

# An Analysis of the Path to Resolve Teachers' "Inconsistency of Words and Deeds" Taking the Investigation and Analysis of Four Junior High Schools in W City, S Province

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## ABSTRACT

The survey found that most of the teachers in the four junior high schools have contradictions of "inconsistency of words and deeds" in the five aspects of the views of autonomy, task, dedication, capacity, and efficiency. Teachers' attitudes of "unconsciously, turning a blind eye", "consciously, seeing but not changing", and "wanting to solve, changing but no direction" make them difficult to teach morality in diversity, to teach feelings in abundance, and to teach wisdom in happiness. There are two ways to resolve the "different words and deeds": the school has the courage to take responsibility and guidance, and endow it with intelligence and oriented support; the main body of the teachers keenly discover in the teaching practice, face it soberly, and solve teaching problems consciously.

**Keywords:** *Inconsistency of words and deeds, Excessive lecturing, Teaching morality, Teaching feelings, Teaching wisdom.*

## 1. INTRODUCTION

The "Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Compulsory Education" clearly stated: it is a must to "strengthen the role of the main position in the classroom and effectively improve the quality of classroom teaching" through optimizing teaching methods and other means, deepen the reform of education and teaching, and comprehensively improve the quality of compulsory education. The quality of compulsory education is related to the healthy growth of hundreds of millions of children, the development of the country, and the future of the nation. [1] The improvement of the quality of compulsory education is inseparable from the teachers' teaching concepts of keeping pace with the

times and the teaching behavior of "consistent words and deeds".

The teaching concept "is the value presupposition and causal assumption behind the teaching behavior of teachers, the norms that teachers believe in and follow in their education and teaching practice, and the sentimental pursuit of the direction and ideals of teaching should be followed." [2] It is closely related to teaching behavior, and is the internal basis for external performance as teaching behavior. When the teaching concept of advancing with the times is highly consistent with the matching teaching behavior, it will actively promote the great improvement of teaching quality. On the contrary, when the teaching concept of advancing with the times and the teaching behavior of "inconsistency of words and deeds" are "broken", it will hinder the effective improvement of teaching quality. The status quo is that when scanning the teaching concepts and teaching behaviors of the four junior high school teachers in W City, S Province, it can be found that there is a "break" between the two. What is the cause? What are the impacts? Where is the road?

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## 2. STATUS QUO OF FOUR JUNIOR HIGH SCHOOLS

The survey shows that the "words" of the teaching ideas of the four junior high school teachers in W City, S Province, have strong rationality.

Table 1. Part of the teacher's specific expression of teaching concepts

Dimension	Specific performance	Approval rate	Opposition rate
View of autonomy	Students' "self-study, cooperation, and exploration" in the classroom is time-consuming and inefficient It is necessary to encourage students who have mastered the content of classroom teaching to accelerate the learning of new knowledge Asking students to help each other in their studies actually doesn't work	27.1% 92.0% 15.4%	72.9% 8.0% 84.6%
View of task	After finishing the last lesson of the textbook, the teaching task of a lesson is completed	19.1%	80.9%
View of dedication	"Get up early and be greedy and busy with specific teaching affairs is dedication" is not comprehensive To teach students well, teachers must find ways to find the mystery of teaching	80.9% 81.4%	19.1% 18.6%
View of capacity	Methodically and continuously speaking is a good lesson The more teaching information (the larger the teaching capacity), the higher the efficiency of the class	17.5% 30.9%	82.5% 69.1%
View of efficiency	It is more efficient to teach students to the questions (do not understand) Failure to highlight the key points of teaching is an important reason for low teaching efficiency	93.1% 84.1%	6.9% 15.9%

