

# An Exploration of the Realistic Representation and Generative Mechanism of Teaching Sensitivity

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**Abstract:** *Teacher sensitivity is an important quality that teachers continuously form in their self-development towards teaching ability. The realistic representation of teacher sensitivity is mainly reflected in three aspects of teaching ability: teacher's autonomous control ability over teaching, control ability over student education, and control ability over teaching situations. Through acquired knowledge, teacher sensitivity gradually forms. The generation of teacher's teaching sensitivity gradually develops from the lower stage to the higher stage, and the cultivation of related abilities requires the subjective efforts of teachers. Therefore, teachers should have the courage to face the shortcomings in their own teaching, carefully summarize and improve their teaching abilities, actively understand the development environment of the school, and comprehensively understand the development of students, so as to gradually form their own teaching sensitivity.*

**Keywords:** *Teaching Sensitivity, Reality Representation, Generation Mechanism*

## 1. Relevant Theoretical Basis

The so-called “sensitive degree” in teaching refers to the teachers’ ability to control student learning, teaching materials, and the teachers’ own development in teaching. Teaching sensitivity is a seemingly unconscious perception, understanding, and explanatory ability formed by teachers in long-term education and teaching work. Teachers’ teaching sensitivity is an important quality to measure their teaching awareness.[1] Sensitivity refers to limiting factors that affect the development of teachers and their ability to make correct judgments. Sensitivity includes both positive sensitivity and negative sensitivity. The teaching ability of teachers generally involves two parts: professional ability and teaching ability, and the research on these two parts has become a focus of research. Sensitivity is a part of a teachers’ teaching c. Related research includes research on teaching wit and teaching sensitivity in teaching. Teaching wit starts from a detail in the teaching process, and it is believed that teaching wit refers to the innovative actions that teachers make instantly in a certain teaching context, which have educational significance. Reflected in teachers, it is a practical knowledge.[2] Teaching sensitivity is a teaching strategy for teachers, who can continuously accumulate experience in long-term teaching practice and consciously cultivate and develop teaching sensitivity.[3] We discuss the ability of teachers to handle teaching related processes from a macro perspective, and provide a broad definition of this ability. We attempt to describe the conditions under which this ability arises and its related development process. Teaching sensitivity is not a natural result, but also depends on the cultivation of teachers’ theoretical consciousness, the expansion of teachers’ reflective consciousness, the granting of teaching autonomy, and the construction of a “competitive” teaching culture, providing a space for its generation. [4]

## 2. The Realistic Representation of Teaching Sensitivity

The realistic representation of teacher sensitivity is mainly reflected in three aspects of teaching ability: teachers’ autonomous control ability over teaching, control ability over student education, and control ability over teaching situations.

### 2.1. The teaching control ability of teachers as the main body

Teacher sensitivity refers to the factors that influence the development of a teachers’ teaching ability, involving both subjective and objective parts. The subjective part includes the teachers’ self teaching

awareness, proactive adjustment ability, etc. The objective part involves teaching environment, etc. In teaching, the role of teachers has shifted from leading teaching to guiding teaching. The limiting ability of teachers restricts the development of teaching. Whether teachers can demonstrate confidence and motivation to change teaching concepts, and whether they can adjust teaching in a timely and appropriate manner are closely related to their subjective wishes. Therefore, the personal thoughts, concepts, and values of teachers influence the development of sensitivity and are also a part of the composition of sensitivity. It should be emphasized here that teachers can change their mindset and cultivate soil for the healthy development of sensitivity. The objective teaching environment and the limitation of teachers' abilities are dialectical and materialistic. When the teaching environment in which teachers are located is conducive to the development of teaching, this external factor will have a positive effect on the sensitivity development of teachers. On the contrary, unfavorable external teaching environments generally bring unfavorable development conditions. These external factors include all teaching related factors, except for the subjective factors of the teachers themselves, such as the enthusiasm of colleagues and teachers, the level of school development, the degree of emphasis on school management, and so on. For example, teachers in School A are more concerned about teaching performance, and the management of teaching in the school is also in place, resulting in a sense of honor for teachers. At the same time, the teaching management of School B lags behind, the sense of honor of teachers is not strong, and the requirements for teaching performance are not high. It is obvious that the teaching sensitivity of teachers in School A is prone to develop in a positive direction, while the limiting ability of teachers in School B will be negative.

