

## Comparisons between Non-directive Teaching Model and Other Teaching Models

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**Abstract:** A teaching mode is a learning environment, which directly affects students' possible self-integration, learning efficiency and the formation of objective self-evaluation. "Non-directive" teaching mode is based on the belief that people can construct and generate their abilities autonomously and actively in the process of development, and that positive interpersonal relationships can promote human development. The theory of non-directive teaching mode should be student-centered and should pay attention to the intervention and construction of emotional factors, to establish a harmonious teacher-student relationship and create a good teaching psychological atmosphere. This paper starts with the introduction of "non-instructive" teaching ideas, and analyzes the problems and causes of current teaching in China, and discusses the teacher's view, student's view, teacher-student relationship and the emotional education theory of "non-instructive" teaching thoughts and inspiration. Through the objective investigation of "non-guidance teaching", it points out its own value, and makes up for the procedural steps lacked in the "non-instructive" teaching mode, making the teaching model more stable and concrete.

### 1. Introduction

The model of non-directive teaching is based on its humanistic psychology and psychotherapy theory and practice. It is a teaching mode widely spread in Western countries. Non-directive teaching mode is to help students create a suitable learning environment through non-directive conversation between teachers and students. Applying these ideas to the field of education, the author puts forward the mode of "non-directive teaching" and forms a unique educational trend with humanism as its core. The mode of "non-directive teaching" is a radical, romantic and idealistic way of teaching reform. In the understanding of the teaching model, it is not consistent at home and abroad. Foreign scholars believe that the teaching model is a plan or paradigm, a plan or paradigm that constitutes a curriculum, selects textbooks, and guides teaching activities in the classroom and other environments. Emphasis is placed on allowing students to ask questions, collect materials, explore, analyze, discover and solve problems through inquiry learning; and cultivate students' rigorous scientific attitudes and values in practice. It pays attention to the development of students' emotions and personality in teaching activities, and emphasizes the "non-guidance" of teaching. Undoubtedly, this theory has extremely important reference significance for the teaching practice in China.

With the deepening of education and teaching reform, teachers are required to rethink the traditional teaching mode and examine their role in teaching.

### 2. Overview of Teaching Model

At present, there are many ways to express the definition of teaching mode. Joyce and Wells define teaching mode in "Teaching Mode". Teaching mode is a paradigm or plan that constitutes curriculum and lessons, chooses textbooks and prompts teachers' activities. Other researchers believe that teaching mode belongs to the category of teaching methods and is a combination of teaching methods or various teaching methods. The teaching mode is not the teaching method first, but it contains the method, which makes it become the medium and transformation link of the teaching theory to the teaching practice. A good teaching psychological atmosphere is an important

psychological environment that allows creativity to be freely expressed.

## **2.1 Overview of Non-directive Teaching Model**

Non-directed conversation means that teachers abandon the traditional roles of teacher dictator and decision-maker, and communicate with students equally by respecting the role of advisor and guide of students' emotional experience, and provide psychological help for students to implement teachers' suggestions. It has many characteristics, such as unclear, indirect and non-imperative. Bad psychological atmosphere can cause depression to students and creativity can not be freely exerted, and will produce guard against others. It is both a theory and a practice. The theoretical hypothesis is that everyone has a natural tendency to develop healthily, have the possibility to actively deal with many aspects of life, and interpersonal relationships full of sincerity, trust, and understanding will lead to healthy development and realization of potential. Pay attention to the development of individual's potential and personality; emphasize the use of meaningful and hands-on experience for meaningful experience learning; focus on the learning process, let students master the scientific methods of independent learning, learn to learn.

## **2.2 Overview of Other Mainstream Teaching Models**

### **2.2.1 Model Teaching Model**

The paradigm teaching method is one of the new schools of teaching theory put forward by Wang Genschein, a famous German expert in mathematics and physics teaching theory, in the 1950s. The paradigm teaching method refers to teaching through basic and typical examples. It is required to select typical examples from the textbooks so that students can master the basic knowledge through such examples. The example teaching method is an interactive teaching method combining theory with practice. It simulates, analyzes, and solves in specific scenarios by simulating real-life examples. Therefore, it can cultivate students' ability to think independently and solve specific problems.

