On the Balance of Teaching Strategies of Silence Right and Discourse Right in Higher Vocational Class

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Abstract: After long-term teaching practice and observation of the situation of basic courses of Engineering Specialty in Higher Vocational Colleges in China, it is found that students can be divided into five types of classroom learning based on different learning psychology: open type, noisy type, altruistic silence type, self-silence type and habitual silence type. Through in-depth analysis and Research on the differences of input characteristics, learning personality and learning effect among the three types of classroom silence groups, the results show that classroom activity has no direct relationship with teaching effectiveness, there is no fixed formula for respecting students' right to silence or guaranteeing their right to speak, and teaching strategies to be adopted. Teaching managers and teaching workers should constantly explore, summarize and improve in practice. Finally, it puts forward comprehensive teaching strategies for different groups of students.

1. Introduction

Changing the social value of survival and development from single-demand education to double-demand education (industrial demand for creating material wealth and educational demand for cultivating humanistic spirit), and changing the logical tool of system innovation from one-dimensional thinking education (focusing only on the one-dimensional knowledge accumulation of the subject) to the integration of multidimensional thinking education (knowledge, skills or qualifications, etc.) is the key to the reform and development of Vocational Education in the new era. In dealing with all kinds of unprecedented opportunities, difficulties and challenges, especially in the face of various perplexities in classroom teaching, higher vocational teachers should not stick to rules or parrot. They should use dialectical analysis methods such as experience induction and trend prediction, forward reasoning and reverse reflection, static composition and dynamic generation, and use dialectical logic tools to innovate theories and methods, Explore gradually in practice to find out the best balance strategy between "left" and "right".

2. Questions on the Effectiveness of Classroom Teaching

2.1. Difficulties of inefficiency and inefficiency in classroom teaching

Through the long-term teaching practice and classroom observation of Engineering Majors in Higher Vocational colleges, the author finds that students often "work hard" in class and are busy with their own affairs, with less interaction between teachers and students. Even in the face of teachers'active and enthusiastic questions, there are still few respondents, and the phenomenon of students' "classroom silence" is widespread. This kind of unilateral and indifferent classroom environment, which originates from the student group, further strengthens and solidifies the "teacher monopoly" teaching mode, so that the students'enthusiasm and participation as one of the important indicators of teaching evaluation are not ideal. Therefore, most teaching managers and front-line teachers believe that in order to improve the effectiveness of classroom teaching, it is urgent to break the monopoly of teachers on classroom discourse, change passive learning into active learning, and solve the phenomenon of students'classroom silence.

2.2. The Confusion of "Turn over but not Turn over" in Reversing Class

In order to solve the problem of students' silence in the classroom teaching of Engineering Majors in higher vocational colleges, the use of new teaching models (such as flipped classroom) has changed students' enthusiasm for initiatively related research and teaching practice, which has aroused the enthusiasm of educators in different disciplines. After several rounds of practice and counter thinking, problems have been gradually exposed: Students' acceptance is uneven, and even they are not accustomed to it. Touch and resist emotions. On the contrary, the current teaching evaluation index system emphasizing classroom vitality index tends to overly despise classroom silence and emphasize students'right to speak, but it is still unable to avoid inefficiency or even failure of the classroom. Turn over the classroom "turning over but not turning over", gradually moving towards the formulaic, zombie embarrassment. At the same time, the reversal of programs and forms is difficult to mobilize the enthusiasm of most of the students, so that teachers who have long been trapped in the "only in this mountain" feel exhausted and exhausted. Their self-worth and professional anxiety are increasing.

3. Exploring the Effective Ways and Strategies to Solve the Problem

3.1. Analysis of Psychological Characteristics of Teaching Objects

The teaching object of basic courses of Engineering Majors in highervocational colleges is freshmen, whose source is complex, and the discreteness of their individual factors is much higher than that of students who receive basic education and ordinary higher education. To improve the effectiveness of classroom teaching, we should first analyze the learning psychological characteristics of teaching objects.

There are three psychological components behind the silence of Chinese students: altruistic tendency, self inclination and habit tendency. Based on their own teaching research, the Chinese vocational students are divided into five categories according to their classroom learning types. According to their proportion, they are: open (heated participants), noisy (lively non participants), and altruistic silent type (quiet participation). Self-silence type (quiet non-participant type I) and habitual silence type (quiet non-participant type II).

