

# Research on Key Problems of Classroom Teaching Reform

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**Abstract**—With the development of education globalization, the concept of classroom has changed radically, and the traditional classroom boundary has been broken. The key problems of classroom teaching reform are researched in the paper. It can be known that the cooperative learning is no longer a discussion on a problem in class. It is not only cooperation and communication between students, but also multidimensional and resource-based combination among students, teachers and schools in the context of network technology. The high efficiency in the pursuit of classroom teaching is based on the transmission of knowledge and teaching methods. The teaching objectives, the structure of the classroom and the nature of the classroom have undergone fundamental changes in the modern classroom. The evaluation method of classroom teaching will inevitably turn inefficiency into efficiency and emphasize the self-construction effect of knowledge and ability instead of the accumulation speed of knowledge.

**Keywords**—Classroom teaching; Cooperative learning method; Autonomous learning; Reform

## I. INTRODUCTION

The education advocated by the project teaching reform is to arouse, stimulate and promote the students' potential and promote the students' self-development education. It is necessary for the students to grow up in an all-round way and promote the harmonious development of students' skills, process and emotion. Always paying attention to the desire and ability of lifelong learning can promote the education of students' sustainable development [1]. The realization of this educational goal needs to be completed by students. The construction of students' learning style must depend on the change of teachers' teaching methods. Teaching is not to teach only, but to teach students how to learn is the ultimate goal of education. Therefore, in the implementation of the new classroom teaching, teachers should transform teaching methods to promote students' development. To achieve the change of teaching methods, we must achieve three construction, that is, autonomy, cooperation and exploration advocated by the new curriculum reform. The construction of these three new learning methods is of great significance for classroom teaching reform.

## II. THE CONSTRUCTION OF THE WAY OF GUIDING INDEPENDENT LEARNING

The new curriculum reform advocates independent, cooperative and exploring new learning methods. There is a certain connection between the three. All learning that can effectively promote students' development must be autonomous learning. Autonomous learning includes cooperative learning and inquiry learning [2]. But not all areas of learning and learning topics need to be organized by cooperative learning, and not all areas of learning and learning need to be carried out with inquiry learning.

### A. Building a platform for autonomous learning

Based on the needs of the society, the college should set up corresponding training system and distinctive training programs for different teachers. The compulsory course system of interdisciplinary, cross professional and cross school needs to be constructed. The reform of the credit system needs to be fully implemented. The proportion of elective and practical courses needs to be expanded, and the diversity and individualization of teaching need to be promoted. In addition, we need to further improve the cooperative education mechanism, encourage enterprises and schools to jointly formulate training standards for talents, revise professional courses, implement joint training and order training, introduce enterprise production and management standards and environment into the teaching process, and establish an integrated training model of teaching process and enterprise production process [3].

### B. Optimizing the structure of subject specialty

Autonomous learning is the high quality learning of students under the teaching conditions, emphasizing the initiative of students' initiative. In teaching, teachers should grasp the links of students' autonomous learning and actively guide them. Teaching should start from the whole, and on the basis of students' self-perception, the students will determine their own meaningful learning goals. Students can choose what they most need and most interested in learning according to their actual conditions [4]. In this way, teachers can avoid duplication of labor and meet the needs of students at different levels, so that students can develop at their original level.

Each student's cognitive level and style are different, so there are different ways of learning. Teachers should actively guide students to form their own learning styles. Of course, students may take a curve when choosing the way of learning, but after all, it is the students' self-choice. They should make them compare, analyze, improve, sum up, optimize and gradually accumulate learning strategies in their self-practice. In the past, classroom teaching lacks vitality. The problem is that teachers' questions replace students' questions. Teachers' thinking instead of students' thinking and students' learning is boring. In the construction of a new way of learning, the teacher should guide the students to put forward questions, analyze and solve problems. They should carry out the teaching activities with the students' problems, and let the students learn with the problems.

