

Improve the teaching quality by two-way education mode

Hongyan Shi*, Hui Ren, Lin Jiang & Hu Chao

Aerial Ammunition Department, Air Force Logistics College, Xuzhou, Jiangsu, China

ABSTRACT: Teaching activities contain teaching and learning, and both teachers and students have to work hard to improve the quality of teaching. This essay introduced the basic conception of “two-way and five-ring” mode first, and expatiated on the structure of this mode. The author used her own experiences to combine the teaching mode with the real situation of military school, emphasized teaching itself and talked about some specific plans. This will give a certain extend help in improving the quality of teaching in military school.

Keywords: teaching activities; two-way communication; five-ring education; teaching quality

1 INTRODUCTION

As the name suggests, teaching activities contain teaching and learning, which means that teaching is not only about teaching itself, but also about learning. It must have interaction between teachers and students. Then, both sides can gain benefits. Whether the interaction can be done successfully or not, it will affect the quality of teaching. However, students with different learning activity and teachers with different teaching capacity will affect the results of teaching, and then lead to different effects while teaching. Some may have good results and some may have bad results.

The “two-way and five-ring” education mode is more popular recently, which is applied widely in different levels of teaching and has already achieved good results.

2 THE BASIC CONCEPT OF “TWO-WAY AND FIVE-RING” EDUCATION MODE

2.1 “Two-way”

“Two-way” means teaching activities in classroom should follow the progressive teaching process and obey the developing rule of the students’ cognition. The interaction between teachers and students will improve students’ subjectivity, and develop their multiple intelligences as well. As a result, we can get an

optimal teaching efficiency.

2.2 “Five-ring”

“Five rings” means the five links which connect to the practice of teaching.

Firstly, students preview and teachers guide;

Secondly, students cooperate with each other, and teachers take part in and give help;

Thirdly, students show themselves and teachers motivate them;

Fourthly, teachers lead students to explore;

Fifthly, students reach the standard and teachers give them evaluation.

2.3 “Two-way and five-ring”

“Two-way and five-ring” mode is a basic classroom teaching mode which makes students’ subjectivity - a kind of internal spirit - act on the integration of subjectivity and diversity in the multiple intelligence development of students.

This mode concentrates on the comprehensive, harmonious, initiative and active development of students, gives full play to teachers’ leading role, and reflects the principal position of students. In the teaching process, the teachers should not only let students be masters, but also be strict on basic training; Around the three-dimensional target of knowledge and ability, process and method, and emotional attitude and value, we insist on students’ learning initiative, and teachers’ leading role, and take problems as main

*Corresponding author: shy7823@163.com

line and activities as the principal axis, to guide the students to preview, cooperate, demonstrate and then reach the target finally. Meanwhile, teachers should guide, participate, encourage and help students to get the target. There will be a democratic, equal and cooperative relationship between teachers and students during teaching process to establish a new teaching mode.

“Two-way” mode designs teaching content along the development direction of teaching and learning. The links of learning are: preview, cooperate, demonstrate, explore and reach the standard; those of teaching are: guide, participate, stimulate, lead and evaluate. “Five-ring” mode establish content according to the teaching process.

If “two-way” mode designs the teaching content of teaching and learning from a longitudinal perspective, the core is development; if “five-ring” mode establishes that from a lateral perspective, the core is structure. The combination of “two-way” and “five-ring” mode makes the content of teaching and learning form a reticular formation.

3 BASIC STRUCTURE DECLARATION OF “TWO-WAY AND FIVE-RING” MODE

The nature of classroom teaching is communication, which is a process of interaction between teachers and students, and that among students. The learning is not the unilateral transmission from teachers any more, but a process of mutual participation and promotion between teachers and students based on the development of students. In the teaching process, we insist on students’ learning initiative, and teachers’ leading role, and take problems as main line, activities as the principal axis, and stimulation of teaching process as a breakthrough to further change teachers’ teaching methods, and students’ learning methods, which help teachers and students to form a community of collaborative learning. During the teaching process, teachers need to thoroughly understand the comprehension of “two-way and five-ring” education mode.

