

# Research on Diversified Teaching Organization Forms——Everyone Is Talented and Everyone Is Wonderful

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## ABSTRACT

This study is based on the differentiated development needs of students. After investigating and analyzing the main problems of the current teaching organization form, it optimizes the design and diversified combination of various elements that constitute the teaching organization form in combination with the actual situation of the school. Practical research has been carried out in some classes and subjects, and effective experience has been accumulated to adapt to student differences and implement diversified teaching organization forms.

Under the background of the new curriculum, how schools deal with students with different life backgrounds, learning characteristics, personalities, emotions and motivations, so that they can have the motivation to continue learning, is a common challenge faced by different schools. For our school, with the advancement of public transformation and nearby enrollment, the difference in student sources has increased significantly, and the number of students with learning difficulties and behavioral deviations has gradually increased. How to create a teaching and learning environment that "adapts to differences and meets the development needs of every student" has become a new problem and challenge faced by our school in the process of development. To this end, our school has put forward the school-running philosophy of "every-

one is talented, and everyone is wonderful", established the school-running pursuit of "adapting to differences, meeting needs, and improving the development quality of every student", and took the transformation of the school's teaching organization form as the starting point. With the help of research projects, we have explored long-term mechanisms to adapt to student differences and meet the development of every student, and achieved the following results.

## 1. Forming a school-based operation strategy with diversified teaching organization forms

1. Restructure classroom teaching time based on differences among student groups

According to the differences in learning characteris-

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tics and learning psychology of students of different age groups, combined with the needs of different subjects and different teaching activities, our school breaks the traditional fixed arrangement of 45 minutes per class, divides and reorganizes the class time, shortens or lengthens the class time of each class, and forms a long and short class time system. In view of children's learning psychological characteristics, intentional attention time and memory rules, the overly long and overly scattered class time arrangement has caused poor English classroom learning effects for lower grade students and students cannot be in a constant language environment. Therefore, our school has reset the English and Chinese class time for lower grade students. (1) Class time division: Break the 45-minute class time schedule for English and Chinese subjects and divide it into short classes of 15 to 30 minutes. (2) Class time reorganization: Combine the short English class time with the short Chinese reading class time, so that a regular 45-minute class time is composed of the two subjects of English and Chinese, forming a complete class time. (3) Reorganization of teaching content: Short classes do not simply "divide" the teaching content of the original class into two, but rather reasonably integrate and reorganize the knowledge unit system in the textbook, ensure the internal connection and timely reproduction of knowledge in the arrangement of teaching content, give full play to the advantages of short-term high-frequency teaching, and effectively connect with related subjects. (4) Class connection: The teachers of the two short classes form a partnership and prepare lessons together. Not only will they properly connect the teaching content, but they will also complement each other in the form of teaching, combining movement and stillness, and alternating between tension and relaxation, so as to make full use of the class time to exert the effectiveness of teaching. Over the past few years, the effect of the implementation of long and short classes has gradually been reflected. The teaching time has been fully utilized, the students' interest in learning English has been greatly stimulated, their learning ability has been improved, and the learning burden has been effectively reduced.

In addition, in order to give students sufficient time for experimental exploration and let them "experience the process of scientific exploration, learn simple scientific exploration methods, and improve their hands-on skills", our school will schedule two 45-minute nature classes per week, extend the length of one class, form a 70-minute long nature class, and carry out group cooperative learning in the long nature class.

2. Reconstruct the student grouping method based on the differences between individual students

(1) Breaking the conventional class teaching. In view of the differences in students' learning foundation and learning ability in a certain subject, we break the traditional administrative class restrictions and stratify students in the same grade according to their learning level of the subject to form different levels of classes. Students move around when learning the subject and attend classes in the same level. For other subjects, they return to the original administrative class for classes. The teaching of different levels of classes adopts the method of stratified lesson preparation, stratified teaching, stratified assessment, and stratified tutoring, so that teaching is more in line with students' learning needs. The assessment and evaluation adopts the method of "different standards, stratified evaluation", and implements dynamic adjustments of "upgrading" or "downgrading" according to the evaluation results. At present, our school mainly carries out stratified stratified teaching of mathematics in grades 6 and 7, and has formed a management mechanism for stratified stratified teaching.