Performance is as follows: (1) More than 72.9% of teachers support students' autonomous learning needs and encourage students to learn by themselves, cooperate, explore, and students with strong learning abilities to accelerate their learning progress. (2) 80.9% of teachers oppose the "task view" of "complete the teaching task when they finish speaking". (3) More than 80.9% of teachers hope to achieve comprehensive dedication that is both quantitative and qualitative dedication. (4) 69.1% of teachers oppose that the larger the teaching capacity, the higher the teaching efficiency, and 82.5% of the teachers oppose that methodically speaking is a good lesson. (5) More than 84.1% of teachers think that focusing on students' problems (not understood), and highlighting key teaching points, teaching efficiency will be higher. (See "Table 1")<sup>1</sup>:

But in reality, the teaching behavior is quite different from the teaching philosophy. Random observations <sup>2</sup> in the classroom found that: (1)

1. Since August 26, the research team has conducted research on teaching reform in four nine-year schools in District G, W City, S Province, using teacher-student questionnaire surveys and random classroom observations. A total of 200 junior high school teachers from the four schools participated in the teaching questionnaire survey. This questionnaire is to get a basic understanding of teachers' basic information (except for information that can mark their identity, such as names), teaching feelings, and teaching concepts. Based on 188 valid questionnaires, the researchers obtained the above-mentioned relevant statistical data.

2. From September 1st to November 1st, the research team randomly observed 198 classes in the junior high schools of

Teachers generally like "excessive lecturing". Teachers who teach three-fifths of a class account for 52.77%, teachers who teach four-fifths of a class account for 18.05%, and those who teach almost all of a class account for 1.38%, which means that teachers whose teaching time exceeds three-fifths of a lesson time account for 72.2%. <sup>3</sup> (2) The phenomenon of teachers dragging lessons is very serious. Of the 198 classes, only one class was ended on time. The remaining 197 classes were all delayed by teachers, ranging from 3 minutes to as many as 10 minutes. A few teachers not only postpone the class after class, but even enter the class a few minutes before class. <sup>4</sup> (3) Teachers generally ignore the

the four schools mentioned above. During the break, the researcher had in-depth exchanges with the teachers, or observed the teachers' daily work seriously and objectively.

3. In order to facilitate quantitative statistics, the time when teachers demonstrate reading, explain knowledge points and methods, and ask questions are classified as lecture time; The time when students listen to classes, do exercises, watch videos and PPT, endorsements, etc. are classified as study time. The true "degree" of teaching is that students effectively participate in teaching activities for autonomous learning. If teachers occupy the time and space of students' self-learning and use teaching instead of learning, it is considered "excessive lecturing". On the contrary, it does not belong to the real time and space for students to learn effectively and independently. It can be seen from the above data that students do not have much time for autonomous learning in class, and occasionally learning time is mostly passively completing the learning tasks specified by the teacher, rather than autonomously exploring learning.

4. The time that the teacher takes up outside of the 45 minutes of class is to continue to teach the unfinished content. In order to unify the standard and facilitate measurement, the extra

phenomenon of students with strong learning ability "waiting for others". 60% of the classes did not have the "knowing acceleration" link, and 38% of the classes showed the "knowing acceleration" content on the PPT, but the teacher did not provide answers and corresponding tests, etc., and did not really implement it. (4) In the time between classes, teachers seldom reflect on teaching and are busier with teaching affairs. Some teachers take students to the office to supervise students to complete unfinished oral or written homework; some teachers carefully review and do various student homework; some teachers are busy making new PPT or handouts for test papers, etc.

It can be seen that there is an "inconsistency" problem in teachers' "words" (teaching ideas) and "deeds" (actual teaching behaviors). What is the cause of this, what is the impact on the teacher, and what is the solution? These are the main contents explored in this article.