In terms of behavioral input, open-ended students perform best in classroom participation and learning habits, peer interaction and teacher-student interaction; noisy students mostly do ineffective participation and interaction, and their learning habits are poor; self-silent students, although "low-key" in classroom performance, are the most active in peer interaction and after-school teacher-student interaction, forming a distinct pattern both inside and outside the classroom. Contrast; altruistic and silent students have good learning habits; habitual and silent students are the most difficult passive learning groups to mobilize enthusiasm with the goal of "completing tasks" and "coping with examinations" both inside and outside the classroom. In terms of emotional input, there is no significant difference among different types of students. Among them, altruistic silent and open students have higher cognitive level and interest in learning meaning. In terms of cognitive input, self-silent students scored the highest in both deep and shallow learning strategies, with high internal and external motivations; open students scored the highest in deep learning strategies, but lowest in shallow learning strategies; habitual silent students showed the lowest in deep learning strategies. The characteristics of students'learning engagement in different types of classroom learning are shown in Table 1 (from small to large, from high to low).

Table 1 An Analysis of the Input Characteristics of Students of Different Classroom Learning Types

Input characteristics Class Learning Types	Open type	Noisy type	Altruistic silence	Self-silence	Habitual silence
Behavior involvement	I	III	IV	II	V
Emotional input	II	IV	I	III	V
Cognitive engagement	II	IV	II	I	V

3.2. Silence is brambles or gold?

In order to improve the effectiveness of classroom teaching, we should also understand the learning personality and real needs of different types of teaching objects. For example, both open-minded and altruistic silent students have significant critical thinking, and all three types of silent students have significant moderate thinking. The learning personality of students with different types of classroom learning is shown in Table 2 (from small to large, from high to low).

Table 2 Analysis of Learning Character of Students with Different Classroom Learning Types

Learning effect Class Learning Types	Open type	Noisy type	Altruistic silence	Self-silence	Habitual silence
Thinking characteristics	Critical thinking	Golden mean thinking	Critical thinking	Golden mean thinking	Golden mean thinking
External motivation	III	II	V	IV	I
Internal motivation	III	IV	I	II	V

The results show that the satisfaction of open and altruistic silent students is much higher than that of self-silent and habitual silent students. In terms of learning effect, open and altruistic silent students have the best classroom learning effect, even sometimes the latter is better, because the element of "deep learning and thinking" will have an indirect impact on academic performance, among which altruistic tendencies are most conducive to the generation of "deep learning and thinking"[1]. The satisfaction and learning effect of students with different types of classroom learning on the overall learning experience of the course are shown in Table 3 (from small to large, from high to low).

Table 3 Analysis on the Learning Effect of Students of Different Classroom Learning Types

Learning effect Class Learning Types	Open type	Noisy type	Altruistic silence	Self-silence	Habitual silence
Learning Experience Satisfaction	I	III	II	IV	V
Classroom learning effect	II	IV	I	III	V

Based on this, it can be determined that the silence of Chinese students is consistent with the psychological characteristics of Chinese people who prefer "implicit participation" rather than completely negative. Many silent psychological factors, including altruistic tendencies, have certain positive significance and Chinese characteristics. Sometimes, packaged performances such as classroom communication, debates, rehearsals and dazzling audiovisual and other teaching links lead to students'more distracted attention and stronger dependence. It is difficult to create a "silent win voice" teaching environment that arouses students' meditation, and it is impossible to cultivate the "free thought, independent spirit" advocated by higher education[2]. Therefore, is silence in classroom teaching brambles or gold? Should educators protect students'right to silence or their right to speak? The author believes that teaching staff should face different situations and groups to conduct more in-depth empirical analysis and research. it is suggested that teaching managers implement a process evaluation mechanism for classifying the effectiveness of classroom teaching.

3.3. Adopting Classified and Balanced Teaching Strategies

It is suggested that teaching staff should further study the silent type of students and adopt different teaching strategies. This requires that teaching workers should first have a pair of wisdom eyes that can recognize and penetrate the spiritual traits behind classroom silence-to understand the input characteristics and learning personality of each individual, to transcend the lively and superficial interaction of the image, to tap into the inner depths of each student, to gradually transition from superficial interaction to the interaction between the heart and the heart, to stimulate their thinking and activate them at a deeper level. Enthusiasm.