### ***2.2. The teaching control ability of teachers in student teaching***

**Student Sensitivity:** As the object, students are the teaching objects of teachers, and sensitivity here refers to the teaching restrictive ability exhibited by teachers when dealing with students. Facing the objective reality of individual differences among students, considering their learning and emotional attitudes from a multidimensional, comprehensive, and developmental perspective is a manifestation of teacher sensitivity. According to Gardner's theory of intellectual pluralism, we can derive three inspirations. One is that intelligence is a set of abilities, not a single ability. It includes eight abilities: language intelligence, mathematical logic intelligence, spatial intelligence, body movement intelligence, music intelligence, interpersonal intelligence, self-awareness intelligence, and natural cognitive intelligence. Traditional teaching regards students' exam scores as the only criterion for evaluating them, and even modern education with more scientific development finds it difficult to break out of the circle of "exam oriented" education. The real problem is that it is not possible for every student to get a high score on the paper, on the contrary, all students can get a high score in one of the items. This is also emphasized in quality education. In addition to knowledge education, aspects such as sound, physical, emotional intelligence, and reverse intelligence are also key areas of cultivation. The second is that everyone's intellectual expression is different and unique. It is not difficult to find that every student can always demonstrate their talent in a certain aspect. For example, student A is good at sports, while student B has a unique talent for music and art; C students have linear thinking, while D students are accustomed to non-linear thinking and so on. Thirdly, appropriate external stimuli and individual efforts can develop any type of intelligence. Due to factors such as innate genetics and environmental factors, students may have innate talents or demonstrate enthusiasm in certain areas, which limits the ability of teachers with strong abilities to develop and encourage students to cultivate these abilities. Therefore, in order for teachers to become the subject of sensitivity, they first need to comprehensively understand the "learning style" or "learning methods" that students possess as the object, grasp the differences between students, and treat them differently. Only then can these students, as objects, transform the obstacles to the teachers' subject into the driving force for teachers' ability development.

### ***2.3. The teaching control ability of teachers in teaching scenarios***

Teaching restriction ability refers to the teachers' ability to grasp the textbook, curriculum, and classroom in the classroom. The limiting ability of teachers in teaching is mainly reflected in their reading ability in textbooks and their ability to communicate effectively in the classroom. In terms of textbook reading, teachers should first have the ability to master the textbook to meet the needs of teaching. This requires teachers not only to strive for specialized research in understanding the textbooks, but also to continuously exercise and deepen their teaching skills from the teaching syllabus and teaching practice. Secondly, guide students to develop their ability to read textbooks. In actual teaching, teachers who can achieve good results are not those with strong professional skills, but those with proficient and responsible teaching skills. This requires teachers to not only strengthen the

cultivation of professional skills, but also pay attention to “how to teach well”, handle the relationship between the two, and strive to achieve both. The third is to expand the difficulty of teaching materials, the key and difficult points of knowledge, and related knowledge points. This is actually a concrete manifestation of the first point, and the cultivation of this ability stems from conscious experience accumulation. That is why veteran teachers always grasp the key points of teaching. Finally, practice and homework feedback align with the scope of knowledge and reinforce students' abilities. The feedback steps such as exercises and assignments must be targeted, in line with the scope of knowledge points and students' consolidation needs.

In terms of classroom control, in addition to necessary teacher skills such as language and teaching style, teacher sensitivity should involve the ability to control teaching points related to teaching time, student status, presentation methods, etc. Firstly, how can teachers grasp the contradiction between teacher guidance time and student self-study time in a class, and find the balance between “teacher guidance” and “student subjectivity”, which is a manifestation of teaching limitation ability. Teachers have the ability to manage classroom time, allocate teaching time reasonably, make full use of students' hard work time, and make students study happily.[5] Secondly, based on the students' state, identify the exciting and low time zones for their learning. Finally, find suitable teaching presentation methods based on factors such as classroom changes, subject characteristics, and student abilities that affect the classroom. The choice of classroom arrangement, whether it is group collaborative discussion, teacher guidance, student self-directed learning, or other learning modes that are more suitable for the classroom process and student development, all test the teachers' teaching limitation ability. In short, the selection of teachers in the teaching process can promote teaching development and adapt to student progress, which is a key point in evaluating teacher sensitivity.

