Analysis of Dynamic Generation Strategies for Classroom Teaching in Primary and Secondary Schools

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Abstract: Dynamic generative teaching refers to a method in which teachers guide students to engage in purposeful and planned learning activities during the classroom teaching process based on their existing knowledge, experience, and cognitive level, and then capture generative teaching resources during the activity process before teaching. However, currently, many teachers lack understanding of dynamic generative teaching methods, resulting in unsatisfactory implementation results. Therefore, this article will study dynamic generative teaching strategies for primary and secondary school classroom teaching and propose dynamic generative teaching strategies.

1. Introduction

Dynamic generation is a dynamic and flexible teaching mode that emphasizes the generativity and creativity of teaching. In the dynamic generation mode, students' thinking activities have uncertainty, and under the guidance of teachers, many creative ideas will arise. However, due to the influence of traditional educational ideas and cognitive levels, many teachers lack understanding of dynamic generative teaching methods, resulting in their inability to effectively apply this approach in actual classrooms. Therefore, it is necessary to conduct research on dynamic generative teaching and explore feasible strategies for dynamic generative teaching, aiming to provide reference for primary and secondary school teachers in the future.

2. Basic concepts of dynamic generation

The so-called dynamic generation refers to the unexpected situations that may arise in the classroom during the teaching process due to the careful planning of teachers and the active participation of students. In these situations, teaching will present new features and characteristics. The term 'teaching' referred to here refers to teachers transmitting knowledge, skills, attitudes, etc. to students through specific classroom teaching activities, enabling students to acquire knowledge and skills and become individuals with good character and correct behavior habits. The term 'dynamic generation' referred to here refers to classroom teaching activities with new characteristics that are presented during the teaching process due to the teacher's careful pre class planning and the active participation of students[1].

Dynamic generation emphasizes the changes that occur in students' learning styles, thinking patterns, learning emotions, attitudes, and values during the teaching process. It reflects a new and

unique understanding of teaching objectives, teaching processes, and teaching evaluations under the new curriculum concept. This understanding breaks the drawbacks of traditional education, which pursues the "only right" and neglects the individual differences and development of students, and ignores the potential adverse effects of individual differences on curriculum implementation. Figure 1 shows the basic framework of dynamic generation[2].
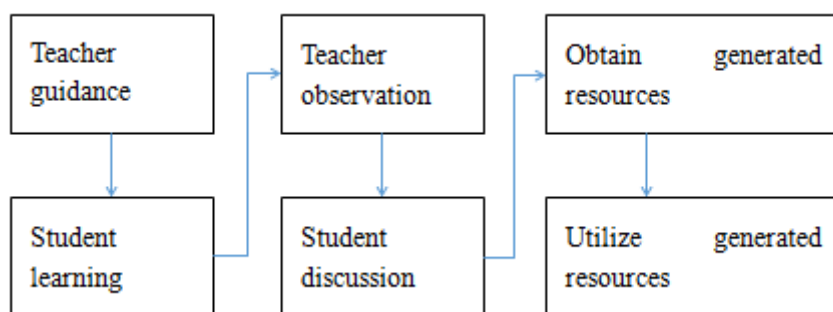

Figure 1 Basic framework for dynamic generation

In short, dynamic generative teaching is a new teaching method that currently holds significant importance in China's education sector. However, there are still some problems in primary and secondary education at present. For example, many teachers have insufficient understanding of dynamic generative teaching and inaccurate grasp of generative teaching resources. Therefore, relevant education departments and schools should attach great importance to dynamic generative teaching methods, so that they can make greater contributions to the cause of primary and secondary education.

3. Implementation points for dynamic generation

3.1. Make good assumptions

In traditional classroom teaching, due to the teacher's predetermined teaching content having definite answers, both teachers and students follow the pre-set teaching ideas in classroom teaching, and students also complete learning tasks according to the pre-set goals. This process is basically a closed process, where the teacher simply copies the lesson plan prepared before class to the students. There is an essential difference between "presupposition" and "generation": presupposition is based on students' existing knowledge and experience; Generation is based on the teacher's teaching. Under the new curriculum concept, teachers should fully consider students' existing knowledge, experience, and cognitive level, provide students with ample space and opportunities for free thinking, active exploration, collaborative communication, and generative development, examine the teaching process with a dynamic perspective and open thinking, and generate new content based on students' knowledge and experience in different situations. This is the most basic premise of "dynamic generative" teaching[3-4].

3.2. Stimulating Students' Interest

Teachers are the organizers, participants, and guides of educational activities, and the implementation of classroom teaching mainly depends on teachers. But without the active participation of students, even the best teaching design is useless. Therefore, in classroom teaching, teachers must face all students and guide them to actively participate in the teaching process, so that each student can find a suitable learning method in the classroom.

