

The Application of "Pair Classroom" Teaching Mode in the Civics Class of Private Colleges and Universities

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Abstract

In the realm of private higher education, the shortcomings of the traditional teacher-centered teaching model in ideological and political courses are evident. These include the disregard for students' needs, an overemphasis on theoretical knowledge at the expense of practical application, and the neglect of fostering students' autonomous thinking and innovation capabilities. In contrast, the pair classroom teaching model, with its unique design philosophy, meticulously divides the teaching process into three stages: teacher instruction, student internalization and absorption, and classroom interactive discussions. This model strives to address the various issues present in traditional teaching. It places higher demands on teachers, encompassing not only expertise and competence in their respective fields, but also knowledge of educational science, moral character, and the ability to utilize modern network information technology in their teaching practices.

Keywords

Pair-Classroom; Teaching Mode; Civics Course in Colleges and Universities.

1. Introduction

With the continuous deepening of educational reforms, the innovation of teaching models in private higher education institutions' ideological and political education courses has become an inevitable path for educational development. The drawbacks brought by the traditional teaching model of ideological and political education urgently require reform, such as excessive reliance of students on teachers during the learning process, hindering the full development of autonomous learning and critical thinking abilities. In contrast, the pair classroom teaching model stands out by promoting the organic integration of knowledge impartation, theoretical digestion, and practical application, which facilitates students' proactive learning, critical thinking, and innovative capabilities cultivation. In order to achieve this, classroom teaching should be arranged accordingly, emphasizing the interactions and collaborative learning among students, as well as igniting their enthusiasm for learning and active participation. This represents an innovation in teaching methodology, imposing comprehensive requirements on teachers' qualities and abilities, with profound implications.

2. Disadvantages of the traditional teaching mode

2.1. Teacher-centered, ignoring students' needs

In the conventional teaching model, the teacher-centered approach often overlooks the actual needs of students. This approach assumes that the responsibility of knowledge transfer rests solely on the teacher, while students passively receive information. This neglects the agency and creativity of students and may lead to one-way communication in the classroom, diminishing their interest and spirit of inquiry towards the learning content. In such a teaching environment, students often lack opportunities for participation and contribution. With limited classroom interaction, students' understanding of the learned knowledge becomes superficial,

making it difficult for them to deeply grasp and apply it. Due to the standardization and uniformity of teaching materials, teachers face challenges in delivering personalized instruction tailored to each student's learning style and ability to comprehend. As a result, students with different learning speeds may feel frustrated or bored due to difficulties in keeping up with the pace or the simplicity of the curriculum. When curriculum design and assessment criteria revolve around the teacher's pedagogical plan, students' autonomy in learning is not sufficiently cultivated [1]. They might excessively rely on the information and conclusions provided by the teacher, lacking independent thinking and critical analysis processes. In the long run, this could potentially hinder students' lifelong learning abilities and capacity to adapt to societal demands. In conclusion, the traditional teacher-centered teaching model carries various issues. On one hand, it limits the space for students' personal development, and on the other hand, it reduces the maximization of teaching effectiveness. As educational philosophies progress, more educators are seeking to reform traditional teaching methods, striving to create a more inclusive, interactive, and student-centered classroom environment.

2.2. Emphasizing theory and neglecting practice

The traditional mode of education tends to emphasize the dissemination of theoretical knowledge, but falls short in integrating this theory with practical application. The problems that arise from this separation are evident. When students lack opportunities for practical experience during the learning process, they often struggle to translate abstract theoretical knowledge into practical problem-solving abilities. In the field of moral and political education, this detachment between theory and practice can lead to students developing superficial value systems, rather than deeply understanding and internalizing the manifestation of socialist core values in real life. The disconnect between theory and practice can also result in a lack of cultivation of critical thinking in students. If moral and political courses only focus on imparting knowledge, students may lack the ability to analyze and solve problems [2]. This is further exacerbated by the influence of exam-oriented education, as students may lean towards memorizing knowledge points instead of comprehending and applying them in social practices and governance. At the same time, learning outcomes in this mode are often evaluated based on a single criterion, overly reliant on written exam scores, disregarding the personalized development of students and the cultivation of innovative spirit. Students become vessels of knowledge, rather than creators of knowledge, contradicting the educational goal of fostering independent thinking and innovative problem-solving abilities. In today's rapidly changing society, the importance of integrating theory with practice is becoming increasingly prominent. In order to cultivate students with a strong moral and political literacy, educators need to reevaluate the limitations of traditional teaching methods and explore more effective educational approaches that guide students in applying theoretical knowledge to practice and making positive contributions to social development.

