

On the Research of Teaching Reform in the New Situation

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Abstract: The establishment of a school-based teaching and research system is an inevitable requirement for promoting the professional development of teachers. It will be conducive to the creation of a school culture of mutual care, mutual help, mutual consultation and exchange between teachers, so that the school will not only become a place for students to grow up, but also become a learning organization for teachers to achieve their career, learn and improve constantly.

1. The Concept and Characteristics of Teaching Reform

1.1. The Concept of Teaching Reform

The purpose of teaching reform is to improve the education and teaching in schools and improve the quality of education and teaching in schools. It refers to the teaching action research activities based on the school, taking the practical problems in the teaching practice in the school as the research content, taking the school management and teachers as the research subject, and promoting the common development of teachers and students as the research purpose. Teaching reform is a kind of Applied Research under the guidance of theory. It not only pays attention to solving practical problems, but also to generalizing, improving and exploring laws.

"Teaching reform" is a school-based teaching research system. It involves three important concepts: "for school", "in school" and "school based". Therefore, "teaching reform" in the epistemological sense refers to a teaching research system which is constructed by a single school as the main body of research and aims at solving practical teaching problems.

"Teaching reform" is a research method. "Teaching reform" is a research method from the perspective of methodology, its connotation is action research, which emphasizes the concept, value and purpose of the research subject, believes that teaching itself is a kind of research, and realizes the improvement of its own behavior with the help of observation, reflection and action as well as their continuous circulation.

"Teaching reform" is a process of teachers' reflective practice and professional growth. From the perspective of practice theory, "teaching reform" is a process of reflective practice and professional growth for teachers to improve their own behavior. The integration of research and practice, in the practice of research, the practice of their own behavior as a research process, the essence is reflective practice of teachers; at the same time, reflective practice of teachers also promotes the professional growth of teachers.

"Teaching reform" is the basic way and characteristic of teachers' professional life. From the perspective of ontology, "teaching reform" is the basic way and characteristics of teachers' professional life. As the main body in the teaching process, the meaning of teachers' existence is not only a knowledge imparter, but also a knowledge builder and creator, a person who realizes the educational ideal. "Teaching reform" gives teachers this opportunity to overcome the life burnout brought by work and realize the fun of "being" and the value of "being"[1,2].

1.2. Characteristics of Teaching Reform:

1.2.1. School-Based

"For the sake of the school, based on the school, in the school" means that the teaching reform is aimed at improving the school practice and solving the problems faced by the school itself; the

problems of the school itself should be solved by the people in the school; a series of work such as school management, teaching and teacher training should be arranged from the reality of the school. In particular, we need to emphasize that the goal of teaching reform is for the development of the school itself, and the main body of teaching reform is the school principal, administrative and teachers of various disciplines. Those professional researchers, leaders of higher authorities, communities and parents can make macro requirements or specific guidance for the school, but they are only allies, which may play a great role, but they can not replace principals and teachers.

For school. School-based teaching research, whether as an activity or as a mechanism, its direct purpose is to improve school teaching activities, improve teaching efficiency, and promote the common development of teachers and students. The core of it is the professional development of teachers and the sound development of students' body and mind, which is the main content of the school running level and the soul of the sustainable development of the school.

Based on the school. School is the base of teaching behavior research, which means: ① the principal is the first person responsible for school-based research, and teaching reform is an important hand in school teaching management. ② School teachers are the main body of teaching reform. It is the power and responsibility of all teachers (not just a few people) to participate in teaching research. School is the research center, classroom is the research room, and teachers are researchers.

In school. From the perspective of research objects, it refers to teachers themselves, and the research activities of teaching reform mainly refer to the "dialogue" between teachers themselves and their own teaching behaviors. From the content of the study, what we study is the actual problems and specific problems in our own teaching. From the perspective of research function, teaching reform is the self awakening, self development and self promotion of school development. The teaching reform is rooted in the teaching activities of the school, runs through the process of teaching activities of the school, and is experienced and recognized by all teachers.

2. Scientific Research

In essence, teaching reform is a kind of scientific research activity, which is neither subjective assumption nor random research. It requires scientific planning for the development of the school with the attitude and method of scientific research, constructing the general and sub topics of scientific research, and organizing and implementing the topics scientifically. Therefore, the core work of the teaching reform is to find out the orientation of the school, select the topic and the breakthrough point, draw up the near, medium and long term plan, and carry out the scientific research activities persistently[3].

3. Human Nature

Teaching reform is based on humanism and student-oriented, and it pursues the harmonious unity of school development and the development of students and teachers. It is a kind of deformity, a kind of metamorphism and a departure from the true meaning of teaching reform without the teaching reform of humanism and student orientation. Therefore, the teaching reform must put the development and sustainable development of students and teachers in the first place, and cannot seek the one-sided development or benefit of the school at the expense of neglecting or even sacrificing the development of teachers and students.

4. Tractability

The teaching work is the core work of the school. All the subjective and objective factors of the school must be conducive to the smooth progress of the teaching work. Therefore, the teaching reform based on teaching research will inevitably involve the study of the internal and external environment and conditions of teaching, so as to promote the development of other aspects of the school[4].