3.1 *The first ring: preview and guide*

3.1.1 *Students preview*

According to the target, problem and method in lesson plans, students should try to make full use of the existing experiences and all kinds of learning materials to read textbook proactively, think independently and acquire new knowledge positively. Normally, there are three ways: mark questions, gain new knowledge by reviewing old, and try to practice.

3.1.2 *Teachers guide*

Teachers need to prepare lesson plans which integrate teaching plans and learning plans before class accord-

ing to the textbooks and students, establish an obvious learning line: preview, cooperate, demonstrate, explore and reach a standard, and develop a corresponding guiding line: guide, participate, stimulate, lead and evaluate.

3.2 *The second ring: cooperate and participate*

3.2.1 *Students cooperate*

Cooperation is a learning method that based on the independent preview, students study in groups on the purpose of achieving the target together by the means of communication, which is rewarded according to the overall performance of groups. Therefore, during the implementation process, teachers should focus on the establishment of groups first and divide the study groups reasonably. Then, teachers should develop the effective cooperative learning strategy. We can use homogeneous study style to solve the existing problems in learning process, and then use heterogeneous study style to solve the unsolved problems. At last, the groups unify the thought, method, steps and result of solving problems.

3.2.2 *Teachers participate*

Firstly, teachers should participate in the establishment of study group, the training of group leader, and the establishment and implementation of management and evaluation mechanism of group. Secondly, teachers should observe and guide the group leaders, and organize group members to carry out effective communication, cooperation, exploration and assist in pairs according to the teaching plan. Thirdly, teachers should make an inspection tour of each group and give a helping hand to the group member who has problems. Teachers must observe and listen to the students carefully, so that they can get accurate information and instigate and guide students in time. Simultaneously, teachers should discover the students who have unique and novel opinions, and encourage them.

3.3 *The third ring: demonstrate and motivate*

3.3.1 *Students demonstrate*

Demonstration means that based on preview, students deeply study lesson plans and then demonstrate the results explored by themselves or groups in a vivid and concise way. The groups should present the valuable and unsolved problems in order to share resource and results, draw upon all useful opinions and get a common enhancement.

What demonstrate must be the problems studied by students, so the content must be progressive no matter it is demonstrated in small groups or in whole class, instead of repeated explanation of lesson plans or unified answers. The presentation in classroom contains comprehension of the learning target, the new discovery and perception, unsolved doubts, and some

original ideas of questions.

3.3.2 *Teachers motivate*

The motivation here not only means praise, but also includes question, guide, error correction, and initiation of interaction, especially regulation and control of students' interests and attention. As the role changes, teachers play an important role. Thus they must well prepare lessons, accurately presuppose, carefully listen to the presentation, and give an evaluation in time, which ask teacher to intervene instead of interference. In demonstration stage of classroom teaching, teachers should use language, posture, score and goods to evaluate students' classroom activities and give feedback, so as to motivate students' interests of study and create classroom climate, which is conducive to the completion of three-dimensional goals.

Motivation, rouse and encouragement are three keys for teachers to develop students' interests of learning and the desire for knowledge, and create a lively classroom climate. Wonderful evaluation in the class can make students achieve self-confidence and experience success psychologically, which can improve students' learning motivation, trigger their interest of learning, and make them start to learn independently, so as to obtain achievements. Motivation should run through the whole teaching activities, while we will talk about the motivation during students' demonstration.

3.4 *The fourth ring: explore and lead*

3.4.1 *Students explore*

Exploratory learning means the process that students explore new knowledge and discover laws by the means of hand-on learning, and cooperation and exchange. It matches the mind and body of students, and can motivate students' learning enthusiasm, curiosity and the aspiration to knowledge. In this situation, students can get into the optimum state of the intellectual activity. Usually, we have several ways as follows: create problem scenes to motivate students' investigation desire; based on the third ring above, use the "form of question" to guide students explore problems independently; pay attention to independent exploration and propose cooperation and exchange; bold ideas are needed during the exploration process and then propose questions; multi-exchange and effective inquiry can help students experience the success of independent study.

