

# From "Teacher Teaching" to "Student Learning" —— Changes of Teaching Ideas in the New Era

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**ABSTRACT.** *The teaching philosophy of the new era needs to be constantly updated, including not only teachers' teaching philosophy, but also students' learning philosophy. The relationship between teaching and learning is a major theoretical issue in teaching theory. How to scientifically understand the relationship between teaching and learning is the logical starting point of the whole teaching theoretical system. There are two viewpoints: "learning before teaching" or "learning before teaching". Herbart put forward the "teacher-centered theory", which is a tradition. Tao Xingzhi put forward the idea of "learning before teaching" and advocated student-centered, which is of guiding significance for the renewal of teaching philosophy today. Today's teaching emphasizes the concept of quality-oriented education and "student-centered", but there is still the traditional "teaching-centered". This paper analyzes its value meaning by interpreting the connotation of "learning before teaching", explores the operational mechanism of the transition from traditional "teacher teaching" to the present "student learning", and puts forward the strategy construction to realize the transition from "teacher teaching" to "student learning".*

**KEYWORDS:** *Teaching philosophy, Learning first, Leaching first, Teachers teaching students*

## **1. Introduction**

With the word "teaching", "teaching" comes first and "learning" comes later. Traditional educational thought holds that the teaching process is a process that teachers teach and students accept. In today's classroom, students are the center, "learning" is the core of the classroom, and students' dominant position is emphasized more. Tao Xingzhi put forward the idea of "learning before teaching" by combining China's educational reality with Chinese and Western cultures, and gradually developed into "taking oneself as a teacher and learning for teaching" through continuous accumulation of educational practice; Take students as teachers, learn from each other and teach each other; The ideological system and practical theory of "learning before teaching, learning as the center".<sup>[1]</sup> The formation of this

ideological system and practical theory has an extremely important guiding role and significance for China's educational practice, and also promotes the continuous updating and changes of modern classroom teaching concepts in China.

## **2. The concept interpretation and value implication of "learning before teaching"**

### ***2.1 The concept of interpretation***

Traditionally, focusing on "teacher teaching" means "learning before teaching". In traditional classroom teaching in China, the educational model of "teaching before learning" is deeply rooted in the hearts of the people, and teachers often adopt the most traditional five-stage teaching method, namely "organizing teaching-reviewing old lessons-teaching new lessons-consolidating review-assigning homework".<sup>[2]</sup> Under this teaching mode, teachers give priority to teaching and often lack pertinence; Students passively accept knowledge, and their learning initiative is ignored, which tends to become negative.

"Learning before teaching" means "learning before teaching", and "learning before teaching", as a kind of teaching means and method, means that students learn according to the relevant information they have consulted and provided by teachers before class, find out their own problems and deficiencies, and teachers give targeted guidance according to the problems raised by students in class. Its implication lies in changing the relationship between "teaching" and "learning" in the teaching process, so that students learn first. Teachers, as guides and assistants, not only enhance students' autonomy in learning, but also give more classes to students, so as to solve the problems encountered by students in a targeted manner.

### ***2.2 The value implication***

Nowadays, although schools emphasize the importance of students' subjective initiative and strengthen heuristic teaching to enable students to participate more in the classroom, "teacher teaching" is still the mainstream of today's teaching, and students have become machines for passively receiving knowledge, thus greatly weakening students' subjectivity. Classroom should not be a "one-man show" for teachers, but students are the main body of teaching. We should pay more attention to students' cognitive, thinking and creative abilities, and regard "student learning" as the focus of teaching.<sup>[3]</sup> Therefore, the emergence and application of the "teach first" model is of great significance to classroom teaching.

From the student level, "learning before teaching" really regards students as the masters of teaching. In the teaching process, by stimulating students' interest in learning, students are no longer passive containers for receiving knowledge, paying attention to students' subjective initiative, allowing students to play their main role and truly integrate into the classroom, and the learning effect is constantly improving; From the perspective of teachers, "learning before teaching" has realized

the transformation of teachers' and students' roles. Because students have changed from passive recipients of knowledge in the past classroom to active seekers of knowledge, teachers have also changed from traditional instigators of knowledge in the past to guides and promoters of students' learning knowledge. Teachers no longer swim past the habit of teaching, and constantly improve their teaching quality by solving the difficulties and problems encountered by students in learning. For teachers, although unnecessary explanation procedures have been alleviated to a certain extent. From the classroom level, "learning before teaching" has a positive effect on the establishment of classroom atmosphere. Students often encounter problems of one kind or another in self-study. Teachers will organize students to cooperate in learning through group discussion in classroom teaching to try to solve problems. Group discussion can often solve most of the problems, and it is in the process of group discussion that you create a harmonious, relaxed and harmonious learning environment. Every student can actively participate in problem solving and become an active participant in learning activities, and students' thinking ability is constantly enhanced. This teaching mode has changed from "individual independent learning" to "group cooperative learning", and students discuss their own problems. The discussion in class not only enhances students' ability to solve problems, but also promotes students' self-reflection ability and cooperation ability.<sup>[4]</sup> Therefore, the mode of "learning before teaching" is a great progress and a great challenge to the traditional mode before.