2.3. Neglecting students' thinking and innovation

The issue of neglecting students' thinking and innovation in traditional teaching methods has gradually revealed serious drawbacks. Typically, traditional teaching emphasizes the dominance of teachers and the centrality of textbooks, with a fixed classroom format where students passively receive knowledge. In such a model, students have few opportunities for active exploration and deep thinking. Their learning becomes predominantly focused on mechanical memorization and exam skills training, rather than profound understanding and application of knowledge. When teaching lacks sufficient interaction and discussion, students' independent thinking abilities are not effectively exercised. Students who lack training in critical thinking may struggle when faced with complex problems and diverse perspectives. They may become accustomed to accepting existing information without question, leading to a

lack of innovation consciousness and problem-solving skills. When classroom teaching neglects the cultivation of students' innovative abilities, students may develop a sense of helplessness towards learning. The lack of opportunities for independent exploration and creative thinking is also unfavorable for the development of students' personalities and the cultivation of their interests. When confronted with the challenges of rapid societal changes and future uncertainties, they may feel ill-prepared due to a lack of adaptability. Therefore, the flaws of traditional teaching in overlooking students' thinking and innovation cannot be ignored, as it affects students' holistic development and the improvement of education quality. Hence, educational reform urgently needs to make adjustments in order to cultivate students' critical thinking and innovation abilities [3].

3. Systematic understanding of pair classroom

3.1. Teachers' teaching process

In traditional ideological and political education classrooms, the role of the teacher as the main teaching form plays a significant role. It is of great significance to systematically understand the characteristics and influence of the teaching process in order to improve the effectiveness of classroom teaching. In the teaching environment of ideological and political education, breaking through the limitations of teacher-centeredness and advocating for teachers to appear as guides and organizers is crucial to cultivating students' independent thinking ability and critical spirit. When teachers are delivering their lectures, it is important to adopt methods that are suitable for students' knowledge level, interests, and thinking habits, so as to creatively use diverse teaching methods to promote deep-level understanding of knowledge. For example, incorporating case-based teaching methods and introducing current social issues to closely integrate theory with reality can stimulate students' learning interests and encourage them to think independently and engage in in-depth discussions. In addition, appropriate interaction and discussions can effectively promote understanding and internalization of knowledge. Establishing the student's role as the subject in teaching activities, especially in ideological and political education classrooms, involves mining and effectively utilizing students' prior knowledge and experiences in the teaching process. Through careful design by the teacher, students' real-life experiences and social practices can serve as strong support for ideological and political education, helping to enhance students' sense of identity and practical abilities in the subject. Evaluation is also an essential part of the teaching process and should not be overlooked. It is not only about the tests and assessments conducted after the class, but also about real-time feedback and reflection on the teaching effectiveness. By observing nonverbal signals such as students' facial expressions, attitudes, and participation levels, teachers can timely adjust their pacing and strategies to achieve optimal teaching results. Teacher-led instruction is no longer a one-way transmission, but an interactive teaching process centered around students, based on innovative thinking and interactive communication. This teaching approach is more suitable for meeting the needs of students in contemporary private universities, cultivating their critical thinking and problem-solving abilities. The role of the teacher needs to shift from being a provider of knowledge to a guide and facilitator in the students' learning process.

3.2. Students' internalization and absorption process

The process of internalization refers to the transformation of external knowledge into personal implicit abilities and qualities through students' reflection, practice, and application of the learning content. In the context of pair classrooms, the internalization of knowledge by students is not a passive reception, but an active construction process. Recognizing the importance of students' internalization process, teaching designs in private universities should focus on creating conditions that facilitate this process. To achieve this goal, classroom instruction can

include in-depth discussions that encourage students to actively explore problems, thereby promoting a deeper understanding of the knowledge points. Additionally, teaching activities such as case analysis, role-playing, and simulated experiments can effectively enhance student engagement and facilitate the internalization of knowledge. Encouraging students to reflect is key to the internalization process. Through activities such as journaling, peer evaluation, and self-assessment, students can review their learning experiences and engage in deeper thinking and digestion of the absorbed knowledge. Furthermore, timely guidance and feedback from teachers are necessary for students to learn from mistakes and grow through practice. The ability to independently seek resources and solve problems should not be overlooked during students' independent learning phase. Therefore, educators should provide an appropriate amount of learning resources and cultivate students' information retrieval skills, enabling them to independently acquire relevant knowledge and data when needed. For teachers of ideological and political courses in private universities, understanding and promoting students' internalization process involves more than just delivering knowledge lectures. It requires the integrated practice of creating conditions, building platforms, guiding reflection, and supporting autonomous learning [4]. Through this comprehensive understanding and application, the "pair classroom" approach will more effectively promote students' comprehensive development and growth.

