Dilemma and Breakthrough of Classroom Teaching for Core Competencies: Based on the Perspective of Classroom Collaboration

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ABSTRACT

This paper comprehensively analyzes the literature related to classroom research in recent ten years in China. Through literature review and action research, dilemmas are found in the primary classroom, such as the " cross stack" of curriculum system, the "Mutual gap" of classroom activities, and the "falling and false" of curriculum evaluation. Taking the integrated education in the primary and secondary classrooms of A University as a case, a collaboration of primary and secondary classrooms teaching from the system, power, data, evaluation and other dimensions, will help promote the curriculum reform and improve students' core competencies.

Keywords: primary classroom; secondary classroom; coordination; core competencies

1. INTRODUCTION

Throughout more than 70 years since the founding of the People's Republic of China, Chinese higher education has developed rapidly, with brilliant achievements from the education scale to the teaching staff, from software to hardware facilities and so on, which has laid a solid foundation for the powerful education country. Meanwhile, we should also realize that in the new era of socialism, China is moving from "a survival oriented society to a development oriented society"[1], and higher education is facing new changes such as "from elite education to popular education, from traditional education to modern education"[2]. For these changes, returning to core competencies education is an inevitable choice to meet the requirements of the times, and it is also the strategic direction and fundamental work for the reform and development of colleges and universities for a relatively long period of time.

Core competencies education is a current research hotspots, UNESCO predicted at the end of the 20th century: "Human education is becoming more and more inclined to nurture new people for a future society."[3] With the rapid development of information technology such as big data, informationization and block-chain, knowledge storage and sharing are becoming more and more convenient, and the updating cycle of knowledge has kept shortening. Knowledge-based education is being replaced by information-based education. Education has shifted from providing knowledge and skilful talents for economic development to focusing on the all-round development of

people and the harmonious progress of society, which has greatly expanded students' life and life boundaries.

For the educational philosophy, current scholars believe that it has undergone four stages of evolution:"Nature based knowledge", "faith based education", "knowledge based education " and "information based education"[4]. For the educational value, the existing research also tends to regard the meaning world of life as the thinking source of higher education, so that the development of higher education can not only think from the perspective of epistemology, but enlighten and create a better life with survival significance from the ontological perspective[5]. In addition to knowledge and skills, core competencies as future-oriented communication, cooperation, learning, criticism, and reflection are becoming more and more important. In spite of this, the current core competencies shift in some areas of classroom teaching has not yet been realized.

2. COMPETENCY EDUCATION IN THE PRIMARY CLASSROOM OF UNIVERSITIES

2.1. One-dimensional Knowledge Transfer

Some colleges and universities still adhere to the concept of knowledge and technology based education, graduation and employment-oriented, which has positive value in the process of Chinese economic and social development, providing a large number of professional and technical talents and promoting Chinese economy. But it has also led

to classroom teaching focusing on imparting professional knowledge, with less involvement in other fields. As a result, students accept a single cognitive field and choose a single job position for employment, thus turning themselves into one-dimensional people. This kind of tool-oriented and efficiency-centered thinking has separated the relationship between knowledge and life, resulting in the tearing of human subjectivity and social integrity, and the alienation of human essence[6].

2.2. Double Deviation of Teaching Subject

The objectives of classroom teaching activities should direct to the learning process, student development and academic achievement. Influenced by utilitarian thinking and assessment indicators, teachers attach more importance to scientific research than teaching, and seldom regard teaching as their central task for dedication and input. They attend classes only to complete their workload, and do not care at all whether students are listening or learning. On the other hand, many students only regard reading as a tool and means, weighing the pros and cons when learning technology and measuring life when acquiring knowledge, their value evaluation has nothing to do with educational life[7]. In this case, the teaching subjects hold their own ends, and respond negatively, the intention to teach is weakened, the right to learn is weakened, and the teaching activity becomes a kind of alienated activity, resulting in the separation between the "present body" and the "absent heart". In addition, the change of ideas between teachers and students is not equal, teachers insist on "quality-based" advocating inquiry and cooperative based learning, however, students who have passed the exam-oriented education in college entrance examination are often "examination center". They are not suitable for the new way and forced to learn under pressure, which results in fear of difficulties and weariness of learning.