### **3. LATERAL PERSPECTIVE DEEP INTERNAL CAUSES**

There are internal and external reasons for the existence of "inconsistency of words and deeds". The external causes are mostly derived from the fact that some schools have some wrong view of the comments on teachers such as "the completion of the teaching content as the sign of the completion of the teaching task, and the completion of the teaching is completed, otherwise, it is a teaching accident", "teaching with the theory of 'quantity', it is believed that 'the amount of teachers' lectures will be higher and the results will be higher', and 'academic performance' is directly proportional to the teaching capacity", etc. The internal cause of the teacher is based on the in-depth communication between the author and the teacher, or the author's objective and true observation of the teacher's daily income, which can be roughly divided into three points.

First, they are unconscious, and they turn a blind eye. Teaching thoughts and teaching behaviors are closely related, teaching thoughts dominate teaching behaviors, and teaching behaviors reflect teaching thoughts. Reasonable teaching thoughts should become the driving force of reasonable teaching behaviors and guide the development of reasonable teaching behaviors. Reasonable teaching behaviors should have a certain counterproductive effect on the formation, development and enrichment of

reasonable teaching thoughts. However, in reality, reasonable teaching thoughts and reasonable teaching behaviors are matched with the "inconsistency of words and deeds", which has a certain negative impact on the quality of teaching and the development of the possibility of teachers and students' lives. Some teachers are in a situation where words and deeds are contradictory, but they are unconscious and turn a blind eye. On the one hand, the objective and external factors such as tight teaching time, heavy tasks, large numbers, and high pressure caused teachers to have no time to appreciate the meaning of the consistency of teaching thoughts and teaching behaviors. On the other hand, most teachers do not have a high sense of self-efficacy, and they rarely have the consciousness and habit of reflecting on teaching behavior. Although the questionnaire survey showed that 92.6% of teachers "reflected on their own teaching after class", random observations between classes showed that this was not the case. This also highlights the teachers' "inconsistency of words and deeds. Even though correct and reasonable teaching thoughts have long been in the teachers' hearts, teachers also unconsciously face unreasonable teaching behaviors.

Second, the teachers are conscious, and they are aware of their inconsistency without changing. Some teachers who have a sense of teaching anxiety have realized that the inconsistency of "words" and "deeds" is directly related to teacher development, student growth, and the improvement of teaching quality, but they have never given practical actions to solve the contradictory problems of "words" and "deeds". This kind of "consciousness, and seeing but not changing" mainly stems from two points: "do not want to change" and "dare not change". On the one hand, facing the contradiction between "words" and "deeds", either because they are lazy to solve due to their slack in profession, or because of conservative thinking, or because of fear of difficulties and fear of solving, most teachers adopt an attitude that they do not want to solve. On the other hand, in the face of improvement in teaching behavior, either because of poor ability, failure to improve, or because most teachers have not changed the "herd mentality", or because self-improvement of teaching behavior will "maintain the status quo" of the teacher group They are regarded as dissidents, or because they are afraid of various undesirable consequences due to inadequate improvement, most teachers adopt an attitude that they dare not solve. In short, these teachers who "are conscious, but are aware of their inconsistency without changing" lack the courage to solve the problem.

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teaching time that occupied the after-class time is not included in the measurement.

Third, they want to solve it, but they can't change it. Some teachers not only have a sober awareness of facing up to their own "inconsistency of words and deeds", but also have a strong desire to resolve the contradiction between concepts and behaviors, and they try to solve them in the teaching process, but they are constrained to change. The first is because there is no correct solution to be cited and referenced, and teachers who have become innocent have no time, space and platform to find or explore suitable solutions. Second, because the change of behavior habits is a gradual and occasionally circuitous process, teaching behavior is also due to inertia. If some teachers know that "excessive lecturing" is harmful, and in actual teaching activities, they try to let students learn and explore problems actively, but they feel that students "wasted" a lot of time but can't explore it. Therefore, it is better to "teach by themselves to the end", they continued to "excessively teach". Third, because of the particularity of teaching, the results brought about by the change of teachers' teaching behavior have the characteristics of delay, and it is impossible to distinguish whether the solutions they choose are accurate or not in a short period of time, whether they are more conducive to the growth of students' lives, and are more conducive to the improvement of teaching performance. Therefore, there is no accurate solution to teachers who have been puzzled to solve the contradiction of "inconsistency of words and deeds".

