

Suggestions on Learning Transition from Teacher-Dominance to Learner-Centeredness

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Abstract: In china, the teaching reform is still in the exploratory stage. Based on Einstein's educational formula which is "innovative thinking = knowledge x curiosity (imagination)", the opinion in this article is we can use Dewey's "five-step of thinking" to motivate learners' curiosity and use Kailov's "five-step teaching method" gives learners the basic theory knowledge to maximize the creative thinking. And the learners are familiar with the scene the teacher created for the teaching knowledge or not is the judgment standard for the course or the knowledge suitable for "five-step thinking method".

1. Introduction

A crusade for educational was occurred in North America in middle-late period of 19th Century. The pragmatic educators represented by Dewey believe that in the era of information explosion and rapid knowledge update, the focus of education should not be just teacher teaching and students listening, but should be placed in the process of inquiry, learning and thinking, and the goal of education is no longer to cultivate "knowers" who know a lot. It is to cultivate energetic and creative social people who can think critically and make rational decisions. Therefore, the reform from "knowledge transmission" education mode to "personality and quality cultivation, ability cultivation" emerged in the 1960s and 1970s, and began to become the basic goal of education and teaching in North America in the 1990s.

In ancient time, China has pursued "education equality" and "talent selection" without the restriction of social class, which can be seen from the ancient imperial examination. As a country with a long history of education, China's education model undeniably has prominent comparative advantages. At the same time, since New China was founded in 1949, influenced by the Soviet's education, Chinese students have an excellence theoretical foundation. A large number of Chinese students are permitted to study in Harvard University, Cambridge University and other prestigious universities in the world. However, these excellent students who are admitted by those universities show a sharp decline in their secondly or thirdly educational year. The opinions of education in our country which are "attach importance to the knowledge and knowledge accumulation", "attach unimportant to creative thinking training" mode shows its shortages in the field of research, therefore, our country's education model has both strengths and weaknesses, or disadvantages of education in our country is just the advantage of western education. How to absorb the practical

education mode represented by Dewey in our educational and strengthen the students' critical thinking and innovative thinking by the "learning-centered" teaching is very important, especially for the rapid updating of knowledge and the promotion of science today.

2. China's Traditional Teaching Model and Its Shortcoming

After New China was founded, we followed the education model of the Soviet Union, in which the most important position occupied is by the "five-step teaching method" of Kailov. In the 1930s, the Soviet educator named Kailov based on the theories of the Czech educator Comenius and the German educator Herbart and proposed that the classroom teaching skill could be divided into five steps, which are organization of teaching, reviewing the learned lesson, explaining the new lesson, consolidate the new lesson, assign homework, those steps emphasize the importance of teachers' speaking and students' listening in class. When New China founded in 1949, in order to improve the level of education rapidly, our country has been using the "five-step teaching method" to help teachers master the skills of teaching and improve the efficiency and effect of teaching. Therefore, the "five-step teaching method" became a general pattern of teaching in our country until now, and China's education has formed a "teaching-centered" teaching mode which is the knowledge flows from teacher to students. At the same time, in the "exam-oriented" examination, knowledge is condensed into "knowledge points", and used to test students' mastery of knowledge. In the long term, the education concept of "knowledge points" has derived a series of exam-oriented learning skills and methods. For example, for social science knowledge, students mainly rely on rote memorization; for science knowledge, students identify question types and memorize problem-solving skills by doing lots of questions. Rote memorization and memorize problem-solving skills lead students to spend a lot of time on learning, and the increased time on learning will produce crowding out effect, resulting in a large decrease in the time for thinking and imaging. Albert Einstein said "the value of high education is not how much you remember, but how much you train your brain for thinking", after he won the Nobel Prize for physics in 1921. Then he proposed the famous educational formula which is "relative thinking = knowledge × curiosity (imagination)"[1-2]. It means that it is not enough to educate innovative talents by merely accumulating knowledge, imagination and curiosity are also very important. Knowledge is about all the things that we have known, but curiosity and imagination is about the things that we are unknown in the universe. Rogers, famous by the humanism, believed that people were born with curiosity. Children's curiosity and imagination are very strong in childhood, but as they grow up, their curiosity and imagination will be decline when they getting more education. Therefore, the more time students spend on acquiring knowledge, the more likely their curiosity for innovative and critical thinking will be erased. Therefore, In China, too much exam-oriented education from primary school to university will negatively affect the cultivation and formation of students' innovative thinking.

To reverse the situation that students are only the concentrated on the knowledge acquired ,but ignored the development of innovative thinking, our education use new teaching methods, such as "flipped classroom", "Blended teaching skill" and "external course" instead of traditional teaching method in recent years. However, after those reforms mentioned above, it was found that it is still difficult to change students' learning habits. One of the reasons are that the class teaching model of one teacher to many students is very suitable for the large population in China, and the teachers who were born from 1960s to 1980s have accepted the "five-step teaching method" completely, so it is difficult for them to transform the educational thinking in a short time. Therefore, most of the new teaching modes in China remain at the level of "idea", while the "five-step teaching method" is still the main teaching mode in high school and universities. The transformation of classroom teaching

from "teaching-center" to "learning-center" in China is still in the exploration stage. It is not easy to make students really have curiosity in the unknown field now.

3. Western Pragmatic Education Method and Its Advantages

In the late 19th century, the representative of pragmatic education theory, Dewey proposed the educational principle of "learning by doing" on the basis of criticizing traditional school education. Dewey believes that children are born with the desire to "do things" and "like working". They have strong interest in various activities and need to pay special attention to them. If children do not have the opportunity to "do", it is bound to hinder their natural development. If children can learn in educational and interesting activities, it will help children's growth and develop innovative thinking, therefore, he believes that the process of teaching should be the process of "doing".

