity, stimulate the spark of creative thinking, and thus improve the participation of students.

2. Contact the actual situation to make the students participate. Mathematical knowledge comes from life, life is inseparable from mathematics, and there is mathematics everywhere in life. Therefore, we must pay attention to the penetration of real life in teaching, so that students can participate

actively and actively. Educational and psychological research shows that learning is a problem when learning materials are linked to the students' existing knowledge and life experiences. For example, after teaching the knowledge of "yuan, horn, and minute", I carried out a simulated shopping activity scene, allowing students to take turns to be sales clerk and customer, and carry out the "sales and purchases" life practice. I put the stationery, toys, daily necessities and other items brought by the teacher and classmates on the price tag and put them on the arranged "shop" counter (podium). Each group sends one classmate to be a salesperson, and the other classmates are customers, to purchase items. The "customer" should talk about what items he bought, how much the price is, how much the "salesperson" is given, and how much the "salesperson" has found. "The salesperson should say what the item is, what the unit price is, how much the unit price is paid, how much money is "customer", etc. In the process of "shopping", the student identifies the product, looks at the price, and pays Money, using meta, horn, and minute to convert and find money, understands the need to love the renminbi and save money, which not only deepens the understanding of the renminbi, but also cultivates students' sense of application.

3. Teaching students in accordance with their aptitude, so that students can participate.

It is for all students to improve the participation of students in class activities, not just some students. Therefore, in order to allow each student to have the same opportunity to participate in the classroom, they have to consider the level of students' learning. In the classroom, they must be top-notched and guaranteed. The level-by-level teaching is to enable students with different levels of learning. Equal opportunity to participate in the classroom effective teaching strategy, it should be applied to the basic aspects of the teaching process, including the development of hierarchical teaching objectives, the implementation of hierarchical classroom training, the placement of hierarchical work, the level of test scores, etc. In the whole process of teaching, especially for those students who are introverted and not very motivated, they must add more drums and praise and praise them on their shining points, so that they can participate in the exhibition, lively and active learning. For example, in teaching, I often leave some difficult questions to the students who are not very difficult to answer, and seize the opportunity to praise and encourage them to improve the participation of students in the classroom teaching and protect them from participating in the study. Enthusiasm.

3.To ensure the participation of students' behavior and promote effective teaching.

1. Strengthen hands-on operation and provide opportunities for participation. Studies have shown that when people are learning, if they only listen and watch, they can absorb up to 30% of new knowledge. If they are hands-on, they can reach more than 90%. Therefore, in the classroom teaching, for the content that is suitable for the students to do hands-on operation, we should let the students understand as much as possible in the operation.

For example, in the "Cognition of the Circle" teaching about the characteristics of the radius and diameter and the relationship between each other, if the teacher directly asks the student to measure the length of the radius and the diameter in the drawn circle, then draw a conclusion, such a Teaching students can only passively accept and listen to them, and the student's main role is not played out. In the teaching, after the students know the radius and diameter of the circle, I ask the students to discuss it in groups of four: "What are the characteristics of the radius and diameter of a circle, and what is the relationship between their lengths? You can think of different methods. "Challenge your own guess?" This challenging topic prompts students to actively engage in creative thinking without frame constraints. Some students adopt the method of "folding". Some students use "painting one painting and measuring one quantity" to verify, and some groups are the method of reasoning... although the students' thinking methods and abilities are different, but all Through his own hands-on operation and communication between groups, he finally concluded the correct conclusion. This kind of operation can not only satisfy the students' knowledge and desire level, but also help to explore the creative potential of students. At the same time, it also accelerates the process of students' transition from image thinking to logical thinking. More importantly, such learning activities allow every student to Can behave in the classroom, students of different levels can find their own shining points

by participating in activities, speaking, performance and communication in the activities, gaining the confidence and joy of success, truly realizing that every student has developed The goal.

2. Strengthen cooperative learning and build a platform for participation. Cooperative learning is a way for students to discuss and communicate under the guidance of teachers. In the mathematics classroom, the communication and cooperation between students and students can not only enable students to see problems from multiple angles, but also enable students to find out their own problems through comparison, and students can make up for each other and learn from each other to form a three-dimensional interactive thinking. Grids often produce $1+1>2$ effects.

In teaching, we should be good at understanding the difficulties of new knowledge understanding, in the easy collision of Tiantu, and organizing students to conduct group cooperative learning when students are working hands-on, to build a level of participation in learning and exchange ideas for students. When I mean, I arranged for students to discuss and exchange. "What are the differences and differences between the percentages and the scores? The students started a lively exchange. Some said that "the percentage is the score of 100 for the parents", and some think that "the percentage indicates that the quantity is Another percentage is a few percent, and you can't bring a unit later. Some people add that "the score can not only indicate that a quantity is a fraction of another quantity, but also the number of bodies."... The students are arguing, The exchange gradually deepened the understanding of the meaning of the percentage.