3.3. The process of classroom discussion

When discussing the study of ideological awareness in the classroom, particularly in the context of classroom discussions, it is essential to emphasize the subjectivity and participation of students. Traditional ideological classes often involve teacher-led discussions, with students simply responding. While this model may facilitate the direct transmission of knowledge, it may not necessarily encourage deeper student thinking. Modern educational philosophies advocate for student-centered approaches, favoring interactive and inquiry-based learning, which presents new requirements for classroom discussions. When designing specific classroom discussion processes, it is important to pose open-ended questions, avoiding simple "yes" or "no" or multiple-choice questions. This approach can stimulate students to engage in broader and more in-depth thinking. For instance, presenting a topic related to current social issues encourages students to analyze it based on theoretical knowledge and connect it to their own life experiences, allowing them to form their own viewpoints. This type of topic selection not only relates to students' lives but also guides them in applying theoretical knowledge, thus fostering their critical thinking and problem-solving abilities. Another effective form of classroom instruction is group discussions. Through collaborative group work, students can fully communicate within their groups, giving each member the opportunity to be heard and discussed. After coming to a consensus within the group, representatives can then present and debate on behalf of the entire class, enhancing the depth and breadth of the discussion. Simultaneously, the teacher should provide appropriate guidance to ensure that the discussion stays on track and maintains quality. Dialogue-based teaching also holds a significant significance in the classroom discussion process of ideological classes. Through dialogue between teachers and students, teachers can understand the thought process of students and provide instant feedback to help students clarify their thinking. This not only optimizes students' cognitive structures but also allows them to feel respected, stimulating their interest and initiative in learning. In the discussion process of ideological classroom discussions, it is important to focus on cultivating students' independent thinking and innovative spirit, encouraging them to analyze and solve problems independently during the exploration. This approach serves as a complement to traditional teaching methods and fulfills the need for comprehensive student development. By implementing these strategies, classroom discussions can become vibrant platforms for intellectual collisions and knowledge integration, playing a critical role in students' long-term development.

4. Requirements for teachers in the pair classroom model

4.1. Knowledge and competence

In the context of the pair classroom model, it is imperative for educators to enhance their knowledge and skills in an adaptive manner. Teachers need to possess a solid foundation of expertise in their respective subject areas, while also broadening their understanding to encompass interdisciplinary knowledge that is relevant to the curriculum they teach. Such a diversified knowledge structure facilitates the introduction of multiple perspectives when exploring issues, thereby better guiding students' thought processes. In addition to enhancing their knowledge base, teachers must also strengthen their proficiency in information technology. The pair classroom model often necessitates the utilization of online platforms and multimedia tools for instruction, thereby requiring teachers to be proficient in educational technology tools such as online communication software, learning management systems, and cloud-based collaboration platforms. Moreover, educators should focus on enhancing their capacity for self-renewal, actively embracing the latest pedagogical concepts and teaching methods. In a rapidly evolving educational environment, continuous learning becomes paramount for teachers to adapt to changes in the teaching model and students' needs. When implementing the pair classroom teaching model, teachers should also possess effective content planning and curriculum design abilities. This entails designing a diverse range of flexible teaching activities and tasks to promote students' active learning and collaborative cooperation, in accordance with the characteristics of the pair classroom. Finally, in the flipped classroom model, teachers should strengthen their assessment and feedback capabilities. They should be able to develop rational assessment criteria and feedback mechanisms, thus allowing them to promptly track students' learning progress and provide personalized guidance and support. The flipped classroom model places higher demands on teachers' knowledge and abilities. Only by enhancing their subject literacy, technology application skills, self-directed learning capabilities, curriculum design, and assessment feedback, can teachers better adapt to this innovative teaching model and fully realize its inherent instructional advantages.

4.2. Educational science knowledge

Confronted with the differentiated classroom model, it becomes crucial for educators to enhance their knowledge in the field of educational sciences. The differentiated classroom requires teachers to possess precise instructional design abilities for students of various levels, which necessitates a deep understanding of different learning styles, cognitive processes, and stages of psychosocial development. For instance, mastery of multiple intelligences theory enables teachers to design appropriate instructional activities based on individual student differences, thus achieving personalized teaching. Teachers need to be proficient in curriculum theory, clearly recognizing the interplay between curriculum content, teaching methods, and assessment approaches, as well as how to adjust instructional strategies based on student feedback. Additionally, the application of modern educational technologies is an area that teachers must focus on learning, including how to utilize online resources and virtual tools to enhance student learning efficiency. Furthermore, teachers need to deepen their understanding of educational psychology, particularly in the field of adolescent psychological development, as this will assist in better understanding students' emotional needs, motivational stimulation, and social adaptability cultivation. The introduction of psychological well-being education should become an essential component of teachers' capacity building in the differentiated classroom model. Another key aspect is the comprehension and application of educational assessment. Traditional assessment methods are outcome-oriented, while in the differentiated classroom model, educational assessment needs to place greater emphasis on the process and the cultivation of students' self-reflective abilities. Teachers must master diverse assessment

methods, making assessment a tool that fosters student autonomy in learning and self-improvement. The differentiated classroom model requires teachers' continuous updating of their knowledge in educational sciences to meet the demands of personalized instruction. Only by continually enriching their professional knowledge and instructional methods can teachers effectively enhance their teaching effectiveness in the differentiated classroom model and help students achieve better educational outcomes [5].