#### **4. DEEPLY AFFECTING THE QUALITY OF PROFESSORS**

The behavior of "inconsistency of words and deeds" has a direct reaction to teacher development, and its impact on students and teaching is indirectly implemented through irrational teaching behaviors that deviate from reasonable teaching ideas. This article mainly focuses on the influence of "inconsistency of words and deeds" on teachers' teaching ethics, professor's feelings, and teacher's wisdom.

The teachers' teaching morality is difficult to be diverse. Teaching morality is the sum of moral feelings, cognition and moral behavior shown by teachers in teaching. It is composed of teachers teaching professional morality and personal teaching morality. Teaching professional ethics by teachers is the "public morality" of teachers, including patriotism and law-abiding, dedication to work, caring for students, teaching and educating people, being a role model for others, and lifelong learning.

The teacher's personal teaching morality is actually "teacher virtue", and its core components are threefold: teacher kindness, teacher justice, and teacher responsibility. [3]<sup>84</sup> Most teachers can abide by the teacher's "public ethics" and basically be kind, fair and responsible. From the perspective that teaching should benefit students, teachers should also have different levels of attention and methods for different students and teaching content. This objectively requires teachers' teaching morality to be diverse. However, "inconsistency of words and deeds" hinder the development of the pluralism of professors' morality, which is mainly reflected in teachers' misunderstanding of "sense of justice" and "sense of responsibility". First, the "teacher's sense of justice" is unjust. On the one hand, teachers with "inconsistency of words and deeds" have a "one size fits all" approach, using the same teaching objectives, teaching content, and teaching methods to face students with different learning foundations, learning abilities, and learning needs, like trying to make a piece of clothing worn by all students. This is unfair to some students, especially those who have spare capacity and difficulties in learning. On the other hand, in order to complete the teaching task as soon as possible and to pursue the large capacity of classroom teaching, the teacher will replace the students with "brain," "mouth," and "hands". Teachers are comprehensive and exquisite. They do not need students to use their brains to speak, discuss, and communicate. They do not need students to write, draw, manipulate, and correct themselves. This is actually unfair to all students. Second, "teacher responsibility" is not easy to bear. Some teachers mistakenly believe that using the same teaching resources to treat all students is responsible to the students; to complete the teaching tasks and to pursue large capacity is responsible for teaching; to work diligently and hard is to be responsible for themselves. In fact, for a long time, the more diligent the teacher, the lazier the student, the smarter the teacher, the more stupid the student, the more the teacher replaces the student, and the worse the student's ability, the harder the teacher. A true sense of teacher justice and teacher responsibility is to pour enthusiasm for all students equally, to be kind to the different needs of different students, especially to the disadvantaged students, never to replace the students' learning with the teacher's teaching, but to truly return the classroom to the students.

The teachers' teaching emotion is difficult to be rich. Teaching emotion is the collective term for teacher's teaching of emotions and feelings. The richness of the teaching emotion requires teachers to