Dewey believed that good teaching methods must be able to arouse the child or learner's innovative thinking, therefore, he proposed a learning process named "Five-step thinking method" [3-4]. He thinks a learning process can be divided into five steps: The first is analyze the tough question; The second is figure out the difficult point of the question; The third is to find various ways to solve the question; The fourth is to test and compare those ways; The fifth is to choose the best one [5]. So the teaching process could be correspondingly divided into five steps: firstly, the teacher to provide learners with a scene which is associated with experience of life; Secondly, let learners consider what kind of tough problem will be in the scene; Thirdly, make learners think about the problem and find the ways to solve the problem; Fourthly, learners analysis which ways are correct; Fifthly, learners compare correct ways and choose the efficient one. In this process, learners can not only arouse their curiosity and desire to explore unknown things, but also acquire methods to learn unknown things with known knowledge. Dewey believed that knowledge learning in school should be connected with activities in life, and teaching methods must provide experiential scene that can arouse learners' thinking.

Because Dewey's "Five-step thinking method" can cultivate students' curiosity [6], China's teachers should use more "five-step thinking method" teaching skill in class to cultivate students' innovative thinking. Based on the foundation which is full of knowledge, as long as students are full of imagination, they can maximize the creative thinking according to the formula "relative thinking = knowledge × curiosity (imagination)". Therefore, we had better put the advantages of China's education and the ones of western education together to create the best teaching effectiveness.

4. The Applicability of Pragmatic Education Methods

Although put the advantages of Kailov's "five-step teaching method" and Dewey's "five-step thinking method" together will get twice result with half effort, we can not help having the following question: are all the courses suitable for Dewey's "five-step thinking method"? Or what are the topics in the course suitable for the "five-step thinking method"? What are the characteristics the suitable courses or knowledge have? Because the first step of "five-step thinking method" is the teacher to provide learners with a scene which can cause the learners for thinking and imagine, therefore, the scene is the key point in the "five-step thinking method". It means learners must be familiar with the scene so that they can image what kind of the problems will happen in it, then to find ways to resolve the problem. So this paper argues that the learners are familiar with the scene or not will be the key point which used to judge if the course or the topics is suitable for using "five-step thinking method". In other words, the key to test the feasibility of the "Five-step thinking Method" is that the scenes set up by the teacher for the teaching content are appropriate and whether they belong to the familiar range of learners.

For example, if we concentrate on the courses about Economics and Management, we can divide

them into three types: theoretical courses, applied courses and comprehensive courses. The course such as Macroeconomics, International Trade can be regarded as the representative of theoretical courses, Microeconomics, Business Data Analysis, Website Construction can be regarded as the representative of applied courses, Cross-border E-commerce and E-commerce Project Management can be regarded as the representative of comprehensive courses. In theoretical courses, such as Macroeconomics, it's topics including the gross national product, national income, social welfare, etc., Cross-Border E-commerce's topics related to customs clearance, financial settlement, international logistics, etc., if the learners are the college students without any work experience, that means the topics mentioned are beyond the scope of their understanding, even the teachers put a lot of energy in constructing simulated scenarios, it is difficult to for students' thinking and finding the problem in the scene. Therefore, China's traditional "five-step teaching method" is more suitable for teaching theoretical courses and topics. Teachers can use the "teaching-centered" mode to impart knowledge in unknown fields to students. In the applied courses, such as Microeconomics which includes the basic theory of supply and demand, consumer behavior theory, cost theory, and Business Data Analysis which includes correlation analysis method for analyzing the relationship among factors, decision tree model used for market segmentation, etc., it is easy for the teachers to design the scene related to those courses, and the scenes more close to day life, so learners are more likely to have a "sense of substitution" and actively enter into thinking situations easily. For comprehensive courses, such as Cross-border E-commerce including customs clearance, trade policies, and network platform practice, we can use the Kailov 's "five-step teaching method" to explain the topics of international trade policies, and use Dewey's "five-step thinking method" to teach the practice of network platform .Furthermore, the teacher not only can set up students' familiar scene, but also arouse the students' enthusiasm and interest, solve the problem using the "flipped classroom" and "external course" teaching skills to promote learners to explore network economics theory and the international trade theory, let them understand why the efficiency of cross-border e-commerce is better than traditional international trade and know the importance of the role of domestic and foreign policies on the development of cross-border e-commerce.

5. Suggestions to the Improve the Teaching Model in China

Education is a process that let naive individuals grow up into mature, then become adaptors and participants in the social activities. Therefore, it is not a simple thing to reverse traditional education and teaching methods completely. For the present situation of education in our country, the teaching reform is still in an exploratory stage. Based on Einstein's educational formula which is "innovative thinking = knowledge x curiosity (imagination)", the opinion of this article is we can use Dewey's "five-step thinking method" to motivate learners' curiosity, at the same time, use Kailov 's "five-step teaching method" to teach learners the basic theories, in order to maximize the learners creative thinking. Of course, in addition to the theoretical, applied and comprehensive classification methods in this paper, there are many other ways to divide courses in elementary, intermediate and higher education in China. For example, subject courses and experiential courses are divided according to the attributes of subject content, subject courses and comprehensive courses are divided according to the organization of the content. For those different types professional courses, we only need to consider if the "scene designed in the course or topic are "familiar with or not" for the students. If the students are familiar with the ones, we can use Dewey's "five-steps of thinking", otherwise, we should use Kailov's "five-step teaching method".

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