

## A Study on the Evolution of Teaching Organizational Form

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**Abstract:** Teaching is a Novel-Planned, Goal-Directed, Well-Organized Activity, Which Manifests a Certain Organizational Form. without a Reasonable Tof, No Teaching Activity Can Proceed Smoothly. This Article Describes Tof in Different Times and Expounds the Causes and Evolution Process from the Aspects of Individual Teaching Organizational Form, Class Organization and Network-Based Multimedia Teaching Form.

### 1. Introduction

Teaching Organizational Form(Hereinafter Tof)is a Structure in Which the Components of Teaching Interact with One Another under Certain Time and Conditions to Attain a Common Goal. All Components, Not Some, Not One or Two, Make a Contribution to Actual Teaching. the Components Struggle and Compete with Each Other. Their Status Varied with Time and Place. When Subsidiary Components Upgrade Essential Components, the Tof Will Be Modified in a Certain Degree to Meet the Situation. for Example, the Status of Students, Which Was a Minor Component during Teacher-Centered Times, Has Had a Shift after Student-Centered Times Came; the Shift of students' Status Leads Big Changes in Tof. as Time Moves on, More Components Break through the Restriction of the Old Form, a New Teaching Organizational Form Will Be Shaped in the End. Taking the Innovation of Teaching Means as an Example, We Can See That the Fast Development of Information Technology Has Brought about a New Way of Teaching and Learning. Online Learning, Multimedia Learning, Distance Learning Etc. Are Being Accepted by More and More People.

### 2. Individual Teaching Organizational Form

Owing to the Low Productivity in Ancient Society, People Concerned More about Food and Clothes Than Education. They Learned Directly from Nature to Acquire the Ways for Survival. At That Time, the Need of Knowledgeable and Skilled Persons Was Not So Eminent as Today. Either in the European Schools in the Middle Ages, or in the Schools of Ancient China, Individual Teaching Occupied the Leading Position, Although the Sermon Was Delivered and Scholastic Discussion Held with the Students Gathered (Yuan et A1,1998). Students with Great Gaps of Different Ages or Different Abilities Assembled in One Place, Were Taught One by One. the Teaching Content and Schedule Were Different from Person to Person. in Individual Teaching Form, There Were No Unified Syllabus and Methods for Teacher to Follow, and No Advanced Realia to Make Use of. Teachers Had to Design Their Teaching, Collect Teaching Material, and Manage Their Students All by Themselves. Teacher Acted as an Instructor as Well as an Administrator. the Figure 1 Below Describes the Relationship between Teachers and Student within the Constraints of Time and Place.

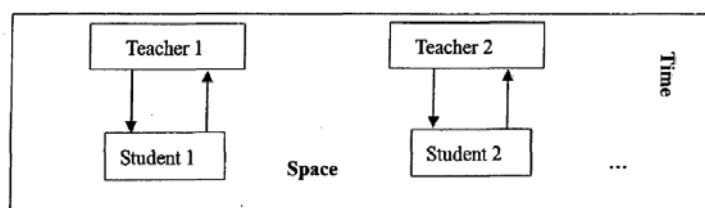


Fig.1

However, individual teaching has its own advantages: On the one hand, students' attitude, aptitude, disposition, could be well considered by their teacher. Teaching develops in accordance with the difference of students. On the other hand, the content could be mastered by the students to the utmost degree for one-to-one instruction is an effective way to teach. Today, individual teaching—"master-apprentice model" can still be found in some industries.

### 3. Class Teaching Organizational Form

Till the end of the Middle Ages, due to the development in industry and commerce, and the progress in science and technology, teaching content has been enriched, teaching objects broadened, and a large number of skilled graduate students are needed. All of these changes forced the schools to choose an efficient way to organize teaching. Thus, in the 16<sup>th</sup> century, the class teaching system took shape in Europe.

Generally, class teaching can be divided into three stages (Shen, 2003): The first stage represented by Comenius, who summarized and demonstrated class teaching in theoretical way, and made class teaching as a fixed teaching organizational form. The second stage represented by Herbart, who put forward an instructional process theory to further Comenius's theory. The third stage represented by Soviet Union's pedagogists, who proposed the type and structure of class which made class teaching system advance to maturity. Through the development of these three stages, class teaching organizational form became a rounded system both in theory and practice (see Figure 2).