3.4.2 *Teachers lead*

Teachers give appropriate guidance and inspiration, which help students explore effectively. During the exploration process of students, teachers should be guider instead of instigator. So, except for creating good atmosphere for exploration, teachers should randomly throw out questions with wisdom and chal-

lenge based on the exploration process of students. They should play an important role as organizer, coordinator and guider to provide strategy suggestions of solving problems and keep the classroom order of solving problems independently. It makes students always keep high enthusiasm to explore, and makes the exploration activity be carried out effectively.

The generally methods are as follows: present some suggestive clues, and constantly encourage students to solve problems independently; guide students to step forward to the deep-seated problems, generating query and confrontation; encourage students to develop independent views and bravely put forward their own unique opinions; guide students to make full use of a variety of methods to solve the problem instead of finding problems only; inspire, summary and guide in time to help students get out of the confusion.

3.5 *The fifth ring: reach a standard and give an evaluation*

3.5.1 *Students reach a standard*

The final link of classroom teaching is to guide students to learn to organize the lesson plan, and reach the evaluation standards. The purpose of organizing lesson plans is to sort out the valuable problems generate in the class, as well as facilitate students to review later, which aims to help students recall and reproduce the learned knowledge, so as to cultivate the initial ability of building, organizing and summarize the knowledge. The test in the class is to check if students master the knowledge, and help teachers adjust the teaching content of next class according to the feedback.

3.5.2 *Teachers give an evaluation*

In the last five minutes of classroom teaching, teachers can use "small notes" and "oral" to exam students' learning, which is different from the traditional test or homework. Firstly, based on learning target, teachers should hierarchically design the test aiming at key problems. Secondly, teachers should observe, inspect and individually guide in evaluation process. There are "three focuses": focus on A-level students' innovation points of solving problems; focus on B-level students' efficiency and accuracy of solving problems; focus on C-level students' (potential students) to understand and master the basic knowledge. At last, give a proper evaluation to students, and make the potential students experience the joy of learning.

4 THE METHODS TO IMPROVE TEACHING QUALITY OF MILITARY SCHOOL TEACHERS

Students are different between military schools and local schools, concerning the management system,

study method and teaching mode. Therefore, for the teaching of military academy students, in addition to the “two-way and five-ring” education mode, teachers should play the leading role. Teachers should pay attention to the following links:

4.1 *Help the students do the ideological work*

Doing the ideological work of students is not only the management department’s business. In the teaching process, teachers should try to impart knowledge and educate people, which should run through the whole process of teaching. Sometimes, if the ideological work is done well, unexpected results can be received. So teachers should make themselves an example, that is to say, they should use their own words and actions to educate, influence and encourage students, in order to help them establish strong faith and devote themselves to work.

4.2 *Develop students' learning interests*

This is the necessary part to convert the students from passive learning to active learning. In this process, we should achieve one improvement and two combinations.

4.2.1 *One improvement*

The improvement is to improve the relationship of teaching and learning, which makes teachers and students get on well with each other, and coordinates teaching and learning dialectically, so as to create a good atmosphere that teachers concern and understand students while students respect and trust teachers. Teachers should impart knowledge carefully in class, and then visit and talk to students after class so as to understand their thoughts, which can help them solve the existing problems, and let them focus all attention on learning.

4.2.2 *Two combinations*

One of two combinations is between new knowledge and old knowledge, and textbook knowledge and high technology knowledge. Students can timely learn the current status and future development trend of science and technology from the first combination, and it can arouse passions to love science and technology, and national defence, which can greatly facilitate to develop students’ interest in learning. The other one of two combination is between classroom teaching and after-class teaching (e.g. audio-visual teaching), and traditional teaching methods and modern teaching methods (e.g. multimedia teaching). The direct perception of sound, image, text and material object of the teaching content can make students have better understanding, digestion and absorption, as well as fully arouse their enthusiasm of study.