face the students who are equal to themselves with enthusiasm, trust, and truthfulness, and infect students from the bottom of their hearts, inspire their enterprising spirit, and mobilize their learning enthusiasm, so that the entire teaching is in an atmosphere that is both pleasant, comfortable, severe and serious. [3]<sup>87-89</sup> However, "inconsistency of words and deeds" hinder the development of the richness of the emotion teaching, which is manifested in the lack of necessary respect, trust, and understanding between teachers and students, and the communication between teachers and students is difficult to smooth between wild autonomy and great otherness. First, teachers do not respect the autonomous needs of students. China's "Basic Education Curriculum Reform Outline (Trial)" pointed out that teachers should "focus on cultivating students' independence and autonomy, guide students to question, investigate, and explore, learn in practice, and promote students to learn actively and individually under the guidance of teachers. Teachers should respect the personality of students, pay attention to individual differences, and meet the learning needs of different students". [4] Different students have different needs for learning autonomy. Those who know are eager to speed up, those who are in the middle look forward to uniform speed, and those who are weak look forward to slowing down. The key is that a teacher must know how to respect the speed difference of different seekers. The secret of educational success lies in respecting students. However, if teachers follow tasks in the classroom, catch up with the progress, make a one-size-fits-all approach, and ignore the differences in students' autonomous learning, how can teachers respect the autonomous needs of students? Secondly, teachers do not trust students to learn independently. "Trust and trust the world, because this human being exists-this is the innermost achievement of the relationship in education." [5] Teachers do not believe that students have the desire to explore and seek knowledge independently, do not believe that students can put forward innovative concepts and ideas, and do not believe that communication and cooperation between students will collide with sparks of thought... Teachers do not believe that they can create real and vivid situations to inspire students' enthusiasm for autonomous learning, do not believe that they can guide students to actively participate in classroom teaching activities for active and autonomous exploration, do not believe that they can truly inspire students to think and learn new knowledge on their own... There is a lack of "teacher not trusting others" and "teacher not self-confident" between teachers and students, so how can trust exist? Finally, teachers

misunderstand students' autonomous learning. The so-called understanding refers to a person's grasp of the object of understanding and all the overall relationship between it and the understander at a certain moment. [6] The different attributes of the understander and the object of understanding form an extremely complex overall relationship. Complexity can easily lead to misunderstandings of all kinds. These misunderstandings are manifested in some preconceived "foresight" or one-sided wrong "prejudices." Teachers with "inconsistency of words and deeds" firmly believe that "because the teacher is instructing classroom activities, controlling learning time, choosing teaching methods, and judging the consequences of student behavior, it is the teacher, not the student, who controls learning" [7]. This kind of wild autonomy of controlling and restraining students is "taking fifty people as one person, and eighty people as one person...extremely bad practice" [8]. It is also a misunderstanding of education and students' practices. There are such "misunderstandings" and "prejudices" between teachers and students, and there is a serious lack of understanding.

The teachers' teaching wisdom is difficult to be happy. Teaching wisdom is the ingenuity shown by teachers in teaching, mainly composed of personal teaching wisdom and public teaching wisdom. [3]<sup>89</sup> "Wisdom produces happiness", Aristotle's famous thesis tells us that teachers can increase their sense of competence, sense of accomplishment, and satisfaction in their work by engaging in teaching activities that increase wisdom. However, the contradiction of "inconsistency of words and deeds" hinders the development of teachers' wisdom and happiness. First, the solution of teaching problems is hindered. The difficulty of teaching problems considers the wisdom of teachers and professors. The general problems and routine problems in teaching often do not require teachers to solve them with high wisdom. Special problems and emergencies need to be solved by higher professors' wisdom. Therefore, the basic criterion for judging the level of teachers' wisdom is whether the teacher can reasonably understand and solve various problems in teaching. If the problem of "inconsistency of words and deeds" is not effectively solved, it will not only highlight the lack of wisdom of teachers and professors, but also bring out more teaching problems through externalization of teaching behavior. More and more teaching problems need to be solved, which not only demonstrates the need to improve the wisdom of teachers and professors, but also hinders the process of solving teaching problems. Secondly, the