In response to the diverse reading interests and personality development needs of junior high school students, our school breaks the restrictions of grades and classes, reconstructs the way students are grouped, and implements mixed-age thematic reading teaching. We classify students' different reading interests and combine them with teachers' expertise to open different reading topics to enhance the diversity and selectivity of reading content. Students in grades 6, 7, and 8 can choose different reading theme classes according to their reading interests and attend classes across grades. In the same reading theme class, the teacher's allocation of learning tasks will increase with the increase of grade, and the difficulty will also deepen. Students of different grades can learn from each other and inspire each other, making reading an extraordinary experience. (2) Group cooperative learning in regular classes Based on the differences in students' cognitive styles and personality characteristics, we carry out group cooperative learning with "heterogeneity within the group and homogeneity between groups" in two consecutive classes. Teachers form learning groups of 4 to 6 people in the class, with group cooperative learning as the core link, interspersed with whole-class lectures and inter-group exchanges. The long class period of two classes in a row provides ample time for group cooperative learning. In group learning, there are not only task division and role allocation, but also result integration and group competition, which is conducive to the generation of cooperative communication, complementary differences, interactive symbiosis teaching and learning process, and gives full play to the educational and teaching value of students'

different resources. At present, our school mainly carries out group cooperative learning in the long class period of senior primary school, which has received good feedback from teachers and students.

(3) Individualized teaching to meet special needs

Our school provides individual teaching to meet the special needs of students with behavioral deviations, learning difficulties, special students with disabilities, and gifted students with the ability to explore and innovate. Our school has formulated individualized education timetables for special students, reconstructed the teacher-student combination, and established an individual counseling group composed of class teachers, subject teachers, and psychological teachers to provide "many-to-one" individualized education or counseling. Our school provides individual teaching for gifted students with innovative abilities and higher learning needs, with an expert teacher in the subject providing individual counseling for one or two students. Our school currently carries out individualized independent inquiry learning in science subjects, robot projects in innovation laboratories, and the training of students with specialties in information technology.

3. Reconstruct the teacher combination mode according to the individual differences of students. There are differences in the development level of different students' intelligence factors. For example, some students have high logical and mathematical intelligence, but low interpersonal and musical intelligence. However, schools often only emphasize the development of students in logic, mathematics and language (mainly reading and writing), ignoring the differences in cognitive activities and methods between different subjects or abilities. In order to help students form a complete knowledge system and fully develop various intelligences, our school carries out thematic collaborative teaching based on the concept of curriculum integration and reconstructs the teacher combination mode.

The development of thematic collaborative teaching is no longer based on one subject but includes two or even more subjects. The contents of different subjects are organically linked together through a common theme. A teaching team is composed of several teachers, who are jointly responsible for the teaching of one class or several parallel classes, jointly formulate teaching plans, and divide the work and cooperate according to their strengths to complete the teaching tasks and evaluate the teaching effect. The teaching team presents the strategy of teaching with multiple intelligences through various ways and means, realizes the purpose of "teaching for multiple intelligences", improves the form and links of teaching, and strives to cultivate students' multiple intelligences.

At present, our school has explored two organizational forms of collaborative teaching: "multi-subject theme collaboration" and "double subject main and auxiliary collaboration". This is not only conducive to giving play to the collective advantages of teachers, but also promotes the connection and integration between different subjects, which is conducive to students forming a complete knowledge system and promoting the development of students' multiple intelligences.

## **2. Create a campus learning environment that adapts to differences**

This study breaks the uniform form of class teaching in current school education. According to the differences of students, it allows different subjects in different grades, the same subject in different grades, different subjects in the same grade, and the same subject in the same grade to adopt various organizational forms such as "theme collaboration", "group cooperation", and "individualized inquiry". This mix and match makes up for the shortcomings of the single class teaching system, greatly enriches the way of organizing curriculum teaching in school, and creates a campus learning environment centered on individual students and adapted to different learning needs, which initially meets the different development of different students. In classroom teaching, teachers adhere to the idea of teaching based on learning, and use a variety of teaching organization forms to optimize the configuration of factors affecting teaching effects according to students' needs and differences. At the same time, they implement differentiated treatment of students' learning goals, content, methods, progress, evaluation, etc., forming different classroom organization strategies, and creating a learning environment that "adapts to students' differences and promotes the comprehensive and individual development of each student".

## **3. Establishing a flexible school-based regulation and management system**

In order to cooperate with the implementation of diversified teaching organization forms, this study makes flexible adjustments to the school's class time setting, class schedule arrangement, class method, course selection method, teaching organization, teaching facilities, and teaching evaluation, and continuously improves the school's teaching management system, student management system, and school-based teaching and research system. For example, we have formed the "Xixian New District Fengxi Experimental School Mathematics Subject Layered Teaching Management System" and the "Work-

flow for Individualized Education for Students in Need". At the same time, our school continues to enhance the flexibility of the curriculum management system and create an institutionalized atmosphere that supports teachers' attempts and experiments. Empower teachers, expand teachers' professional autonomy, encourage and promote teachers to promote subject teaching reforms in different ways, and provide students with a variety of learning models to better meet students' individual development needs.

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