

# Research on Difference and Effectiveness of Teaching Course

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**Abstract.** To summarize with summing up through an analysis of teaching course, the paper propose how a teacher sets up effective course, make the teaching result improved greatly. Having analyzed to student's state, we can point out the difference characteristic, take the corresponding measure. These principles have be used in concrete teaching practice, has made some gains.

## Introduction

Teaching is through a course taught in the beginning, with the market economy and society of goods similar to the curriculum as a basic teaching system cells, and its quality determines the quality of the overall teaching quality of schools. From book knowledge to the learners experience the curriculum activities to life “chores,” “scenario”, controlled by experts to the public from the game, the curriculum and the fuzzy line between lives. In contemporary, curriculum has become a metaphor, symbol, text, and even become a life appearance. Curriculum and course of life significance of diversity, is affecting the survival course. Gradually tends to teachers and curriculum integration. “Mutual adaptation” approach requires that teachers and curriculum established between complement each other interpretation of the relationship of mutual support, teachers and the curriculum is a cross-relationship between the teachers with the autonomy of free space, stressed that teachers of courses intended to re-read and record. Following this, teachers and students to become constructors of curriculum, learning communities and programs defined. To the relative significance of the course, course of their existence has been challenged. Survival and development of course the foundation of that? Concern the effectiveness of programs, build an effective program, so that differences can be balanced development of students so that curriculum to the learners and the spirit of the message can be up to their souls, which is out of the plight of the contemporary curriculum of an effective way out.

## Inner Mechanism of Course

Contemporary curriculum theory that learners live in every corner of space hidden curriculum, things associated with the learners, the event is the carrier of course, all phenomena are the course texts, symbols. Thus, the content of education curriculum and general established between the peer relations, curriculum resources and curriculum boundaries between the two concepts is blurred. Effective curriculum refers to the awareness of teachers under the guidance of course generated, can enter the learner's consciousness, the spirit of place associated with the learners, and learners can have a positive impact on the course. Effective curriculum is both a vector (by the course curriculum and teacher awareness of the spirit of traction), is a

variable determined by many factors. Things, the event has more meaning, objectives in different courses referential aspects of effective programs, different perspective. At the same time, it is impossible to program scenarios are included in the curriculum of all things, some things can only be regarded as the background of course, is not on course to achieve meaningful impact.

### **Analysis for Mechanism of Effective Curriculum**

Contemporary curriculum theory thinks that every corner of space learners live in hide curriculum, things associated with the learners, the event is the carrier of course, all phenomena are the course texts, symbols. Thus, the relation between the content of education curriculum and general established is equal. Curriculum resources and curriculum boundaries between the two concepts is blurred. Effective curriculum refers to the awareness of teachers under the guidance of course generated, can enter the learner's consciousness, the spirit of place associated with the learners, and learners can have a positive impact on the course. is both a vector (by the course curriculum and teacher awareness of the spirit of traction) and a variable determined by many factors. Things and the event have more meanings, under objectives in different courses Effective curriculum referent aspects of effective programs, different perspective. At the same time, it is impossible to program all things of scenarios included into curriculum .Because some things can only be regarded as the background of course, is not on course to achieve meaningful impact. Effective curriculum belongs only to things that a perspective of events, a stage, a fragment of an image, effective programs are those links, clips, perspective, context, stage of splicing, cutting, restructuring, thus creating a kind of concentrated nature intellectual and spiritual significance of the value of intensive, full of aesthetic properties, and shape the course distance learners. Only effective course content and form characteristics of both starting to build an effective program to be successful. Theory and concrete practice in order to be effective. From this principle, to deal specifically with the construction of concrete structure an effective program for improving the quality of teaching to explore a new and more effective way.

Concrete Structures Civil Engineering Department of our hospital is an important basic course, its teaching quality and students to acquire a direct impact on the ground and foundation, multi-layer structure and high-level design, graduate design and other courses of study and mastery, it is course which is the foundation of this group. From the formal analysis, where the effective curriculum should have the integrity, relevance, subjectivity and self-organization and other features. From the content analysis, effective learning community curriculum is based on joint creation of human culture, the need for sensitivity of teachers, curriculum and students should have a higher degree of blending of content adaptation, open to the social life, including scientific freedom spirit. The following specific aspects should be doing.