development of "knowing the difficulties and being strong" was curbed. "Teaching and then knowing the difficulties... knowing the difficulties, and then being able to strengthen oneself", from "teaching" to "difficulty" to "self-strengthening" is essentially the process of teaching wisdom development. "Education is mental work. Only by skillful use of emotion and intelligence can we succeed" [9]. Without sufficient teaching wisdom, it is difficult to do a good job of teaching. Most of the teachers who are "inconsistency of words and deeds" lack the wisdom of teaching. They are "busy teachers with no lazy limbs", but not "smart teachers with no lazy brains". They only know the hard work and brutal work of "more input and less output", but do not know the skillful work and hard work of "reflection often, good reflection". It is difficult to realize the "knowing difficulty and then being able to strength oneself" from "teaching" to "difficulty" to "self-reliance". Finally, the cultivation of students' wisdom is blocked. An important responsibility for teaching is to develop students' wisdom. Every teacher has the wisdom of teaching, but the structure and level of teaching wisdom of each teacher are different. Teachers who are rich in teaching wisdom often use wisdom wisely, avoid weaknesses, judge the current situation, find breakthroughs in teaching problems, quickly solve teaching problems, and cultivate students' wisdom imperceptibly. It is difficult for teachers with poor teaching wisdom to break through the limitations of personal experience, and break their own negative thinking patterns, and do not know how to use and borrow wisdom. It is difficult for them to solve teaching problems, and they cannot cultivate students' wisdom. Teachers who contradict "words" and "deeds" do not have more "smart use of emotions and wisdom", and it is difficult to make the teaching of wisdom happy.

## **5. THE WAY TO RESOLVE "INCONSISTENCY OF WORDS AND DEEDS"**

External Force Originates from the School's Brave Responsibility and Guidance Although "inconsistency of words and deeds" is a teacher's problem, the school should assume the responsibility of leading and helping teachers to better solve the problem.

The schools can provide high-quality training, endowed with intellectual and motivational support. High-quality training includes expert-led teacher training and diversified school-based training that leads teachers to solve problems by themselves in

action. On the one hand, expert-led teacher training can provide tremendous intellectual and motivational support for the transformation of teachers' teaching behavior. Experts' educational ideology is based on participation in education and teaching practice or experiment, through conscious geographic reflection, formation of judgment, reasoning and theoretical system; rational ideology and concepts are also tested by practice to be proven, revised, perfected and developed. The formation of experts' educational ideology is not only the inheritance and reference of traditional educational ideology, but also criticism and innovation. "For example, in recent years, Professor Xiong Chuanwu's 'understanding teaching and natural classification teaching method',<sup>5</sup> the experiment has been promoted in many primary and secondary schools across the country, and many teachers have grown up by listening to Professor Xiong's lectures and discussions with Professor Xiong." [10] On the other hand, various forms of diversified and interactive school-based training, including micro seminars, micro training, and world cafes, can guide teachers to solve problems on their own. Such school-based training is derived from the different development needs of each school, and is organized and planned by each school spontaneously. It is designed to meet the needs of each teacher in the school. Therefore, it is more targeted and effective. For example, Lanzhu School in Shenzhen, Guangdong Province has conducted micro-training for teachers in the form of world cafe, which has achieved remarkable results.<sup>6</sup>

It is necessary to improve teaching evaluation and provide guidance and belief support. When the school evaluates the teaching work of teachers, it should provide teachers with guidance and strong belief support to solve the contradiction of "inconsistency

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5. Here, "understanding teaching" should be "understanding education"; "natural teaching method" should be "natural teaching", which means a teaching theory and practical strategy that "the teacher allows the teaching task to be naturally divided according to the differences of students, and guides students to conduct research on their own learning problems". (Du Jun, Turning Educational Theory into Practice Wisdom — The Social Responsibility of the Institute of Understanding Education of East China Normal University [N]. China Education Daily, 2015-11-13 (7).)

