

An Analysis on the Phenomenon of Teachers' Pseudo Receptivity of Curriculum Reform

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ABSTRACT. *In curriculum reform, the phenomenon of teachers' pseudo receptivity deserve attention, which includes blind receptivity, perfunctory receptivity and oral receptivity. The hazards of teachers' pseudo receptivity are as follows: the theory of curriculum reform cannot be translated into reality; it encourages teachers' inertia; it impacts the schools' transformative culture negatively. To cope with these problems, there are three strategies: First, add diverse constructors of curriculum reform theory; Second, build a positive reform culture; Third, pay attention to the reflection of curriculum reform, and actively face the problems in the reform.*

KEYWORDS: *Curriculum Reform, Pseudo receptivity, Teacher receptivity*

1. Introduction

Teachers are the key factor in curriculum reform practice. Only by having a sense of receptivity to curriculum reform can teachers transform the theory of curriculum reform into practice, so that the fruits of curriculum reform can benefit students. However, teachers' pseudo receptivity appears and becomes a severe problem. In curriculum reform, teachers' receptivity refers to their attitude towards curriculum reform or their subjective acceptance of the reform[1]. Starting from this concept, the phenomenon of pseudo receptivity means that teachers agree the curriculum reform on the surface only. But in reality, they know little about the reform, they won't take actions to support the reform, sometimes they don't even care about it. In this paper, this phenomenon will be analyzed on the following aspects: first of all, summarizing its types and clearing its manifestations. Secondly, expounding its hazards. Lastly, putting forward some coping strategies.

2. Types of Teachers' Pseudo Receptivity

2.1 *Blind receptivity*

Blind receptivity means that teachers show absolute identification and compliance with curriculum reform without making clear what the reform is[2]. Basically, blind receptivity is due to the lack of teachers' understanding of curriculum reform and the basic reform awareness, so they are unable to conduct a rational review of the change. In this case, although teachers carry out reform practice in teaching, such practice does not include teachers' rational thinking, and often fails to stick to the core idea of reform and achieve the essential requirements of reform. Teachers' actions are often ineffective, because when they met some problems, they will not be able to analyze the problem, reflect on themselves and then solve the problem. Instead, they tend to blame the reform theory, and stop taking actions in curriculum reform, finally they will go back to their previous teaching mode.

2.2 Perfunctory receptivity

Perfunctory receptivity refers to that teachers passively carry out temporary curriculum reform practice in order to complete the task of curriculum reform and then return to the original state of teaching. In order to understand the effect of curriculum reform, some schools and curriculum experts will review teachers' teaching. Many teachers make changes to their class in order to pass censorship. But once the review is passed, teachers will revert to the old teaching mode instead of persisting it persistently. Perfunctory receptivity reflects the lack of cognition and enthusiasm of teachers for curriculum reform. The achievements of curriculum reform will be transient, which cannot really transform the concept of curriculum reform into reality and make curriculum reform achieve effective and fruitful results.

2.3 Oral receptivity

Oral receptivity refers to the fact that teachers only give lip service to curriculum reform but do not apply the concept of reform to their own teaching practice. In simple terms, teachers' words are not matched by their deeds. Oral receptivity reflects that teachers do not care about and support curriculum reform emotionally, so they do not act in curriculum reform. When school administrators or experts convey the idea, content and method of curriculum reform to these teachers, they often accept it with a positive attitude, but when they return to the specific teaching and management practice, they forget about the relevant content and always teach with outdated theories and experience. Different from the first two kinds of pseudo receptivity, oral receptivity brings about the complete absence of curriculum reform practice, let alone the benefits of curriculum reform to students.

3. Hazards of Teachers' Pseudo Receptivity

3.1 The theory of curriculum reform cannot be translated into reality

Teachers are the practitioners of curriculum reform theory and the key to the success or failure of curriculum reform. If teachers hold pseudo receptivity to the curriculum reform, then the new ideas and methods in the curriculum reform will not be implemented, and the curriculum reform will stand still and eventually go to failure. Old and rigid teaching ideas and methods will dominate and eventually have a negative impact on students' learning. What's worse, different from the absolute opposition and resistance to the curriculum reform, teachers' pseudo receptivity appears to be acceptable to the curriculum reform on the surface, which makes it more difficult to be found out and dealt with.