### **3. The Generation Path of Teachers' teaching sensitivity**

The sensitivity of teachers to teaching is influenced by innate factors, but the production of sensitivity mainly comes from acquired knowledge, which is constantly reflected, learned, accumulated, and formed during the teaching process.

#### ***3.1. The generation path of teaching sensitivity***

From the source, there are two ways to form teaching sensitivity: innate ability and acquired ability. Intrinsic talent refers to teaching talent, teaching talent, including some teaching intuition and teaching foundation. The innate teaching foundation refers to the quality of teachers in terms of pitch, timbre, tone, temperament, personality, cultural background, intelligence, etc. Teaching intuition refers to the concepts and ideas that teachers possess about teaching before engaging in teaching activities.[4] The unconscious and subjective abilities possessed by some teachers before receiving education and teaching training have a certain positive impact on teaching, which is conducive to the development of teacher quality and teaching. The acquired restrictive ability refers to all teaching qualities related to teaching that teachers acquire through vocational training, experience accumulation, and teaching reflection after engaging in teaching activities. This acquired ability is different from innate limiting ability, and is a conscious and subjectively cultivated teaching quality. Both innate and acquired teaching abilities are sources of teaching ability and can have a certain promoting effect on teaching. The difference between innate and acquired lies in whether subjective initiative is needed, whether there is a conscious cultivation of teaching ability, and whether innate or acquired is the main difference between the two. The connection between the two lies in the category of teaching ability factors, which have a promoting effect on the teachers' teaching adaptation and development.

#### ***3.2. The talent and acquisition of teaching sensitivity***

The biological aspect in the representation of teaching sensitivity is different from the acquired inheritance of teaching talent. Due to the role of genetics, individuals respond differently to external stimuli. Teaching sensitivity is an innate quality that teachers possess prior to on-the-job training to meet their teaching needs. Teachers with certain talents possess qualities higher than other teachers in certain aspects of teaching, such as a more mature understanding and perspective on teaching processes, teacher evaluations, teaching content, teaching methods, and so on. Or perhaps one's own personality, intellectual qualities, and cultural background are more suitable for the needs of teaching. Generally speaking, teachers with strong color sensitivity have an advantage in painting, teachers with strong sound sensitivity have a stronger advantage in music, and women have a stronger advantage in

language acquisition than men. Therefore, there are more female teachers engaged in English teaching. Similarly, the logical thinking ability of men in science and engineering leads to a greater proportion of male teachers in teaching science and engineering subjects. Each individual may have some advantages that are conducive to the development of teaching ability in a certain aspect, which may be in terms of concepts, ideas, or teaching characteristics. Some individuals may have multiple innate advantages, while others may have fewer. Anyway, these talents of teaching sensitivity are already possessed by teachers before pre service training, unconscious, and do not require subjective effort.[6]

### **3.3. Acquired teaching sensitivity**

Part of the teaching ability can come from innate talent, but most of the teaching traits come from acquired knowledge and require teachers to actively acquire them through teaching training, reflection, self-improvement, and other means. The acquired traits should occupy the most important position in teaching ability, as innate traits cannot directly replace all the qualities required for the entire teaching process. "The essential structure of pre service teachers' teaching talents only contains a part of the structure of teaching intuition".[6] Teaching sensitivity runs through the entire teaching process, and innate traits are difficult to consider in all aspects of teaching. The existence of teaching talents can only be icing on the cake, Improving comprehensive limiting abilities requires more of the teachers' postnatal cultivation. From the perspective of teaching sensitivity, teachers' ability to control the classroom involves three levels: biology, psychology, and sociology. Genius traits belong to a biological aspect, while psychological and sociological abilities require postnatal cultivation.[7] It is not difficult to see that the development of teaching limitations is mainly determined by the teachers' acquired efforts, and talent is a small part of it. To become a teacher with teaching wit, teachers need to accumulate a large amount of practical knowledge, cultivate deep teaching emotions, continuously accumulate teaching experience, reflect on themselves, and master this teaching sensitivity through their own efforts.