2.3. Difficult Implementation of Course Evaluation

Quality evaluation is a kind of "process of meaning construction based on the real situation, which requires the participation of curriculum evaluation subjects and the cooperative exploration among curriculum evaluation subjects to develop students' key ability, essential character and values."[8] As a new evaluation method that is being generated and explored, it needs to be combined with social development, school education concepts, and the laws of students' cognitive development to evaluate and reconstruct. It has the characteristics of construction and generation, that is to say, it's uncertain and dynamic, which bound to be problems in development. Whether it can be implemented, how it can be implemented, and what the effect is remain to be seen.

3. THE RESPONSE OF THE SECONDARY CLASSROOM TO THE CORE COMPETENCIES

Different from the primary classroom, the secondary classroom is a natural carrier of competencies education, which aims at serving the society and developing personality, and carries out all kinds of activities in an organized and planned way. Students are the main body of activities and motivation, and teachers and students participate together. It is characterized by flexibility, autonomy, diversification, integration and practicality, which avoids the "knowledge-based" concept and the value gap of teaching subjects from the root.

First of all, from the perspective of teaching objectives, whether it is a traditional "double-base" goal or a three-dimensional goal, more attention is paid to learners' cognition and skills. The core competencies is learner-centered, basing on grasping learners' personality characteristics, and emphasizing the cultivation of key ability and essential characters. In the secondary classroom, it is a very important way to learn and grow from organizing activities. Therefore, we attach great importance to the strength of teams and organizations, and do well in assigning different jobs to individuals according to different personality characteristics. Everyone has different roles, who is the focus of attention, including dedication, responsibility, communication, organization and reflection and so on need to be constantly exercised and understood in the secondary classroom.

Secondly, from the perspective of teaching content, the core competencies values the improvement of learners' comprehensive ability and practical ability to solve problems, which also means that its teaching content is interdisciplinary and cross major, its teaching process is to encourage and guide students to explore independently and solve problems through cooperation, and its teaching materials are also needed to support students' cooperative exploration. This point is particularly evident in the secondary classroom. Whether voluntary public welfare, innovation and entrepreneurship, stylistic or subject competitions, it needs to be completed in practice. secondary classroom faces the social reality, emphasizes the application of what has been learned, integrates learned knowledge, analyzes the actual situation, and solve problems through group discussion and cooperation. In this process, teachers set up situations, provide resources, inspire thinking, check and fill gaps, and guide reflection.

Thirdly, from the perspective of teaching evaluation, the core competencies is mainly based on performance evaluation, which pays more attention to ability and competencies dimension besides knowledge dimension. This kind of descriptive evaluation is embodied by Grant Wiggins, an American education evaluation expert in six standards: reality, exploratory, innovation of student center, visualization of realistic scenes, students' ability to solve complex problems by using knowledge, feedback and improvement.[9] Due to the flexibility and differentiation of the secondary classroom, its evaluation method is

relatively flexible. After the launch of the secondary classroom transcript system of the League Central Committee, there are three main evaluation methods for the secondary classroom: "file type" transcript that highlights process evaluation, "modular" transcript that highlights the combination of qualitative and quantitative and "quality-ability" transcript that highlights the combination of theory and method[10].

4. THREE-DIMENSIONAL EDUCATION: COOPERATION OF CLASSROOM TEACHING IN UNIVERSITIES

The primary classroom and the secondary classroom are unified in the talent training system of colleges and universities, with ultimate goal is to cultivate students by

virtue, improving the core competencies of students', and serve them to become talents. The primary classroom is more professional and theoretical, while the secondary classroom is more practical. The development of the secondary classroom depends on the professional knowledge of the primary classroom, and the knowledge of the primary classroom needs to be strengthened in the practice of the secondary classroom. It can promote the development of students' core competencies, by strengthening the cooperation between the primary classroom and the secondary classroom and realizing the complementary advantages of the two classrooms .The primary education major of A University has won the teaching achievement award of Z Province, which plays a good exemplary role in the coordination of primary and secondary classrooms. The analysis of this case will help to the coordination of primary and secondary classrooms.