### **3. The operating mechanism of the transformation from "teacher teaching" to "student learning"**

#### ***3.1 The initiative of learning intention***

The mode of "teaching before learning" changes students' passive acceptance of knowledge into active exploration, and from "teaching by teachers" to "learning by students". From the perspective of intention, the process of students' learning is the process of changing learners' basic attitude towards learning activities and emotional experience, and the psychological process of students consciously achieving their learning goals. The initiative of learning intention mainly shows that students can learn actively according to their own needs, and truly want to learn and enjoy learning. The most important thing of the "teach first" mode is to arouse students' interest in learning, so long as they are interested, they can stimulate students to actively explore problems, and then promote students to explore and solve problems. In the process of group cooperative learning, every student actively participates in the discussion and exchanges his own views. In the whole process of classroom teaching, students can really play their main role in learning through autonomous learning. Compared with the traditional passive acceptance of knowledge before, students' learning initiative is constantly enhanced. From "teacher's teaching" to "student's learning", starting from the initiative of students' learning intention, only when students really take the initiative to participate in the classroom can they promote the improvement of students' learning quality and give full play to teachers'

guidance.

### ***3.2 The teaching process programmed***

In the classroom, the focus of "teachers' teaching" is transformed into the focus of "students' learning", and it also has its own set of teaching operation procedures. The teaching mode of "learning before teaching" has gradually entered the classroom, including the following links: first, teachers will show the learning objectives and self-study requirements of this class; Secondly, students will learn by themselves according to the learning objectives put forward by teachers, and teachers will find problems in students' self-study during classroom inspections; Thirdly, all students report the results of self-study and put forward the problems encountered in the process of self-study. Students share and try to solve the problems through discussion at the same table and group cooperation; Then, as a guide and helper, the teacher solves the students' unresolved problems and corrects the students' self-study results; Finally, teachers need to assign homework in class, students should finish it in class and teachers should correct it in class.<sup>[5]</sup> Teachers' teaching process is based on these five links, which changes the traditional five-paragraph teaching method. On this basis, teachers' teaching mode is not static, and its operating procedures are flexible, which can be changed according to the actual situation of the classroom. When the teaching environment or conditions change, students' learning situation and problems will change accordingly, and teachers will make flexible adjustments according to the changes.

### ***3.3 Democratization of teacher-student relationship***

Democratization of teacher-student relationship means that teachers and students should establish a democratic, equal and harmonious teacher-student relationship in the teaching process, and need to create a democratic and equal atmosphere in the classroom and adopt democratic educational methods, so as to facilitate the construction of a harmonious classroom, arouse the enthusiasm of teachers and students in a democratic atmosphere, and really benefit the improvement of teaching efficiency and learning quality. The democratization of teacher-student relationship is firstly manifested in the fact that teachers should truly recognize students as the main body of learning, recognize the individual value of students, regard students as the masters of learning, and let students take the initiative to learn; Secondly, the democratization of teacher-student relationship is reflected in the mutual respect of personality between teachers and students. Not only students should respect teachers, but teachers should also respect students in turn; Thirdly, the democratization of teacher-student relationship means that teachers should treat every student fairly, answer every student's questions under the mode of "teaching first", trust every student and respect every student's subjective initiative; Finally, the democratization of the democratic relationship between teachers and students means that the result of teaching must be both teaching and learning<sup>[6]</sup>. In the teaching mode of "learning before teaching", both teaching and learning are more obvious, students'

autonomous learning and cooperative students' abilities are improved, and their ability to solve practical problems in the learning process is also constantly improved. Teachers' teaching work is constantly facing new challenges as guides and learners, which is conducive to their own professional development of teachers.