### **2.2.2 Mastering the Learning Teaching Model**

Bloom, a famous American educational psychologist, believes that the "mastery learning" strategy should be based on the fact that teaching activities should be based on the full trust of most students, and strive to make the quality of teaching a "broad quality". It successfully explained the difference between the group teaching and the individual learning ability of students in their individual learning ability and their final academic performance. In class teaching, students' actual learning time is given uniformly, and the ability tendency of students in this group is different.

### **2.2.3 Discovery Teaching Model**

The instructional discovery teaching model is designed on the basis of Bruner's discovery learning theory, a famous American cognitive psychologist. In this teaching mode, the teacher's work is an assistant and a mentor. It utilizes the characteristics of large information and strong communication, and creates a discovery-based learning environment for students. In the process of teaching, students are used as the main body of teaching, adopting flexible and varied ways, visual and listening, and so on. Participate in learning and change students from passive learning to active exploration learning.

### **2.2.4 Anchored Instruction**

The so-called anchored teaching refers to the use of situational teaching technology in the diversified real life background or in the use of technology virtual situation to promote students' reflection, improve the ability of migration and solve complex problems. Anchored teaching mode is an important teaching paradigm based on technology, which is deeply influenced by the prevailing constructivist learning theory in the West. Anchored teaching has a very close relationship with situational learning, situational cognition, and cognitive resilience theory, but the theory mainly emphasizes technology-based learning.

### **3. Main Differences between Non-directive Teaching Mode and other Teaching Modes**

#### **3.1 Background**

In the 1960s, Carl Rogers, an American humanistic psychologist, put forward "non-directive" teaching ideas and teaching models based on humanistic psychology, psychotherapy theory and practical experience. It is a brand-new teaching model that is different from the traditional "guidance" teaching. It is a teaching and learning model that is student-centered, based on emotion and cognition, teachers are promoters, and students learn independently.

#### **3.2 Main Emphasis**

The non-directed teaching model emphasizes the process of individuals forming a unique self, with particular emphasis on emotional life. This model believes that education is to help individuals develop their relationship with the environment, form a unique perspective of self, and develop good interpersonal relationships. The promoter should understand and clarify the student's personal purpose and general collective purpose, and the promoter should use the student's desire to achieve the goal as a motivation for meaningful learning. It embodies the student-centered educational thought. All stages of non-directive teaching are based on students' emotional experience. The teaching mode is based on students' own learning action plans, reflecting on their own plans, and improving their own plans. Therefore, it is impossible to teach and guide students in accordance with the pre-process in teaching. Teachers should adapt to the changes of students.

#### **3.3 Teaching Procedures**

"Non-directive" teaching mode advocates that teaching should be student-centered. All teaching activities and curriculum design should be formulated according to the characteristics and needs of students, what to teach, how to teach and how much to teach. It reveals that students' creative learning is manifested in that they are the masters of learning activities, the manifestators of educational purposes, and active explorers and reflections in learning activities. Teaching aims to develop personal personality and long-term learning style, not just short-term teaching objectives. Therefore, teaching should pay more attention to how to improve learning. Promoters provide students with learning materials and clarify students' possible decisions to solve problems. Integration is a plan for students to report and evaluate their implementation. The facilitator guides and supports students to further improve their plans and take more active actions to keep the learning process continuous. Pay attention to the non-intellectual factors of students. The teaching mode is to give teachers a certain psychological help. It also encourages and inspires students' thinking as a feature, which reflects the great attention paid to students' non-intellectual factors.