6. The world cafe is the most important communication tool for learning organizations, and its main spirit is "crossover" different positions, and different departments, express their own opinions on several topics, collide with each other, and inspire unexpected innovative ideas. Vice-principal Yang Xiangling of Lanzhu School in Shenzhen City, Guangdong Province, commemorating the 15th anniversary of the implementation of understanding education and natural materials teaching. He once gave a report on "World Coffee-Micro-training of Lanzhu School to Create Collective Wisdom" at the "Deepening Self-divided Teaching Experience Exchange Meeting".

of words and deeds". Firstly, the evaluation content needs to be enriched. Traditional teaching evaluation is mostly based on the single evaluation content of students' academic performance and admission rate. The evaluation content can be more comprehensive and enriched. From the perspective of teachers, it is possible to increase relevant evaluation content such as the wisdom of professors and qualitative dedication; from the perspective of students, it can increase the time, frequency, efficiency, quality and other content of students' participation in classroom autonomous learning. Secondly, the evaluation subjects should be diversified. In addition to the school's leadership in charge of teaching, the main body of teaching evaluation can also be diversified, and can be other teachers, students, parents, etc. For example, in the implementation of the natural teaching reform, schools have adopted the comparative test of letting teachers participate in the "implementation of natural teaching according to the teaching tasks and content" and "conventional teaching based on the teaching method", so as to eliminate the teacher's actual teaching of "complete the teaching task is to complete the teaching task", "pursuing large capacity in classroom teaching" and other misunderstandings. Thirdly, the evaluation methods need to be diversified. Although the diversification of evaluation methods is more complicated at the level of the operation process, the evaluation results are more objective and authentic. Fourthly, the evaluation function should be oriented. Teachers' reasonable autonomy, comprehensive dedication, student-oriented teaching tasks, reasonable teaching capacity and other teaching evaluations will guide teachers' teaching behavior fully and reasonably. Fifthly, the evaluation type needs to be tendency-oriented. Teaching evaluation should lean towards process evaluation. "Process" is more oriented than "result". Teaching evaluation should pay particular attention to the process of teachers guiding students to learn independently, because it not only focuses on the exertion of teachers' reasonable autonomy, but also better focuses on the development of students' reasonable autonomy.

Internal Origin Is the Active Exploration and Solution of Teachers Themselves. The solution of the contradiction between "words" and "deeds" and the change of teaching behavior cannot be separated from teachers' in-depth care of themselves and teaching practice. Teachers need to be keenly aware in teaching practice, face soberly, and solve teaching problems consciously.

It is the prerequisite to keenly discover the problem. There are three entry points for discovering problems: The first is that teachers should be good at discovering problems in student learning. The problems that arise in students' learning, such as not being able to teach themselves, cooperate, or help each other in class, and do not understand problem tracking after class, are inseparably connected with teachers: whether students have a self-learning platform depends on whether the teacher has the awareness of giving; whether students have self-learning ability depends on whether the teacher insists on training for a long time; whether students master the self-study method depends on whether the teacher accurately teaches and so on. The second is that teachers should be good at discovering problems in classroom teaching. Why are students' self-study, cooperation, and inquiry activities time-consuming and inefficient? Are students accustomed to the fact that the teacher will take care of everything, chewing up the knowledge and then "feeding" it to the mouth? These problems need to be explored by teachers. The third is that teachers should be good at finding problems from themselves. Will classroom teaching capacity be positively correlated with teaching efficiency for sure? What are the reasons for the unceasing exercises? Is it worried that students do not understand how to do more questions to strengthen their knowledge points, or the teachers themselves are not sure about the key points of teaching and fail to design homework around the most difficult points? These problems urgently require teachers to have a pair of keen eyes to discover.

Facing the problem soberly is the key. In the face of teaching problems, the better the analysis and the more thorough the solution, the more conducive to the resolution of the contradiction of "inconsistency of words and deeds". Teachers must keep a clear mind to face the teaching problems squarely, analyze scientifically, conduct in-depth research, clarify the nature of the problem, find the crux of the problem, and strive to solve the teaching problem fundamentally. There are two points of view to face the teaching problem soberly: the first is to firmly grasp the fundamental problem. There are many teaching problems for teachers, ranging from major to minor issues. When facing the teaching problem squarely, teachers should pay attention to the main problem, firmly grasp the main aspects of the main problem, and try to find the main attack direction to solve the problem. The second is the in-depth analysis of the underlying causes. Facing the complicated teaching problems, teachers should keep a cool eye, reveal the inevitability of problems from

the contingency of teaching problems, grasp the nature of regularity from the complexity of teaching problems, discover the tendency of problems from the budding state of teaching problems, make judgments on the nature of teaching problems, and make accurate analysis of the root causes of teaching problems, and pinpoint key nodes in solving teaching problems.