Compared with the paradigm of "dialogue teaching", this teaching mode of "teaching before learning" is still different. The mode of "dialogue teaching" emphasizes that teachers and students use dialogue to participate in classroom teaching, and the teaching mode of "teaching before learning" starts with students' preparation from the beginning of the classroom. Teachers focus on solving the problems that students still have after discussion, and promote students' subjectivity, which further shows the democratization of teacher-student relationship.<sup>[7]</sup>

### ***3.4 Diversified evaluation orientation***

Teaching evaluation should follow the educational idea of taking students' development as the foundation. Nowadays, classroom teaching evaluation pays more attention to formative evaluation, students' performance in class and students' development and progress. In the process of transforming from "teacher teaching" to "student learning", the teaching mode of "teaching before learning" is adopted, so that students participate more in the classroom, raise their own problems and solve them through group cooperation, and the participation of students is greatly increased. As far as the subject of evaluation is concerned, the object of teaching evaluation is students, and it is the pursuit and purpose of teaching philosophy in the new era to shift from the traditional teacher-centered to the current student-centered; As far as the content of evaluation is concerned, under the teaching mode of "learning before teaching", teaching evaluation should not only evaluate the teaching materials prepared by teachers and the learning goals set by teachers, but also evaluate students' interest in learning and whether the problems raised in class are effective, not only the quality of students' cooperative learning, but also the effect of teachers' instruction. As far as the orientation of evaluation is concerned, it embodies diversified evaluation. In the past, the orientation of teaching evaluation was based on the unified class hour goal set by teachers, which was relatively centralized and single, and the evaluation results were often relatively single and lacked pertinence. Students are different individuals. In the learning process, because of the different learning effects of individual differences, teachers' guidance is required to be different, and students need to be evaluated in many aspects. Apart from the traditional written evaluation, they also include the usual classroom liquidity and problem solving.

#### **4. The strategic construction of the transition from "teacher teaching" to "student learning"**

##### ***4.1 To stimulate students' interest in learning, change from passive to active***

In the teaching process, students' interest in learning is very important. Through teachers' creation of situations and constant guidance, once students become interested in learning, they will form an advantage excitement center in their brains, which will make many senses, including the brain, in the most active state, which can arouse students' high attention to learning, thus providing the best psychological preparation for participating in learning and obtaining the best learning effect.<sup>[8]</sup> The traditional teaching mode of "teaching first and learning later" is that students are in a passive learning position. Teachers speak on the podium and students listen off the stage, thus becoming a container of passive acceptance of knowledge. The change from "learning before teaching" to "learning before teaching" makes students passively accept and learn actively. In order to transform from "teacher teaching" to "student learning", teachers must first fully mobilize students' learning enthusiasm. The first step to mobilize students' learning enthusiasm is to fully mobilize students' learning interest. When teachers show students' learning goals, they should set their learning goals appropriately, but not too difficult and interesting. After the students ask questions, they use the mode of group discussion to build a relaxed and lively atmosphere, so that the students' attention will always be highly paid, and they will patrol and point out in the process of group discussion. Stimulate students' interest to train students' thinking and solve problems; In the final part of teacher guidance, teachers can make full use of multimedia resources, solve problems encountered by students in a relaxed and lively classroom atmosphere by creating problem-solving situations in the form of multimedia or animation. In this lively classroom atmosphere, the knowledge mastered by students will be stronger and longer. In short, in order to realize the transformation from "teacher teaching" to "student learning", teachers need to change their previous teaching concepts and respect the individual life value of students. Teachers need to improve students' interest in learning based on students' development, and attract students' interest in active exploration from the establishment of learning objectives to the later guidance and instruction; Students need to break the habit of learning before, and can no longer passively accept knowledge. Instead, they should confirm the subjective status of students, give full play to their subjective initiative, solve problems constantly, and improve their thinking ability.

##### ***4.2 To break the traditional teaching procedures, to "student learning" as the center***

The traditional "five-segment teaching method" put forward by Kay Rohloff, from organizing teaching, reviewing old lessons, teaching new lessons, consolidating new lessons to assigning homework, emphasizes teacher-centered, which is prone to the extremes of dogmatism and formalism. However, the current

teaching mode of "teaching before learning" is a transformation from "teacher teaching" to "student learning", and teaching design is based on learning objectives, which emphasizes learning. Therefore, the instructional design has shifted from the traditional emphasis on teachers' teaching to students' learning, and classroom instructional design has been carried out from all aspects of learning, and more consideration has been given to what is the goal of learning, how to achieve the goal of learning and how to learn. The establishment of learning objectives in the early stage, the solution of students' problems in the middle stage, the arrangement of teaching activities and processes, and the evaluation of classroom and students' learning effects in the later stage are all inseparable from student-centered.<sup>[9]</sup> Learning-centered instructional design is to break the traditional five-paragraph teaching method before, so as to create a certain atmosphere for students to learn independently according to the characteristics of students' own development and teaching environment conditions, and to plan the process of learning resources and learning activities for students in classroom teaching in order to achieve certain teaching goals. All kinds of instructional design follow the following: first, students learn first; second, teachers teach later. It is an instructional design around how to promote students' effective learning, implementing the "discovery" teaching method, and advocating students to actively explore and discover.<sup>[10]</sup> Teachers are based on guiding students to enter the text before classroom teaching, ensuring that students do not enter the classroom empty-headed, assigning students appropriate learning goals that can be accomplished, and focusing on students' good study habits of autonomous learning and group cooperative learning, so as to improve classroom teaching effect.

