

# An Analysis of the Deviation and Return of Open Classes in the New Era

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**Abstract:** *With the continuous development of China's education industry, curriculum reform is gradually deepening. As a new form of curriculum teaching, openness plays a huge role in improving the quality of school teaching, promoting student development, and leading teacher professionalization. However, due to factors such as utilitarianism, teachers' vague teaching theory, incomplete teaching evaluation mechanism, leaders' formalism and so on, the open class has appeared dissimilation tendencies such as faking, showing off, and face project, which completely violates the original intention of its creation, deviates from its original operation track, and makes it unable to play a huge positive energy role. Therefore, reflecting on these issues and proposing reasonable solutions to promote the return of open classes to their true nature has become an urgent task in the field of education in the new era.*

**Keywords:** *open class; connotation; essence; deviation; regression*

## 1. The essence and connotation of open classes

Open classes began in the mid to late 1950s, when the main form of conducting open classes was to invite top teachers from primary and secondary schools to teach teacher training courses for students in normal colleges. The purpose was to enable normal students to learn and learn from excellent teaching experience, or it can be said that this was pre service training for students who were about to move towards teaching positions. In this context, in the early 1960s, China further launched public classes for a group of famous teachers such as Huo Maozheng and Wang Qixian. In the early 1980s, in order to standardize the educational and teaching behavior of teachers and improve the teaching literacy of young teachers, the scope of open classes gradually expanded to primary and secondary school teachers. Since then, seminar and open classes have become a new form of curriculum teaching for primary and secondary school teachers to exchange teaching experience and research educational and teaching issues, playing a huge role in promoting the professional development of teachers and improving their professional literacy. Over the past few decades, with the passage of time, the nature, form, function, and significance of open classes have also undergone significant changes in the context of the new era. How to further improve and develop the "open class", so that it can continue to have a positive effect and effect, is the true purpose of our attention to the "open class" today.

Nowadays, we have a new definition of "open class". According to the analysis of the "Education Dictionary", open class is a purposeful mutual listening activity among teachers, used to conduct discussions on a certain teaching topic, promote advanced teaching experience, or evaluate the quality of teachers' teaching, mainly through daily lectures, demonstration classes, teaching topic research classes, and other forms. From this, it can be seen that there is no essential difference between open classes and regular classes. Both are teaching activities that require communication and cooperation between teachers and students to complete together. The difference lies in the fact that open classes are taught in public places with a purpose and a discussion process. Peers, experts, leaders, and others can enter the classroom to observe, supervise, and evaluate, and have distinct theoretical pursuits and new teaching concepts. Therefore, open classes should be high-quality and can serve as demonstration classes for peers to learn from. It should have at least the following elements: the purpose is to demonstrate the teaching level of teachers, exchange teaching experience among peers, develop teaching research, promote teaching reform, etc; High quality and good results, most of whom choose excellent teachers for teaching; Large scale and able to have a certain positive impact; Planned, organized, and prepared. So, whether it is a regular class or an open class, it is in class. However, open classes should highlight their research-oriented, leading, and demonstrative nature while maintaining the basic value of "regular classes", weaken their utilitarian and performative nature, and fully play

their huge role in improving the quality of school teaching, promoting student development, and leading teacher professionalization.

## **2. The Value and Significance of Open Classes**

### ***2.1 Promoting Student Development***

The core concept of the new curriculum reform is "people-oriented" and promotes human development. Guided by this advanced concept, today's classroom teaching should also uphold an attitude of "promoting student development", pay attention to students' dominant position in teaching activities, and stimulate students' enthusiasm and initiative in learning. As an excellent teaching form for teachers to observe and learn, "open classes" should play a leading and exemplary role. In the process of teaching, teachers should always pay attention to the subtle expressions and reactions of students in class, pay attention to their learning status and emotional experience, provide timely and effective answers and feedback to the problems raised by students, respect their subjectivity, and create a classroom education atmosphere conducive to their development. Mr. Ye Shengtao once pointed out that "regardless of education and teaching, it is for the sake of students, to promote and grow." This shows that whether students are inspired and improved from this lesson is the key to measuring the success of this lesson, and it is also an important indicator of whether this lesson should be widely promoted and referenced. The core concept should be to actively explore effective teaching methods to promote students' learning and development, striving to enhance knowledge, improve personality, and ultimately become a comprehensive and harmonious person by allowing students to observe, explore, and discuss independently in the classroom.