3.2 Encourage teachers' inertia

Curriculum reform is often a time-consuming and laborious project, which is the reason why many teachers are reluctant to participate in curriculum reform[3]. Teachers find that pseudo receptivity on curriculum reform can pass the examination of the school, but it does not cost too much energy. Therefore, teachers will adopt pseudo receptivity whenever they encounter curriculum reform. In the long run, teachers will become lazy in teaching and always follow the teaching methods they are familiar with, which are often outdated or proved to be adverse to students' learning. If teachers do not change it, it will eventually have a negative impact on the development of student.

3.3 Have a negative impact on the transformative culture of schools

Teachers' pseudo receptivity is actually teachers' indifference and resistance to curriculum reform. It affects the reform culture of a school. Schools with a good transformative culture are often able to reflect on the existing problems in the current curriculum and teaching, accept new teaching ideas and methods, and continue to make effective and high-quality teaching attempts. On the contrary, schools with a negative and transformative culture are stubborn and inflexible in their teaching model and teaching results, and will eventually be eliminated by the times. If teachers hold a false attitude towards curriculum teaching for a long time, such behavior will eventually lead to negative transformative culture, which will not only prevent teachers from developing their own abilities and qualities, but also hinder the comprehensive strength and educational quality of schools. Most seriously, all this will eventually affect students' development and make them accept ineffective, inefficient and even negative learning.

4. Coping strategies

The phenomenon of teachers' pseudo receptivity in curriculum reform comes from many reasons, including theory constructors, campus reform culture, teachers and so on. Based on these reasons, coping strategies can be put forward as follows.

4.1 Add diverse constructors of curriculum reform theory

An effective way to change teachers' pseudo receptivity is to let teachers, curriculum experts and other subjects participate in the theoretical construction[4]. Many teachers often regard reform theories created by experts and scholars as castles in the air, believing that those theories have no meaning for the reality. Let them participate in the theory construction, on the one hand, increasing the source and basis of the theoretical construction of curriculum reform and makes the theory more scientific. On the other hand, it also makes teachers trust the theory of curriculum reform more, because the theory is constructed by themselves. At the same time, the participation of experts and scholars in practical guidance can help teachers better understand and implement the ideas and methods of curriculum reform. Experts and scholars can go to schools to train teachers and maintain positive and good contact with schools, so that teachers can give timely and appropriate feedback when they find problems in practice. In this way, theory constructors and theory practitioners can achieve better communication, so as to improve teachers' recognition of curriculum reform and promote the process of curriculum reform.

4.2 Build a positive reform culture

Positive reform culture is conducive to eliminating teachers' anxiety about change and increasing their receptivity[5]. In order to build a positive culture of change, the leadership of a school should first have the ability to rationally examine curriculum reform. They should have basic enthusiasm and expectation for curriculum reform. If no one applies the ideas and methods of curriculum reform into practice, curriculum reform will always remain at the theoretical level, and problems in reality will never be solved. At the leadership level, the rational consciousness should be transmitted to teachers to alleviate teachers' worries about reform. In addition, schools should actively prepare for the curriculum, so as to provide a good environment for curriculum reform. At the same time, the school should provide sufficient support for the practice of curriculum reform by

teachers, encourage teachers to try and put forward their own feelings and confusion, and feedback their gains to the curriculum reform as a valuable resource, so as to promote the development of curriculum reform.

4.3 Pay attention to the reflection of curriculum reform, and actively face the problems in the reform

Curriculum reform includes stages of preparation, initiation, summary and reflection. But in the practical curriculum reform, the stage of summary and reflection is always neglected. Educators often only pay attention to the promotion of curriculum reform and always focus on whether the old problems have been solved, but ignore the new problems arising in the process of promotion. If things go on like this, teachers will lose confidence for the curriculum reform and finally hold pseudo receptivity. Therefore, the new problems arising in the reform process should be actively face. Only in this way can the achievements of curriculum reform give full play to their real value, optimize teachers' teaching and effectively promote students' development. When teachers see the actual effect of curriculum reform, they will naturally identify with the ideas and methods of curriculum reform and apply those ideas and methods to their own teaching practice.

5. Conclusion

Teachers' receptivity of curriculum reform has an impact on curriculum construction, teaching, student development and school culture, which should be studied more deeply and extensively in the future.

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