5. Dependence

Different from the general scientific research, in the teaching reform, the school is the host of the subject, and the expert is the consultant or director. But this does not mean that the school can completely do not need or exclude the guidance of experts or scientific research departments. On the contrary, the university must make full use of external forces, including teaching and research personnel at all levels and University experts, to standardize the scientific research work of the University, and improve the scientific research level and school efficiency of the University. The teaching reform requires schools as the main body and advocates "teachers are researchers", but it does not mean that schools should implement "closed door doctrine" and refuse foreign aid. Teaching and research office is a business department directly related to teaching and scientific research. It has advantages in mastering teaching theory, basic norms of teaching and scientific research operation, and in mastering discipline teaching, while front-line teachers have advantages in teaching experience. The cooperation between teachers and researchers is not only complementary, but also an important guarantee for the school to carry out teaching reform. Especially when teaching reform as a concept, a concept and an experiment is just put forward and implemented, the role of teaching and research section is indispensable.

6. New Curriculum Reform Calls for The Establishment of New Teaching and Research Methods

In the context of the implementation of the new curriculum, it is of great significance and far-reaching influence to seriously carry out the teaching-based research.

First of all, it is an urgent need to implement the new curriculum. There are different degrees of contrast between the theory of new curriculum and the teaching behavior of teachers. Many teachers want to change the teaching behavior, but because of the uncertainty or lack of understanding, the change of teaching behavior often presents the characteristics of formalization and superficialization, which is reflected in the low teaching efficiency, the ineffective or inefficient labor in teaching still exists, and the main reason is the lack of seeking truth from facts. If teachers can find and research problems from teaching practice, and focus on solving problems, then the implementation of new curriculum can not only effectively solve the problem of new curriculum concept decline and distortion, but also constantly innovate.

Secondly, the need of sustainable development of schools. The development of education depends on the development of schools, while the development of schools mainly depends on the development of teachers. The development of teachers can not only develop individual and minority teachers, but also develop the whole group of teachers. The universal, practical and generative characteristics of school-based research will provide teachers with an online platform for self-improvement. Teachers' professional development depends on learning and practice. The teaching reform is just an effective activity form of combining teachers' study and practice. Because the problem of teaching reform is the problem of teachers' own development.

Teaching is research. Once a teacher sets up such a concept, all his teaching activities take place in the research, and effective research activities in the research will inevitably bring about the concept reform. The absorption of new ideas and the change of teaching behavior are the synchronous growth of theory, experience and practical work ability. Such a process is a lifelong learning process for teachers, which is driven and initiative. Therefore, teaching reform is the only way for teachers to develop professionally.

Thirdly, it is necessary to improve teaching efficiency and quality. The improvement of teaching quality depends on the improvement of teaching efficiency. Teaching reform is a classroom centered teaching research, whose direct purpose is to improve the efficiency of classroom teaching. The problem of research comes from the classroom, the behavior of research takes place in the classroom, and the results of research must also be implemented in the classroom. Such teaching research efficiency serves the development of students and improves their learning quality.

In a word, the school-based teaching research will enable the school to have the function and

ability of research, and form the internal mechanism of self-development and self innovation. As a new school culture, it will make the school become a real learning organization.

The experiment of curriculum reform is not a simple scheme verification, but a practical process full of exploratory, creative and constructive education reform. It requires our teachers to give full play to their own initiative and initiative, and strive to improve their own education concept and teaching methods.

Since the implementation of the new curriculum, we have applied the students' independent, cooperative and inquiry learning methods advocated by the new curriculum to teaching and research activities, guiding teachers to start from themselves and change their learning methods. The purpose of teaching and research: from demonstration to research. The original purpose of teaching and research activities should be to study and study the problems existing in education and teaching, and to explore the methods and ways to solve the problems. But I don't know when, this kind of research has become a willing demonstration and display, so for a long time, there has been a tendency in our teaching and research activities, emphasizing the acceptance of learning, and imposing the provisions of the education administrative department and the requirements of the teaching and Research Office on the front-line teachers. In teaching and research activities, it is usually one or several people who sing the leading role, and the vast number of front-line teachers are only supporting roles. Teaching and research courses have become Demonstration Courses and observation courses.

Since the implementation of the new curriculum, we have started from the concept of the new curriculum, but also taught scientific research in its original form. Clearly put forward that the purpose of teaching and research is to study and solve problems, teaching and research course is just an example. From this example, we need to find problems and explore solutions. As we experiment, we find problems in practice, and then take these problems as the theme of our teaching and research, so that the teaching and research can be implemented. For example, at the beginning of the school year, we found that some experimental teachers dare not grasp the classroom routine in the course of investigation. They said that the new curriculum now advocates "letting go", and they can no longer require students to sit in the classroom as honestly as they used to.

So the new students don't listen to the teacher or the students. In view of this situation, organize a teaching and research activity with the theme of "how to create a democratic and harmonious classroom atmosphere" for all teachers to discuss. Through discussion, we understand that the classroom routine is still necessary. Our teacher should use all kinds of lively forms to arouse the students' enthusiasm for study[5].

7. Summary

As for the system construction, experts believe that the first is the theoretical learning system. Experts remind that "teachers should be guided to think rationally about teaching problems, not to underestimate theoretical thinking." The guidance of theory is an effective guarantee to promote teachers' professional improvement. This kind of theoretical study points to the real problems in practice. Secondly, it is necessary to establish a dialogue and exchange system to exchange information, share experience, hold in-depth talks and conduct thematic discussions. The third is to establish a research system and form a strong academic research atmosphere.

The teaching reform should be carried out continuously for a long time, not only relying on the ideological and emotional launch, but also relying on the necessary system norms and guarantees.

The construction of the system of teaching reform must be based on "teachers", start from action requirements, safeguard measures and other aspects, and strive to point out the direction, create space and build platform for teachers' action research.

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