### **4. Non-directive Teaching Model and Basic Requirements for Individualized Growth of College Students**

Non-directive teaching mode emphasizes the role of students' mental health, pays attention to the play of students' main role, and pays attention to the cultivation of students' creative thinking. Psychological counseling theory originated from "non-guidance". From a philosophical point of view, it is a typical internal cause theory, namely "egoism". From the perspective of learning, humanistic psychology opposes the traditional "meaningless learning". It is pointed out that the teaching mode is established on the basis of teaching experience and under the guidance of teaching theory. This is conducive to the understanding and selection of teaching mode, the application and testing of teaching mode, induction and deduction of teaching mode, development and innovation of teaching mode in practical teaching. The aim is that students can freely express themselves and know themselves in a harmonious psychological atmosphere through self-reflection activities and emotional experience, and finally achieve self-change and self-realization. It is not only a teaching strategy put forward by Rogers, but also a teaching design mode and teaching thought. Standards and scales for teaching evaluation. Its goal should be based on human nature, teaching as a tool to promote self-realization, developing people's creative potential, and forming a person's independent

personality. To this end, teachers must pay attention to the design of teaching activities in teaching, and combine individual student activities with group activities and class activities. Of course, the designed classroom teaching activities should be attractive to students and as close as possible to the real language application environment. The art of creative activity, which is taught year after year, requires advancing with the times. This requires that in the process of setting teaching objectives, full consideration should be given to leaving room for maneuver, leaving teachers with a space for creation.

Starting from the management practice of teachers' classroom teaching, we chose the perspective of the problem, instead of deliberately pursuing theoretical basis and unifying conclusions. It advocates the creation of a teaching psychological atmosphere of "psychological security" and "psychological freedom", so that students can express their opinions freely and sincerely. At the same time, The teacher will also be trusted by students. The atmosphere in the classroom must be harmonious, sincere, open, and mutually supportive so that students can freely express their personal thoughts. The key lies in creating a harmonious psychological atmosphere, providing a sincere, trusting and understanding interpersonal relationship, so that the potential can run freely. That is to say, it emphasizes the conscious insight and "self-discovery" of College Students' individualized growth. Teachers are regarded as the authority of knowledge. This traditional role of teachers will inevitably hinder the equal exchange of views and emotions between teachers and students, and the enthusiasm and creativity of students in learning will be beyond discussion. The non-directive teaching mode is in line with the basic requirements of College Students' personalized growth.

## **5. The Continuous Integration of Various Teaching Models from the Perspective of Higher Education**

Teachers' actions are very important. The effective environment will first depend on what teachers do and how they do it. Learning is self-initiated by students. Even when motivation or stimulation comes from the outside world, the feeling of requiring discovery, acquisition, mastery and understanding comes from the inside. In traditional teaching, teachers' direct instruction to students, simple command instruction and detailed explanation instruction are not only redundant, but also harmful. This is undoubtedly a warning for teachers who have long used instructional teaching. As long as the conditions are given the day after tomorrow, the potential can be realized. From the perspective of education, it is a typical "student center theory."

Non-instructive teaching leaves more time for students to participate in the classroom, and students participate in classroom teaching in an activity-oriented manner. Occurrence theory believes that activities are the premise of understanding. This model is based on the theory of information processing related to cognitive psychology, focusing on the acquisition of knowledge and the construction of intelligence. Teaching is regarded as a creative information teaching process, and the teaching procedure is determined according to the operation law of computer artificial intelligence. Teachers should provide students with necessary conditions in terms of thinking, activity space and time, and through the continuous integration of various teaching modes, students can make their own choices, arrange their own learning activities and organize their own learning activities.

## **6. Conclusion**

To sum up, in order to change the current situation of University teaching, we must overcome some disadvantages of traditional teaching, renew the concept of teachers, students and teacher-student relationship, pay attention to the integration of knowledge and refer to the "non-guiding" teaching ideas. Compared with the traditional teaching mode, non-directive teaching has more advantages, which has a positive impact on teaching theory and practice. It has caused great shock and widespread concern in the educational circles, but its limitations, unilateralism and non scientific nature can not be ignored. Compared with the traditional "guidance" teaching mode,

it has great advantages. It brings some useful enlightenment and reference to the teacher's role orientation and teacher behavior in classroom teaching, but its teaching ideas also have certain limitations. It is considered one-sided since the teaching model lacks a solid theoretical basis and the educational basis is insufficient. The teaching model is loosely structured and is not convenient for teachers to use on a large scale in actual teaching. The introduction in the school curriculum is more suitable for those courses with less class time, flexible content, and activity-oriented courses. It could be set as a process principle. That is, evaluation as a tool to promote student development, through the entire process of student learning activities.

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