#### ***4.3 To build a harmonious relationship between teachers and students, improve student participation***

In traditional teaching activities, teachers, as "speakers" in the classroom, are responsible for teaching, while students, as containers for passively receiving knowledge, carry out learning activities. Teaching is more like a one-way training activity for teachers to students, focusing on teaching, teaching before learning. However, the current teaching mode of "teaching before learning" realizes the transformation from "teacher teaching" to "student learning", and students must participate in learning activities independently and effectively. First of all, Secondly, when students encounter difficult problems, they can improve their classroom participation and actively participate in problem solving through peer discussion and group cooperation discussion; At last, the teacher should enlighten and guide the students' unsolved problems. In the process of guidance, the teacher should carefully observe and understand the learning situation of each group. If it is found that individuals do not take part in communication activities seriously in the guidance process, they should be guided in time, and clearly put forward requirements to guide students to think positively and jointly promote the construction of effective classroom. Under the teaching mode of "teaching first, learning first", teachers use "discovery method" more to guide students' learning from passive acceptance to active inquiry, which can arouse students' learning enthusiasm to the greatest extent,

let students participate in every link of classroom teaching activities to the greatest extent, and let students become masters of learning. Harmonious teacher-student relationship is also very important for the teaching mode of "teaching before learning". The construction of harmonious teacher-student relationship is also reflected in every link of teaching. Student-centered classroom does not neglect the guiding role of teachers. Students should establish a harmonious teacher-student relationship with teachers and establish a good classroom atmosphere in participating in classroom teaching activities, which can help teachers to give students higher guidance.<sup>[11]</sup> In order to achieve good classroom efficiency, it is necessary to establish a good and harmonious relationship between teachers and students, effectively improve students' participation, respect students' subjective initiative, and realize the transformation from "teacher teaching" to "student learning".

#### ***4.4 To carry out multiple teaching evaluation, pay attention to the development of students***

Traditional teaching evaluation is often based on written examination, which focuses on the evaluation of students' results, and examines the amount and firmness of students' knowledge. Students often only pay attention to whether they have mastered the knowledge. However, little attention has been paid to the cultivation of some skills and emotional gains. Therefore, it is very important to change the traditional evaluation methods in order to realize the transformation from "teacher teaching" to "student learning". Teaching evaluation should follow the educational philosophy of student development, pay more attention to formative evaluation, pay more attention to students' performance in class, and pay more attention to students' development and progress. In the teaching mode of "teaching first, learning first", students participate more in the classroom, raise their own problems, and solve them through group cooperation, which greatly increases students' participation. Therefore, in teaching evaluation, students' performance and classroom quality should be evaluated in all aspects of the "teach first" teaching model. As far as the main body of evaluation is concerned, it should be transferred from the traditional teacher-centered to the current student-centered; As far as the content of evaluation is concerned, teaching evaluation should not only evaluate the teaching materials prepared by teachers and the learning goals set by teachers, but also evaluate students' interest in learning and whether the questions raised in class are effective. It should not only evaluate the quality of students' cooperative learning, but also evaluate the effect of teachers' instruction. Besides the traditional written evaluation, It will also include the ability of realizing the classroom, solving problems, cooperative learning in groups and oral expression, etc. Teaching evaluation will not exclude the traditional written evaluation, but increase the performance evaluation and formative evaluation, attach importance to the evaluation of students' skills and emotions, really pay attention to students' development, take students as the center, and improve the quality of classroom teaching through evaluation, so as to achieve the purpose of promoting students' all-round development.<sup>[12]</sup> Diversified evaluation is often reflected in the diversity of evaluation content, in order to better realize the



change from "teacher teaching" to "student learning".

## 5. Conclusion

It is feasible to realize the change of teaching philosophy from traditional "teacher teaching" to modern "student learning", and it is also a natural choice for the change of teaching philosophy. The change is a process, which requires the joint efforts of schools, teachers, students and parents, as well as constant conscious pursuit and active participation in practice.

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