4.3 *Serious for each class*

Teachers in military school must be based on classroom teaching syllabus, and in addition to the requirements of “two-way and five-ring” mode, they also must specifically focus on the following three aspects: pre-class preparation, classroom instruction, and after-school tutoring.

4.3.1 *Pre-class preparation*

Teachers should prepare lessons carefully before class, including writing lesson plans and design blackboard writing. As everyone knows, the pre-class preparation is a prerequisite to a good class, and there is a good saying that “Don’t fight unprepared”. As the requirements of the efficient class, the thought and logic of each lesson should be clearly visible and the learning target is clear, which is the basic condition of efficient completion of the teaching task. However, designing each link of teaching and learning carefully is the main focus of the high effective teaching. Prepare guiding case, presuppose questions flexibly, select teaching content and design exercises carefully to improve the efficiency of classroom teaching.

4.3.2 *Classroom instruction*

There are five aspects in the classroom instruction:

- (1) Ask questions. It is an important method to check how well the students master the knowledge they have learned. The questions are generally related to the content of this class. Asking questions cannot only increase pressure on their study, but also pave the way for the teaching content of the class as a connecting link between the preceding and following courses.
- (2) The prologue should be perfect. It must be attractive so as to draw students’ attention to the class easily. Meanwhile, the summary should be concise, which let students know what they need learn in class, what the point and difficulty are, and what they should pay attention to.
- (3) The key points, levels and mainlines must be stood out. Standing out the key points is to facilitate students to understand what they should learn the class. Standing out the levels is to help students understand what the main part is, what the secondary part is in class and what they should pay more attention to. Standing out the mainline means that, teachers should give a clear line of the whole course in every class to help students understand the coherence and systematicness of the contextual content, and how every part is combined. As every part is not isolated, students should grasp the main line so that many problems can be readily solved.
- (4) Speaking, writing, acting and drawing are the four basic skills in class. What and how to speak are two problems which are needed to be solved. When teachers give lessons in the classroom, the

language must be vivid, and the profound should be explained in simple terms; the tone must be cadenced; the questions should be explained thoroughly. What and how to write are needed to be solved. Teachers' blackboard writing must be clear, concise and neat. Acting means demonstration here. Teachers act on the platform just like actors perform on the stage, and their behavior will affect students deeply. Especially in the use of teaching slides, teachers should behave well and use a pointer accurately in one step. When teachers draw pictures in class, the pictures must be standard, without a little randomness.

- (5) Teachers should impart a wealth of knowledge, the rigorous attitude of scholarship, the good study style, the excellent learning method, and the reason to be a man, which are even more important than the specific content of course. With those good qualities, students will get twice the result with half the effort.

4.3.3 After-school tutoring

This link is not dispensable. By tutoring and answering questions, teachers can know the existing problems and teaching results of students in time. Meanwhile, according to the learning situation of students, teachers can adopt a flexible teaching method. For example, in order to improve the students' self-study ability and participation awareness, teachers can arrange students to preview and then ask questions, or let students give the lesson by themselves. These kinds of activities can receive good results. The usual test is also a good and important way to facilitate students to study and check their learning effect.

5 CONCLUSION

“Two-way and five-ring” education mode specifies what teachers and students should do respectively in the teaching process. According to this mode, teaching quality will be improved. However, it is a general mode. Teachers must combine and change some links to fit different requirements in different environments in the teaching process.

In a word, teachers should focus on their jobs and students must keep their mind on learning. Making great efforts to improve the self-quality of teachers and students is the premise and guarantee to deal with the relationship between teaching and learning, and then to improve the teaching quality. Teachers should seize every link in the teaching process and strengthen two-way communication activities between teaching and learning, which can improve teaching qualities and complete teaching tasks successfully.

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