### *C. Improving the teachers' skills in teaching*

Teachers need to create an equal, relaxed and harmonious learning atmosphere. In the teaching of autonomous learning, teachers should actively guide students' interests and create an equal, relaxed and harmonious learning atmosphere. Students should be allowed to express their different views. For all kinds of ideas and practices that do not fully conform to the design intention, do not easily negate them. They should be good at catching the rational elements of students' thinking and cause the students to think more. We should carry forward the teaching democracy and allow students to retain different opinions so that students can truly appreciate the joy of independent thinking and autonomous learning. Autonomous learning requires students to solve problems autonomously under the guidance of teachers. This requires students to rely on relevant information and find their own answers. Teachers should guide students to learn how to collect data.

## III. THE TEACHING STRATEGY OF EFFECTIVE AUTONOMOUS LEARNING

In the teaching of autonomous learning, we should pay attention to the selection of teaching methods and the collection of teaching materials, the preparation and delivery of knowledge, the full use of modern educational technology and the creation of the problem situation. Only in this way can we arouse the students' various senses, let the students feel knowledge in them, and understand them in their feelings.

### *A. Different ways to promote the transfer of knowledge*

Where there is learning, there will be migration. What teachers expect is a positive promotion of learning to another learning, that is, positive transfer. The greater the positive transfer volume, the stronger the learner's ability to adapt to new learning situations or problem-solving through learning, and the stronger learner autonomy. In teaching, teachers can make use of learning stereotypes to promote students' migration. Research shows that maintaining the identity between exercises will help learners' knowledge transfer. In the course of teaching, teachers should not only let the student master knowledge, but also enlighten them on ways to improve their thinking, guide students to learn and make students become the subject of learning [5].

### *B. Motivate students' learning motivation*

Generally speaking, setting up challenging tasks can stimulate students' learning motivation. In presenting learning tasks, teachers should provide specific goals that can be accomplished through hard work. This will help students to understand themselves correctly, evaluate themselves correctly, and enhance their self-efficacy. Teachers should set different goals and tasks according to the level of different students, so that students can try and strengthen their learning motivation with the success of behavior. Self-motivation, cognitive drive and affiliate drive are three factors in achievement motivation. Teachers should actively mobilize these three factors so that they can play a combined role and mobilize students' autonomy in learning. At the same time, teachers' trust and encouragement can greatly arouse and stimulate students' learning motivation, so that learners' autonomy can be greatly improved.

## IV. THE PROBLEMS OF ATTENTION IN THE TEACHING OF AUTONOMOUS LEARNING

### *A. Avoidance of ineffectiveness*

The concept of autonomous learning has been deeply rooted in the hearts of the people. In the classroom, everyone is trying or actively preparing to try to change the traditional teaching methods. Although there are many successful experiences and cases in the construction of autonomous learning group, many group learning is invalid and autonomous learning. Some group learning is vigorous and lively, but a lively atmosphere is just a representation, which cannot achieve effective learning effect. Autonomous learning is guided by teachers, rather than letting go.

Autonomous learning requires teachers to decentralize the rights of students, that is, the right to ask questions, the right to explore independently, the right to cooperate and communicate, the right to express their opinions, and the right to solve the problem creatively. Autonomy is to leave students with corresponding time and space in the corresponding links. Teachers' guidance requires teachers to guide students to ask valuable questions. When students are confronted with difficulties, they need to push their thinking further into depth only by self-study, and these times are inseparable from the guidance of teachers.

### *B. The construction of cooperative learning methods*

Cooperative learning is a learning way to accomplish common tasks under the guidance of teachers, group collaboration, discussion and communication, and complementary knowledge and skills. It fully embodies the people-oriented education concept of the new curriculum, and is one of the most obvious characteristics of the new curriculum in the way of learning which is different from the traditional teaching concept. In autonomous learning, due to the lack of authenticity, openness and inquiry in question design, autonomous learning is invalid. In practice, some teachers lack rational knowledge of cooperative learning, which leads to formality and effectiveness. In the process of guiding students' cooperative learning, teachers should set up

a platform for cooperative learning for students, and lay stress on the effectiveness of cooperative learning.

### *C. Building a platform for cooperative learning*

Cooperation is the active participation of students, and cooperation itself is a process of interaction and learning among students. In cooperative learning activities, we can cultivate students' thinking consciousness, leadership consciousness, social skills and democratic consciousness, which is conducive to the development of each student. Therefore, teachers should actively build a platform for cooperative learning in teaching.