Customary silent students are the most passive, the most slack and the most noteworthy group. Unlike western countries, Chinese traditional culture has long encouraged caution and prudence, just as Confucius said, "gentlemen want to speak in words but are sensitive to deeds". Laozi said "I hope to speak naturally". Even now, Chinese students still tend to be cautious and conservative in

learning. Confucian cultural hierarchy values make Chinese education focus on maintaining teachers' authority for a long time, emphasizing teachers' dominant position and classroom discourse power, and students being subordinate. These constitute the main reason why students are accustomed to silence and passive learning[3]. In addition, Chinese vocational colleges generally do not pay enough attention to professional basic courses. They often regard it as a training field for young teachers to increase their teaching experience and exercise their technical ability, which leads to imperfect classroom teaching of specialized basic courses. At the same time, the students hold the mentality of "mixed credit" to the basic professional courses, and think that "this is not a professional course, just listen to it, and you can try harder in the future", thus becoming a closed habit of silent learners.

Altruistic students have less input in learning habits than their learning habits, but their learning motivation is strong and emotional participation is very high, that is, the importance and recognition of professional basic courses are high, learning spontaneity and interest in learning are also high, and they are also accustomed to and conform to the traditional one way teaching mode. They like to listen attentively and think wholeheartedly. No need or even like to find their sense of existence through the superficial excitement and the right to speak. The traditional classroom environment is often very suitable for such students. Teachers who have the ability to simplify the teaching process and have a higher professional level can trigger students to have more profound thinking or understanding. This means that students'deep participation and deep learning. For the basic courses of Engineering Specialty in Higher Vocational Colleges with huge information but limited class resources, the altruistic silent learning model is not only viable, but also a fact. It proves that it can achieve twice the result with half the effort, and it is worthwhile to study its deepening and healthy development[4].

Self-silent students have strong internal and external learning motivation, high behavioral involvement, and relatively low emotional involvement and curriculum satisfaction. They have strong personality, pursuit and high expectations for the curriculum. With the deepening of teaching, the curriculum is more difficult than expected, and the teachers' professional level and teaching ability are not strong, and the classroom atmosphere is not active, leading them to feel that they are not fully developed in the classroom, and there is no sense of achievement in the learning process. The positive tendency at the beginning is likely to turn into negative elements, forming the "silent snail" proposed by German communication scholar noir Neumann. Rotary "is difficult to produce good learning results, so their sense of contradiction is the strongest. This means that the poor classroom environment created by teachers is likely to cause these students with strong subjective consciousness to stay at a shallow level of learning.

In conclusion, the author suggests that different comprehensive teaching strategies should be adopted for students of three types of classroom silence, as shown in Table 4.

Table 4 Comprehensive Teaching Strategies for Three Types of Silent Classroom Learning

Teaching strategies Class Learning Types		Altruistic silence	Self-silence	Habitual silence
Attaching Importance to Professional Basic Courses	Selecting experienced and highly skilled expert teachers to teach or supervising young teachers to teach	30%		
	Implementing the class guidance system, attaching importance to and strengthening after-class counseling and answering questions, making it an important supplement to classroom teaching	30%	20%	10%
Give students the right to speak	To guide and encourage classroom interaction, to guide, help and encourage students to express their thinking activities frequently by means of language, and to deepen their understanding of problems in expression	10%	20%	30%
Respecting Students'Right to Silence	Identify the positive factors behind classroom silence and encourage attentive listening and deep thinking	30%	0%	0%
	Gradually explore and guide students'interests and concerns, enhance their learning fun, and open the door to wisdom	0%	30%	30%

4. Conclusion

Educational practitioners not only need to learn western advanced teaching concepts and teaching techniques, but also need to study how to treat and protect ethical factors in special cultural background (such as traditional Chinese educational thought and Confucian cultural influence). On this basis, specific educational types (such as higher vocational education) and specific specialties and courses (such as engineering) are given. Professional Basic Courses for Class Majors) have insight into the different learning personalities and moods of different groups behind the silence phenomenon in the classroom, view the classroom teaching and learning scientifically and rationally and consider its learning effect. In the process of continuous practice and reflection, explore the mechanism of individualized evaluation and Strategies of individualized teaching, and balance the discourse field of classroom society. Continuously improve the effectiveness of classroom teaching, open the door to wisdom for students.

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