### ***2.2 Promoting the Professional Development of Teachers***

As the saying goes, "The governance of the world lies in talents, the cultivation of talents lies in education, and the foundation of education lies in schools." As the leaders and leaders in promoting student development, teachers shoulder significant historical responsibilities. If there is no genuine talent, rich teaching experience, and good teaching methods, how can we talk about teaching and educating people? Therefore, teachers must always remember that improving themselves and promoting their own development through various means is the way for teachers to become teachers. The implementation of "open classes" provides an opportunity for teachers' professional development. "Open classes" liberate teachers from traditional closed and rigid classroom teaching and embark on a new path of education and teaching. As for the coaches of "open classes", their biggest gains are nothing more than updating their professional knowledge system, improving their professional level, and achieving sustainable development. The "open class" is precisely based on this teaching philosophy, which awakens the strongest sense of growth buried in the hearts of teachers and provides the best platform for teachers to showcase themselves. Every teacher who undertakes to teach "open classes" will spare no effort to achieve the best results of "open classes". They will use all their skills, organize and prepare carefully, and not only polish the "open classes", but also polish themselves. This mutual polishing not only improves the quality of "open classes", but also elevates the teaching level of teachers to a higher level. Therefore, the implementation of "open classes" will inevitably encourage teachers to actively explore good teaching methods and pay attention to the cultivation of their own teaching qualities, such as chalk writing, Mandarin, oral expression skills, body action language, teacher-student communication, cooperation and interaction, which play a positive role in improving teacher quality and promoting teacher-student relationships.

### ***2.3 Creating a vivid classroom culture***

The classroom, as a special field, is the main place for students to learn and teachers to teach. Here, teachers and students inherit the cultural knowledge accumulated by humanity over thousands of years through effective interaction. Reviewing the previous classroom teaching, the form is single, the mode is backward, and the method is old-fashioned. The task of teachers is to impart knowledge, while the task of students is to receive knowledge. The classroom atmosphere is serious, and students are lifeless. In such an environment, it can be imagined that students' learning emotions and motivation are at a low level. How can we improve teachers' teaching efficiency and students' learning effectiveness? For decades, experts and scholars in the field of education have been continuously exploring and striving to solve the aforementioned problems. Open classes "are one of the best examples to solve problems,

breaking traditional educational forms and concepts, making the classroom no longer just a place for imparting knowledge to students, but a dynamic process of effective learning activities and knowledge construction. To achieve exemplary results, the quality of "open classes" must be higher than that of regular classes, therefore, it is necessary to preset in advance and carefully polish it. Due to excessive preparation, more and more people are criticizing the distortion of "open classes". The author believes that a good "open class" is definitely a classroom teaching that combines "pre-arranged" and "generative" aspects. In this process, there should be both communication and spiritual communication between teachers and students, as well as exploration activities to explore the meaning of life and the value of life. It is not only necessary to enhance students' knowledge system, but also to shape their healthy personality. In this way, the connection between the classroom and life, science and culture, and a vivid classroom atmosphere will inevitably arise.

### **3. Analysis of the Existing Problems and Deviation Reasons of Open Courses**

#### ***3.1 Taskization***

Open classes, as a new form of curriculum teaching to improve the quality of school teaching, are one of the basic links in every school's teaching work. However, as of now, it has not received widespread attention from school leaders and teaching teachers. The presentation of public classes is only limited to the "routine" of schools and teachers to complete tasks after the higher-level education department issues orders. For school leaders, they believe that regularly conducting such teaching and research activities is a waste of time and will affect the normal teaching progress of the school. For teachers, "open classes" are arranged as a work task. In order to complete the task, teachers will carefully prepare a course in a short period of time that can meet the requirements of all listening and evaluating teachers. The "open class" carried out with such an attitude can be imagined to have lost its true value and significance.

#### ***3.2 Performance-based***

Teaching, as a teaching activity completed through mutual communication and cooperation between teachers and students, is extremely authentic. However, many teachers nowadays, for the purpose of observation, always polish and polish their "open classes" before conducting them. The result of excessive polishing is classroom distortion and the teaching process becomes performative. Teachers become performers in the classroom, while students become listeners in the classroom, and their role is to perfectly cooperate with the instructor. This kind of classroom has completely lost the relaxed and lively atmosphere it should have. The false teaching process and procedures have completely deviated from the purpose of promoting the development of teachers and students through "open classes". It can be said that such performance-based "open classes" are a waste of time, resources, and meaningless.

#### ***3.3 Ornate***

With the continuous progress of science and technology, modern information technologies such as multimedia and remote learning have entered the field of education. Not only has it enriched the resources of classroom teaching, but it has also to some extent improved the quality of teaching and promoted teaching reform. Teachers' teaching tools are no longer limited to traditional blackboards and chalk, which are dull and uninteresting. The application of multimedia makes the entire teaching process more vivid and vivid. However, it must be noted that the use of any tool should adhere to the principle of moderation. Nowadays, more and more teachers are preparing for "open classes" without distinguishing between priority and priority, and they spend most of their time and energy on creating courseware, completely ignoring key issues such as teaching methods and content, resulting in "open classes" becoming "courseware demonstration classes". It is undeniable that multimedia teaching has its irreplaceable advantages, but traditional blackboard teaching is also reasonable. Excessive reliance on multimedia teaching will only have the opposite effect, which is not conducive to the improvement of teaching quality and the reform of teaching systems.