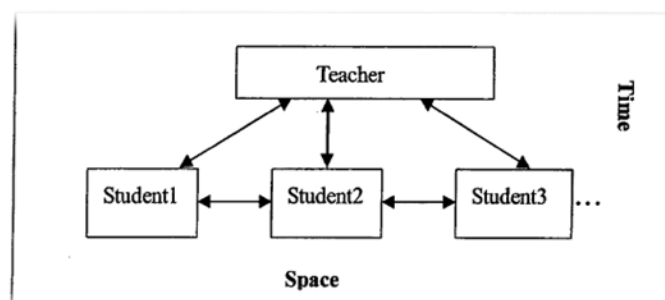


Fig.2

Classes gather the students who are similar or equivalent in age and cognitive ability to be taught by teachers of different subjects. The contents are delaminated clearly and taught sequentially and continuously. The allotment of time is much more reasonable and the efficient much higher than individual teaching. Class teaching system, being the major form adopted by each country, still reveals its strong vitality today. Nevertheless, class teaching system was borne with a fatal weakness that hindered the development of students' personalities. It also raised higher requirements on the teacher's knowledge and abilities. An unqualified teacher may influence only a few students' fate in individual teaching system, but hundreds of students in class teaching system. In order to overcome the weakness of class teaching system, quite a few modified class teaching form appeared from time to time, such as The Bell-Lancaster Form, The Delton Form, Winnercart Form, Trump Form, and Non-grade teaching form.

### 4. Network-Based Multimedia Teaching Form

There are no agreements on this kind of form up to now. Multitudes of scholars argued that multimedia network-based teaching would never be a substitute of class teaching for lack of humanity care and school atmosphere. But quite a few scholars hold that science and technology can change the direction of history. They numerated the historic events to prove their points and called for deeper reform on education. Prof. Gu Yueguo, the head of Beiwai Network-based Education College, said "the leaders of Education Ministry and universities should relocate the status of campus-based education and network-based education in the 21<sup>st</sup> century. The former

should gradually be transferred to the latter, not the latter being the supplement of the former. This is the strategic development of education, not the short-sight of present instant benefit” (Gu, 2004). Technologically, Prof. Cheng Jianling illustrated his view that the computer would dominate, not assist, teaching. He concluded the reasons for such change would be happen for three key technologies: Artificial Intelligence technology, Digital Technology, Information and Internet Technology (Chen, 2005).

Computers have been used for language teaching since the 1960s. This 40-year history can be roughly divided into three main stages: behavioristic CALL (Computer-assisted Language Learning), communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology as well as a certain pedagogical approach.

Many of the changes in CALL paradigms flow from economic and social changes. The shift to global information-based economies means a dramatic increase in the need to deal with large amounts of information and to overcome language and cultural barriers. Teachers are rarely the sole source of language information in these days of global interconnectedness, and the literary corpus that may have been the basis of their foreign language training is not the only body of knowledge worth learning (see Figure 3). Teachers will find, select, and offer information in a variety of ways on the basis of what their students must learn in order to meet diverse needs. Finally, teachers turn into facilitators of learning rather than the fonts of wisdom. (Warschauer, M.&Healey D.1998)

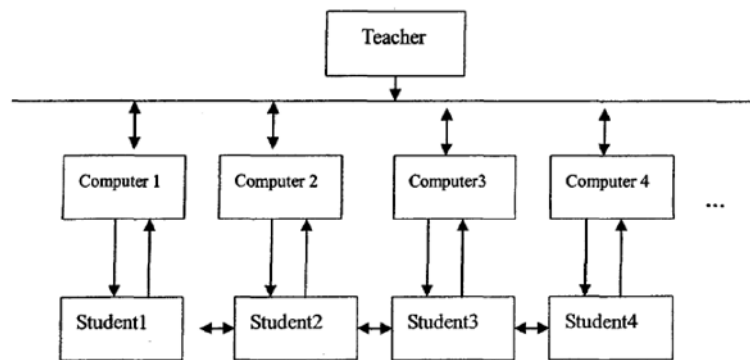


Fig.3

## 5. Conclusion

Though there are different expressions of teaching organizing form, the similarities are overt. First, the functions of teachers and students are emphasized. Second, teaching and learning activities are confined in a certain time and space. Third, the interaction between teachers and students synthesizes teaching contents, teaching methods, teaching media and other teaching components. So far, technology has brought forth great changes to our world. Teachers and students have deep interest in using computers and internet for teaching and learning, and various schools are equipped with digital devices. We firmly believe the change of TOF is inevitable, and the change of TOF should be oriented towards net-based multimedia form. Those who sense the change first will become the earlier birds to catch the worms.

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