Table 1. The classroom coordination system of primary education major in A University

Training Objectives		Primary classroom	Secondary classroom
Teacher Virtue	Norms of teachers' Ethics	*Primary school moral education, love and responsibility, sociology of education and other professional courses*	Display of outstanding senior students and sisters, lectures of famous teachers, League day activities, education support activities, etc.;
	Teachers' sentiment		
Teacher ability	Discipline literacy	*Interpretation of primary school textbooks, principles of pedagogy, curriculum and teaching theory, working skills of primary school, Fundamentals of Putonghua, practical training of teaching skills, art of interpersonal communication and other compulsory and elective courses; Academic year thesis and graduation thesis*	Student associations
	Teaching ability		Competition platform: skill competition for normal students;
	Curriculum integration		Voluntary service: social practice in winter and summer vacation;
	Class guidance		Innovation and Entrepreneurship: education elite leadership improvement project
	Comprehensive education		
	Learn to reflect		
	Communication and cooperation		
Teachers' artistic quality	Teaching ability	*Art appreciation, Fundamentals of music, Fundamentals of dance, vocal music and piano, chorus and conductor, dance rehearsal, decorative color, dance creation, calligraphy creation*	Community culture: Art Troupe, calligraphy and painting club, reading competition
	Artistic accomplishment		Arts Festival: speaking, singing, playing, dancing, calligraphy and painting, Etc.

4.1. Expand Teaching Time and Space

Under the guidance of the core competencies, the collaboration of the primary and secondary classrooms is mainly reflected in the expansion of teaching time and space, breaking the singularity of the primary classroom teaching mode, and realizing the linkage of curriculum content and the diversity of curriculum forms. Due to time and space, the primary classroom cannot carry out large-scale practical exercises, while communication and cooperation, organization and management, and various artistic talents require students to constantly practical exercises to be proficient. Through the coordination and complementation of course content, the repeated waste of education resources is avoided, and the education process runs through.

4.2. Unite the Power of Education

To improve the core competencies of students', it is necessary to carry out reforms on the supply side of the curriculum, build a collaborative education community by condensing collaborative education efforts. The education community includes school departments, college teachers, grassroots management departments, off-campus cooperative units, student organizations and so on. From the system perspective, if you want to transform these stakeholders into sharing of education teaching resources, promoting the both education, coordination of curriculum system, management, resource and cultural are the necessary.

4.3. Expand Evaluation Methods

Under the collaborative education system, the new evaluation method should be multi-dimensional. First, the combination of other evaluation and self-evaluation can stimulate endogenous motivation. Guided by evaluation, let more people and departments participate in the work of collaborative education. At the same time, develop appropriate evaluation tools for teachers and students to facilitate self-inspection and benchmarking improvement. The second is to combine diagnosis with description and participate in the whole process of education and teaching. On the one hand, it is necessary to use paper and pen testing methods such as test papers to quantify the results and unify the standards; on the other hand, it is necessary to combine the process and the results through descriptive evaluation and conduct a comprehensive evaluation of the teaching situation. Third, the combination of levels and differences highlights the school's characteristics. Different textbooks and teaching methods, training goals, personality demands result in different evaluation standards, such as school-based curriculum and practical curriculum evaluation. evaluation standards should be dynamic and open, showing hierarchy and differentiation.

5. CONCLUSION

Both the primary classroom and the secondary classroom are oriented to the improvement of students' competencies. Existing studies pay attention to the primary classroom and ignore the role of the secondary classroom. Facts have proved that the secondary classroom can effectively improve students' reflective ability, practical ability, sense of responsibility, self-management and so on. Strengthening the coordination of the primary and secondary classrooms and giving full play to the complementary advantages of the secondary classroom are more conducive to promoting the development of students' core competencies.

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