4.3. Ideological and moral qualities

In the "Flipped Classroom Model," the moral character and quality of teachers become even more crucial. This approach emphasizes student-centered, teacher-guided educational methods, requiring teachers to be not only knowledge disseminators but also shapers and leaders of values. The following are specific requirements for teachers to improve and enhance their moral character and quality: Integrity is the foremost quality that teachers should possess. In the Flipped Classroom Model, teachers need to set an example with their trustworthy behavior. This includes demonstrating integrity in class by honestly addressing any gaps in their knowledge and displaying integrity outside the classroom through honest feedback on student performance, fostering the development of students' integrity and character. Responsibility is reflected in teachers' attitude towards education and their dedication to teaching activities. In the Flipped Classroom Model, teachers need to pay attention to each student's learning progress and ensure their learning effectiveness through regular diagnosis, feedback, and guidance. Professionalism signifies teachers' deep love for the field of education and their commitment to continuous self-improvement. Teachers need to constantly update their educational methods, integrate new teaching philosophies, such as utilizing technology tools to support flipped teaching, and continuously acquire new knowledge to enrich classroom content. Tolerance and fairness are essential for creating a positive classroom atmosphere. In the Pair Classroom Model, teachers should demonstrate inclusiveness towards different viewpoints, allowing students the freedom to fully express their opinions. At the same time, when evaluating and guiding students, teachers should display an unbiased and non-discriminatory attitude. Passion and adaptability are crucial when dealing with the diverse learning needs of students. In teaching practice, teachers should actively seek ways to stimulate students' interest in learning and flexibly adjust teaching strategies to accommodate different learning paces and styles. The moral character and quality of teachers are one of the decisive factors for the success of the Pair Classroom Model. Through their personal charm and professional competence, teachers can guide students towards the formation of a correct worldview, outlook on life, and values, laying the foundation for students to become constructive citizens in the future society.

4.4. Ability to utilize network information technology

In the current educational environment, the pair classroom model has emerged as an innovative approach to teaching, emphasizing the flexibility of the teacher and the proactivity of the students. In terms of utilizing information technology, teachers face urgent demands and challenges. In this mode, teachers should adeptly master the use of online education platforms, effectively managing the content and progress of online courses. For instance, teachers need to understand how to upload instructional videos, assign and grade assignments, and facilitate online discussions. Additionally, teachers should possess basic digital media editing skills, such as simple video editing and image processing, to enhance the attractiveness and interactivity of course content. This way, students can have enriching visual experiences beyond the classroom, thereby improving their interest and efficiency in learning. Furthermore, teachers should also recognize the importance of selecting and integrating online resources when using information technology for teaching. Teachers need to be able to filter high-quality resources suitable for subject instruction, and integrate them into the curriculum. By utilizing diverse online

resources, such as case studies and simulated experiments, teachers can foster critical thinking and independent learning among students. Such information selection and integration not only broaden students' knowledge, but also enhance their information literacy. The rapid development of information technology has brought about changes to traditional teaching methods. The interaction and continuity within and outside the classroom require teachers to continuously improve their real-time feedback and online interactive guidance abilities. For example, teachers should utilize instant messaging tools to answer student questions, employ online voting and surveys to gather student opinions, and adjust teaching strategies to accommodate individual differences and improve instructional effectiveness. This educational approach strengthens students' real-time learning experiences and enhances communication efficiency between students and teachers. The pair classroom model places higher demands on teachers in terms of applying information technology. Teachers must maintain keen insight and a continuous enthusiasm for learning in these technologies, constantly improving their information technology skills to adapt to the various new challenges of this teaching model. Only in this way can teachers better meet the learning needs of students and drive the innovative development of teaching methods.

5. Conclusion

The implementation of the pair classroom teaching model provides a new perspective and approach for the teaching of ideological and political courses in private colleges and universities. It effectively promotes the transformation of the teaching mode from a traditional teacher-centered approach to a student-centered approach. By designing teaching activities, enhancing teacher-student interaction, emphasizing the students' role, developing their creative thinking and practical abilities, the instructional effectiveness of ideological and political courses can be improved. Additionally, the pair classroom model sets higher requirements for the comprehensive qualities of teachers, making the transformation of their roles and professional development crucial in educational reform. Therefore, private colleges and universities need to strengthen the professional training of teachers, enrich educational resources, continuously improve the application effectiveness of the pair classroom model, and ultimately achieve the educational goals of emphasizing both teaching and fostering students' personal growth.

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