### **Effective and Holistic**

Effectiveness of programs exist in the overall program framework, there exists in all parts of the course, part of the orderly, organic connection, it is difficult to separate it from the whole course. The meaning of the effective course flow and is the interaction between factors in the course have shown, only the help of other elements of the course and links to get confirmed. Main courses from the teachers and the subject of learners, but higher than that of the two principal, teachers and learners promoting the subjectivity is to cast the spirit of the main course itself .The main spirit is the object

which the teachers and students in the course subjectivity is committed to the pursuit of, it gives the latter two Subjectivity provide boundaries and regulations. Course not simply serve the development of the human body, more than merely to satisfy the requirements of teacher professional development, but to make the cultural significance of the inner course, the human spirit has been reproduced and enhanced. Effective curriculum, the curriculum is the significance of learners and students for the curriculum of each node is filled with concern for learners, and learners are trying to existing experience, spirit, level, and learners in which cultural, ecological, cosmic establish new contacts. When constructing courses the association between the course content and learners' life, course format and the social and cultural environment, the curriculum the object goals and mission of human existence must be emphasized . We can say that they are are the foundation course and fertile soil which the curriculum can survive, that the curriculum need to learn to absorb nutrients and gain momentum.

### **Contact Resistance**

Illustrated lectures start with the principle: Although the stirrup outer protective layer of concrete cracking, but the core concrete role of the stirrups of the constraints, was able to remain under pressure and increased strength. Compressive strength of concrete specimen during the determination of the cube, the upper and lower plate and upper and lower surfaces of specimens of friction between the lateral expansion of the specimen plays a role in binding, can improve the strength, the same way. Contact can make people remember a deeper, more flexibility.

### **Differences**

Difference teaching means in teaching in class collective student differences, satisfy students based on the needs of individual learning. To promote the students have been developed based on the original teaching, quality education of students with particular emphasis. Differentiated Instruction is a comprehensive measure of students as the prerequisite check to see students with different learning characteristics, style, starting point, intelligence; to build the system as the way a variety of strategic approach, as the challenge of different learning objectives. Choice of learning content, flexible teaching methods. Be open and transformative, it is not the spirit of the past experience of a simple repetition, but rather a kind of “epistemic reflexivity” and “return”[1] . It changes according to the outside world and make timely adjustments to create a difference, according to local conditions, the person and change the course form.

Multiple intelligence theory emphasizes each individual can not have exactly the same intelligence, individual differences in intelligence between the different combinations of intelligence is, each individual has a very high intelligence, but not necessarily the same level of other intelligence. This implicit explicit differences of intelligence is the individual differences of students, and only when this is taken into account the time difference. Teaching is effective. The starting point of education is not how smart a person. But rather how to make the students can become intelligent, what wise.

### **To Develop Good Teaching Atmosphere, Inspired by the Feelings of Students**

Teachers should understand: Desiring nothing is the key to student who can't learn well, so it is need to stimulate their desire to learn, develop tenacity to overcome

difficulties. Teachers and students should mix to form harmonious relationships. For some good students who like asking questions and like studying, it is necessary to especially praise, praise in public which make the students' learning initiative soaring. Psychological research shows that forgetting is a universal and natural phenomenon, meaningful and philosophical learning materials, relatively are easy to forget specific facts, but the general concepts and principles are not easily forgotten[2]. When students are not fully understood, we must build on the progress, to seize the opportunity to: understand the concept of clarifying the principles of the first and summarized briefly to be rational, so that the minds of students can form a clear framework; and then explain the exercises appropriate to specific, strong of.

### **To encourage Exchanges and Discussions**

Disclosing their own ideas, listening to other opinions and suggestions and unceasingly consummating during the discussion and debate, that will form a perfect outcome. Understand other people's ideas, to increase the relevant knowledge. Two people exchange ideas, each person has two kinds of thinking, continuous communication, we can continue to get new ideas, knowledge will innovation and development.

The loading and components in the teaching can arrive by using mathematical and mechanical familiarize students with way of thinking and logic to solve problems which is applied to the concrete structure course. By contrast, similar to the way links linked together the different elements can greatly improve teaching effectiveness, and to arouse students interest. For example:

- (1) The ability of anti-damage (bending, shear and other capacity), the former can be obtained by methods such as structural mechanics bending moment, shear force; which is equivalent to the internal characteristics of the concrete program to solve[3].
- (2) Coming to power, torque balance equation, which is theoretical mechanics.
- (3) Solving the equation, that is mathematical method

### **Conclusion**

The formation of Curriculum is the teacher's curriculum awareness and the curriculum resources composite product. Teacher's curriculum consciousness is the active factors into curriculum resources. Curriculum awareness is a teacher subconscious curriculum conception, curriculum philosophy, curriculum thinking load bearing, relationship with the crack of curriculum resources teachers, it is to decide ways and direction by using, how curriculum resources can produce the reality of how efficiency, thus become course effective power switch points with invalid.

Construction of an effective program must not be built on basis of those subjects, "fragmentation of knowledge", it should be builded through setting the information available and knowledge of students on the "background" and "overall"[4]. The curriculums are open and transformative, not the spirit of the past experience and simple repetition, but rather a kind of "reflective" and "return"[5].

Students are in endless variety. Education can only make the best use of circumstances and teaching students according to their aptitude. The student individuality difference as education resources is the basic conditions of education ecosystem occurrence and development, but also the basic content of education ecological system and social and ecological system for material, energy and information exchange.

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