Solving problems consciously is the guarantee. The process of discovering, facing up to, and solving teaching problems is the process of completely matching teaching behaviors with reasonable teaching concepts, which is the process of turning "inconsistency of words and deeds" into "consistency of words and deeds". Teachers should establish a strong awareness of problems, listen to the true voices of students, and take it as their responsibility to resolve the contradiction of "inconsistency of words and deeds", and effectively solve all kinds of teaching problems. Teachers consciously solve teaching problems have four goals: one is to insist on solving teaching problems as the orientation of teaching work. Teachers should always work around the problem, try their best to resolve the problem in its budding state, and do everything possible to solve the problem within the scope of responsibility. Teachers should be good at grasping the big and letting go of the small as soon as possible, discovering the inclination, signs, and potential of teaching problems in daily teaching, and resolutely solve them in a timely manner to prevent problems before they occur. The second is that teachers should continuously improve their courage to solve problems. Even if teachers encounter hardships in the process of solving problems, they should set an example for students to courageously overcome difficulties and strive to solve one problem after another. The third is that teachers should earnestly draw on the wisdom of other teachers in solving problems, and they should ask other teachers more for their problems, so that teachers should learn from each other the best medicines to solve problems. They also need to get more ideological enlightenment from the practice of teaching reform, learn rich nutrition from reform experience, and strive to find a good solution to the problem. Taking the Primary School Affiliated to Guangxi Normal University (Zuoran Primary School) as the example, since approaching the "new basic education" and entering the "new basic education", teachers have worked hard to absorb the problem-solving wisdom of other teachers from other schools, think deeply, combine the unique academic sentiments of the school, and multi-processing, and practically apply them to

classroom teaching to improve the classroom teaching quality.<sup>7</sup> Fourth, teachers should continue to enhance their ability to solve teaching problems. Teachers should always focus on the problem, study more, and strive to improve the ability to discover, analyze, and solve problems. They must be good at finding common problems from individual problems, realizing the transition from discovering problems to understanding problems to solving problems, and fully embodying the results of learning, thinking, and solving problems in the effectiveness of solving practical problems.

## 6. CONCLUSION

Based on the organic combination of practical investigation and theoretical analysis, it is necessary to deeply realize that in order to resolve the contradiction of teachers' "inconsistency of words and deeds", it is a must to realize that the school plays the role of the leader and leader in the process of dissolving the teacher's "inconsistency of words and deeds", giving full play to the role of school teaching leadership and removing "obstacles" for teacher development. At the same time, teachers should be guided by "problem awareness", be good at discovering problems, dare to face problems, and be brave to solve problems in teaching practice, actively discuss teaching problems with colleagues, learn from each other, form a teaching and research community, timely innovate educational concepts, and improve teaching awareness. Only when the two are synchronized at the same time, the effect of teachers' "inconsistency of words and deeds" into teachers' "consistency of words and deeds" can be optimized, so as to achieve the teaching goals and improve the quality of teaching.

## AUTHORS' CONTRIBUTIONS

Tian Liu is the main writer of this paper. Xiaoru Xie is responsible for material collection and organization. Yue Wang contributed to material collection.

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7. The Primary School Affiliated to Guangxi Normal University (Zuoran Primary School) has joined the "National Basic Education School Reform and Innovation" since November 2015. After becoming a standing council unit, teachers are confidently marching towards the "new basic education" with outstanding characteristics of "teaching the world and human affairs and cultivating life consciousness".

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