#### ***3.4 Utilitarianism***

Utilitarianism is a common problem in contemporary society, and it is no exception in the field of education. With the linkage of factors such as promotion evaluation, bonuses and benefits to "open

classes", the essence of "open classes" has also changed. As an effective teaching form for exchanging and promoting learning experiences and showcasing teaching achievements, it has ultimately become a means for teachers to seek benefits. In order to gain recognition from parents and leaders and improve their professional status, teachers have put aside the spirit of seeking truth, pragmatism, and rigorous teaching. Instead, they have put in all their efforts and time to carefully create and package classrooms. It can be imagined that the "open class" presented by this has been completely distorted, and those who listen to and evaluate the class cannot hear, let alone see the true teaching level and style of the instructor. In a seemingly perfect classroom, there are actually various problems. If public classes are not meant to discover problems, but to cover them up as much as possible, not to serve teaching, but for external interests, public classes are alienated. This kind of open class that deviates from the essence of teacher teaching and student learning loses its due value and significance.

#### **4. Suggestion on the Essence of Public Class Return**

##### ***4.1 Exploring the intrinsic value of open classes***

From the perspective of philosophy, everything has a variety of values. As a form of teaching and communication, "open class" mainly has instrumental value and intrinsic value. Instrumental value is the value of something that is external to itself and refers to the meaning and value of one thing to other things; The intrinsic value is the intrinsic value of a thing itself, which refers to the existence significance and value of a thing itself, and is the usefulness of a thing to itself. Therefore, the intrinsic value of "open class" is what we should strive to pursue, which is also the fundamental reason for the existence and development of "open class". The promotion and salary increase of teachers brought by the "open class" is the main embodiment of its instrumental value. It is indeed justifiable to moderately pursue its instrumental value, but excessive pursuit will make teachers lose themselves and fall into the mire of utilitarianism. As the leader of "open classes", if we cannot rationally view the value of "open classes" and only focus on our own interests, the original intention of the establishment of "open classes" will not be truly reflected, neither promoting the professional development of teachers nor the progress of students, nor improving the quality of school teaching. Therefore, in the face of the dual value of "public courses", instructors must deeply understand and appreciate its intrinsic value, and earnestly practice the teaching practice under the basic concept of "public courses".

##### ***4.2 Reaffirm student-centered educational goals***

Firstly, as a purposeful and planned practical activity for cultivating students, teaching ultimately aims to promote their comprehensive development. As a cutting-edge teaching method in the field of education, "open classes" should adhere to the student-centered educational philosophy and effectively promote students' progress. It is undeniable that in the process of conducting "open class" teaching, the teaching style and characteristics of teachers should also be displayed accordingly for the learners to learn from. However, excessive self-expression will only dominate. Secondly, "open classes" have the role of promoting the professional development of teachers. Upon closer examination of the root causes, the good development of teachers is still aimed at cultivating excellent students. Teaching serves learning, and learning is the ultimate goal of teaching. Therefore, teachers should learn to reflect on teaching behavior in a timely manner through "open classes", improve teaching methods, and better serve and guide students to achieve better development.

##### ***4.3 Building reasonable and effective evaluation standards***

A formal "open class" classroom mainly involves students, teachers, and evaluators. Therefore, when evaluating an "open class", it is necessary to consider the performance and gains of various roles. It is not only about the excellent performance of the teacher in the classroom, but also about the learning situation of students and the effectiveness of the audience. The author believes that the evaluation criteria for a good "open class" must include the following three aspects: firstly, as the leader and executor of the "open class", clear teaching objectives, good teaching methods, and distinctive teaching styles are important indicators for evaluating their teaching achievements. Secondly, as the main body of teaching activities, students must consider what they have learned and gained through this lesson when evaluating "open classes". One of the major functions of "open classes" again is to exchange and promote good teaching experiences. It can be imagined that as another special type of learner in this class, the gains from listening and observing the teaching process are also worth our

attention and consideration. Finally, the feedback from the course evaluators is related to the improvement and improvement of the curriculum. The author believes that course evaluation is not like what ordinary teachers think, but rather a guidance from superiors on their teaching methods and other aspects. It is an exchange of experience and a collision of ideas. This meaningful communication and interaction is an effective way to improve and improve teaching activities.

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