In the process of group cooperation and exchange, teachers should pay special attention to allow students to conduct independent and independent thinking before communicating. When communicating, we should guide students to learn to listen to their peers' humbly speeches. In particular, they must seriously consider opinions that are not completely consistent with their own ideas. When expressing their opinions, they must be convinced and reasonable. This will not only encourage students to actively participate in classroom learning, but also enable the content of communication to gradually deepen, thus deepening the understanding of what they have learned. To know that each person exchanges an item, each person gets only one item, and if the exchange is a kind of thinking, it will produce new ideas with richer content.

3. Strengthen the interaction between students and students and improve the efficiency of participation. "Interpersonal interaction," means that not only teachers in the classroom are connected with students, but dozens of individuals form a multi-feedback evaluation network between teachers and students, between vertical and horizontal. In this learning atmosphere, each student's learning initiative, thinking flexibility, language expression ability and personality characteristics will be greatly developed. For example, when conducting test paper analysis, some teachers will explain the test paper from beginning to end seriously, which is not only time-consuming and laborious, but also unsatisfactory. The reason: students have different levels of knowledge, one-way communication can not stimulate students' initiative. We may wish to change our strategy to involve students in the test papers. That is, after correcting the self first, find out the problems that you have not measured first, and then communicate in the group first. If the group can't solve the problem, ask the whole class to ask the same question and ask for help. Any student, as long as he can do it, as long as he is thinking, can take the initiative to clear the stage as a small teacher. When the little teacher came to the stage to explain, other students could evaluate the explanation of the little teacher, and they would go to the stage to explain the new ideas. This will truly achieve the participation of all the members, each need, each director, and sometimes they will send out The spark of creative thinking will also surprise us.

4. Trigger students' cognitive participation and promote effective teaching

The mathematics class must have a mathematical taste. The key is to embody thinking training in mathematics classroom teaching, and to stimulate students' deep thinking. 1. Set cognitive conflicts and trigger thinking. Nowadays, many classrooms are hot on the surface. Students say much, think less, face up, and lack the depth they deserve. This is what people have criticized for the fact that there is no depth in "temperature." People feel lively and active, but the actual student thinking does not have the proper load. The lack of thinking in the classroom and the spirit of the soul and the depth of the soul are pleasing. It is not known how much real development the students have achieved.

Things are always in conflict. In the continuous development, the students' cognition is influenced by the old knowledge. Sometimes the new knowledge learning still stays on the basis of the old knowledge. There are certain contradictions and conflicts between the old and new knowledge, which creates imbalances and also evokes students' exploration of new knowledge. Desire. For example, when teaching the "multiple characteristics of 3", I first let the students guess the characteristics of the multiple of 3. The students are influenced by the 2 and 5 multiple characteristics, and they are considered to be 3, 6, and 9 in the position. The number must be a multiple of 3. At this time, I quoted 13, 12, 26, 18, 49, etc. to let the students judge whether it is a multiple of 3. After the simple judgment, the students are incomprehensible. Looks at the situation, is at a loss, is in the "resentment" state of "not angry, not angry, not sent", and wants to know "the bottom of the bottom" earlier, with a high concentration of attention, active thinking, and naturally participate actively in the learning process.

2. Question and explore peers and stimulate deep thinking. Confucius said that "learning without thinking is awkward, thinking without learning is awkward." The efficient classroom we want to build must be a classroom for thinking and a classroom for exploration. Efficient classrooms often require teachers to create a strong atmosphere of thinking and exploration, so that students are placed in a positive atmosphere of thinking, allowing them to question and express their opinions on the basis of full thinking. Pointing, guiding students to explore and study, will undoubtedly improve student participation and learning efficiency. For example, when I teach the "law of the same business", I guide the students to guess the initial rules of the business by guessing an example. I ask the students to look at the conclusions in the book again. The students are very curious to ask "why Except for 0?" At this time, it is of great benefit to guide students to think and communicate with each other. Of course, the cultivation of students' self-questioning and inquiry ability is a long-term and arduous process. We must gradually develop students' thinking methods of guessing, verifying, practicing, and drawing conclusions. Students must fully understand the breadth and depth of participation. It will be deeper and the efficiency of classroom learning will be higher.

In short, in the classroom teaching, we should enhance the participation of students in class teaching by sending students' emotional participation, ensuring student behavior participation, and triggering students' cognitive participation, thus enhancing the effectiveness of classroom teaching.

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