### *D. Making a good training mechanism for talents*

At present, the role of talent in our school is not full, the key is that the system mechanism of talent management is not alive, the decisive role of the market in the allocation of talent resources has not been fully played. Facing the historical opportunity of the transformation of new and old kinetic energy, we should analyze the important talent documents that have already been issued, find out the shortest board of the talent policy, and formulate the policy of the new and old kinetic energy conversion in our school. In cooperative teaching, teachers should pay attention to listening to each student's speech. When they meet their opinions that are not in perfect agreement with their own ideas, they should be good at absorbing reasonable and correct content and replenish their understanding in time.

When some individual students are competitive and do not think seriously before they express their opinions, teachers should act as guides. Guiding them to realize that group cooperation and communication is also a study. Only when they are prepared can they speak with high quality. Teachers should organize cooperation groups properly and timely in accordance with the teaching objectives and teaching tasks to study, pay attention to the process of cooperation and understand the cooperation and exchange of each group [6]. In the study, the teacher should guide the students to master the correct learning methods, guide the students to understand what they have learned through a variety of flexible and suitable ways, and guide the students to acquire new knowledge with the help of their knowledge.

## V. IMPROVEMENT OF TEACHING STRATEGY

### *A. The design of teaching content*

Generally speaking, the factors that teachers should consider in designing and discussing problems are the in-depth study of teaching materials and the clarity of the new concepts to be reflected. The number of cooperative learning should be appropriate, and group discussion should not be excessive in one class, and the time for each cooperation discussion should be scientifically controlled. In the introduction phase of the new lesson, we can use cooperative learning to create an active and relaxed learning atmosphere. When studying key points and difficult points, group cooperative learning can be carried out in order to give full play to the main role of students and fully mobilize the enthusiasm of students. In

addition, students can organize students' group cooperative learning when reviewing and organizing existing knowledge, building knowledge system or analogy learning.

### *B. The relationship between independent learning and cooperative learning*

Cooperation is becoming more and more important in the increasingly fierce social development, but cooperation can only be carried out on the basis of individual efforts. Cooperative learning is a cooperative learning based on autonomous learning [7]. Without autonomous learning, cooperative learning will be ineffective or inefficient. In cooperative learning, first of all, we should cultivate students' creative spirit, practical ability and ability to solve problems; secondly, develop emotional attitude and values; finally, the cultivation of cooperation consciousness and ability. Therefore, the teachers must let the students study and explore fully before the cooperative study. After thinking independently, the teachers can effectively explore and communicate with the group and finally solve the problem. The process of guiding students to carry out cooperative learning, teachers should pay great attention to the disadvantaged groups in cooperative learning so that each student can develop to the maximum limit.

### *C. Guide inquiry learning*

Inquiry learning is the students' learning in the cognitive and psychological processes of similar research under the guidance of teachers, exploring the problems encountered in the process of language learning, and taking the initiative to acquire knowledge, apply knowledge and solve problems in the process of inquiry. Inquiry learning is one of the new learning methods advocated by the new curriculum. How to construct effective inquiry learning in teaching is a very important problem. In the teaching of inquiry learning, teachers should play a role in cooperative learning, and more importantly, when they participate in the discussion and how to make decisions. When listening to the students, the teachers should be able to find the students' understanding of the deviation, the students' doubts and the experience of the students, so as to accurately judge the degree of students' understanding and decide when to supplement them by the teachers.

Teachers should be able to accurately determine whether students have fully and fully communicated and expressed everything they can think and understand, so as to decide decisively when to intervene and how to intervene. In addition, teachers should have a general understanding of students' understanding level, so as to judge the depth of teachers' supplementary analysis of discussion contents. Only in this way can teachers fully play their role in inquiry teaching. The process of exploring problems is the process of asking questions and solving problems. Teachers should constantly guide students to ask questions themselves, and put forward some high quality questions for students to guide students to explore and solve problems.

## VI. CONCLUSION

In the course of teaching reform, first of all, teachers should cultivate students' innovative spirit, practical ability and problem-solving ability. Secondly, we should develop the emotional attitude and values of education. Finally, we should build a sense of cooperation with students and attach importance to the cultivation of ability. Therefore, the teachers must let the students study and explore fully before the cooperative study. After thinking independently, the teachers can effectively explore and communicate with the group and finally solve the problem.

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