## **4. Development Phases and Cultivation Approaches of Teaching Sensitivity**

Teachers have a strong awareness of self-improvement, and through self-improvement, their sensitivity will gradually form. The author believes that the formation of teacher sensitivity mainly occurs in three phases: the first stage of obstruction, the second stage of transition, and the third stage of promotion.

Phase 1: The first stage of limiting teaching ability generally refers to the beginning stage of a teachers' employment. Due to the immaturity of teaching experience and teaching ability, as well as the lack of understanding of learning situations, it is difficult for new teachers to grasp the overall teaching situation and carry out teaching. Even teaching with strong professional foundations and teaching abilities will be constrained by other aspects of teaching, such as school policies and conditions; The learning situation and psychological state of the students being taught. New teachers face multiple dimensions in teaching, and if one aspect is not good for me, it is difficult to do so. At this stage, due to the limitations of the overall teaching control ability of new teachers, the reflection of teaching limitations in teaching is often a hindrance.

Phase 2: This stage refers to the process of new teachers transitioning from self reflection, professional development, teaching improvement, and understanding of the school environment and student semesters to a positive direction of promoting teaching development after hindering their abilities. Due to the gradual understanding of the teaching environment and the development of their own teaching abilities, teachers have shifted their grasp of teaching from unfamiliarity to understanding, and the corresponding limiting ability of teaching has also shifted from hindering teaching to promoting teaching.

Phase 3: This stage refers to the teachers' ability to grasp teaching with ease, master teaching techniques proficiently, adapt to the development environment of the school, and understand the development status of students. At this stage, teachers have matured their teaching limitations and abilities. In addition to mastering teaching proficiently, they are also able to constantly adjust and reflect, and actively respond to new problems and challenges that arise in teaching.

The sensitivity effect gradually develops from obstruction to promotion. Generally speaking, this trait is difficult to become a "helper" in the early stages of teaching, due to insufficient teaching experience and training of teachers, and insufficient accumulated abilities. Therefore, the initial stage

will become a constraint on the teaching of new teachers, hindering the generation of teacher sensitivity. Objectively speaking, teaching restriction ability can serve as a “helper” for teachers, but due to the subjective lack of ability of new teachers, teaching restriction ability is difficult to promote teaching and instead hinders teaching to a certain extent. From this perspective, the role of sensitivity in teachers is different from its literal hindering effect, but rather a beneficial driving force. However, the impact on teachers in teaching activities is a negative hindrance. With the accumulation of teaching experience and the deepening of teaching training, the ability to limit teaching will go through a transitional period, ultimately forming mature and reliable teaching characteristics.

In summary, the development of teaching sensitivity gradually develops and improves from the lower stage to the higher stage. Teacher sensitivity requires subjective efforts from teachers to continuously develop and improve. Therefore, teachers should dare to face the shortcomings in their own teaching, constantly reflect, and strive to improve their professional abilities in teaching; Take the training arranged by the school seriously, summarize it carefully, and improve one's teaching ability; Actively understanding the devel

## 5. Conclusion

Teaching sensitivity is an important basis for teachers to evaluate their self-development. Teachers can specifically extract from the concept of teacher development, make more significant comparisons, discover shortcomings, and purposefully improve and enhance their teaching abilities. The research on the evaluation of teaching ability has developed in China, such as teaching wit, teaching sensitivity, teaching degree, etc. Related research can be conducted from a single stage or point in teaching, while teaching limitation ability evaluates teaching from a broad perspective, providing more specific and visual guidance for teaching development. The author's research can only briefly discuss some ideas, such as the ways to generate teaching limitations, stage characteristics, etc., which require further in-depth discussion in the future.

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