Under the new curriculum concept, the classroom teaching process is not only a process of

imparting knowledge and skills, but also a creative activity. Only through interaction can new things be generated. However, in order to facilitate timely and effective communication and exchange of various types of information between teachers and students, as well as among students, teachers must have a clear and accurate prediction of possible problems or emergencies in the classroom, and effectively regulate and guide them. Therefore, teachers should continuously improve their ability to control the classroom and the pace of the classroom during the teaching process. Only in this way can unexpected events and incidents that occur during the teaching process become valuable and usable resources[5].

4. Dynamic generation strategy

4.1. Student-centered construction of open classrooms

Firstly, in traditional classrooms, teachers are often the disseminators and transmitters of knowledge, often neglecting the role of students as the main body in the teaching process, resulting in a strong dependence of students on teachers. Secondly, in the traditional teaching process, teachers often set themselves as guides, organizers, managers, and other roles, while ignoring the role of students as the main body in the classroom, which limits the development of students' personalities. However, dynamic generative teaching is a student-centered, problem oriented, and inquiry based teaching method. In this teaching method, teachers will no longer be the main and central figures in the classroom, but will need to guide and help students solve problems. Therefore, in the teaching process, teachers must change their role positioning and conceptual cognition, fully respecting the subject position of students in the classroom. And teachers should design and plan students as the most important part of classroom teaching activities, and adjust and improve their teaching design plans in a timely manner[6]. Table 1 shows the construction process of open classrooms.

Table 1 Construction Process of Open Classroom

Step	Method
1	Exchange the status of teachers and students, allowing students to become the classroom leaders
2	Teachers become guides and organizers, providing students with learning directions and organizing relevant learning activities
3	From the perspective of managers, teachers should intervene reasonably in the process of students' learning activities to ensure that the activity process is reasonable
4	Teachers can receive student learning feedback at any time

4.2. Combining students' interests and guiding them to think from multiple perspectives

Interest is the primary driving force for learning. In order to generate dynamic generation in the classroom, teachers need to first analyze students' interests and then guide them to think from multiple perspectives based on their interests. Before conducting dynamic generative teaching, teachers need to analyze students' interests, understand their interests and what teaching methods they like, and then combine teaching methods with students' interests. This can promote students' interest in the classroom and stimulate their curiosity about knowledge. Before conducting dynamic generative teaching activities, teachers need to analyze the classroom, understand what problems students encounter in class, what difficulties they encounter, and what conflicts exist between them. Teachers can use various methods to understand students' interests and what solutions they adopt when encountering difficulties, and then develop teaching plans and strategies based on the information

obtained. They can apply dynamically generated teaching strategies to the classroom to promote the improvement of classroom teaching effectiveness.

4.3. Create a lively atmosphere and encourage students to discuss with each other

In primary and secondary school classroom teaching, discussion and communication among students are important components of dynamically generated teaching activities. A good atmosphere of discussion and communication can effectively promote students' thinking collision and encourage them to actively participate in classroom teaching activities. Therefore, teachers should encourage students to engage in active discussions and exchanges during the teaching process, so that students can inspire and learn from each other through discussions and exchanges, and continuously improve their learning enthusiasm and participation.

In addition, teachers should pay attention to creating a lively atmosphere and encourage students to actively participate in classroom teaching activities, so that students can constantly think and actively participate in classroom discussions and exchanges. During this process, teachers should be careful not to rush to provide answers, and let students use their own hands, brains, and words to constantly discover and solve problems. During this process, teachers can guide and assist students by asking questions, guiding them to think and solve problems from different perspectives. Through the above methods, students can continuously think and solve problems in discussions and exchanges, improving the effectiveness of classroom teaching [7-8]. At the same time, teachers should also pay attention to creating a lively atmosphere and encouraging students to actively participate in classroom teaching activities.

4.4. Observe students' learning dynamics, grasp generated resources for guidance

In the actual teaching process, it is important for teachers to grasp the dynamic generation of the classroom, because teachers need to understand students' learning status and learning effectiveness through classroom teaching. And based on understanding students' learning status, teachers should provide correct guidance to enable students to apply the knowledge they have learned to practical life. Therefore, in the actual teaching process, teachers need to observe students' learning dynamics. In the process of observing students' learning dynamics, teachers should make full use of existing resources to achieve the best classroom teaching effect. For example, teachers can use methods such as class group activities and pre class preparation.

In addition, teachers should promptly identify problems in the classroom teaching process and take measures to solve them. When observing students' learning dynamics, teachers can use modern technology equipment such as projectors to observe in a timely manner, and can also interact with students in the classroom [9-10]. During this process, teachers need to objectively analyze and evaluate students' learning situations, while also capturing and guiding the generation of resources.

5. Conclusion

In summary, dynamic classroom teaching generation is an advanced teaching method that can not only stimulate students' interest in learning, but also improve classroom teaching efficiency. At present, many primary and secondary school teachers have insufficient understanding of this approach, so it is necessary to strengthen research on dynamic generative teaching strategies in order to better guide practical work. In short, in order to conduct research on dynamic generation strategies in primary and secondary school classroom teaching, teachers need to continuously improve their own qualities and learn new knowledge, so as to maximize the effectiveness of classroom dynamic generation.

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