Study on Open Classroom Teaching Under The Condition of Modern Educational Technology

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Abstract: The classroom teaching reform under the condition of modern educational technology to stimulate students' activity, can continue to cause the students' understanding, cognition, exploration, discovery, and desire imagination and performance of the full use of the time and space transformation of modern educational technology and classroom teaching system itself has, the diversity of practice teaching and themultidirectional contact, make the diversification of teaching objectives, teaching content, teaching methods, teaching mode, teaching methods and evaluation methods, to realize multi exchange between teachers and students, multi contact students and teachers, teaching environment and teaching equipment.

Keywords: open classroom, teaching of modern educational technology,teaching reform

1. Introduction

The use of time and space transformation of modern educational technology and classroom teaching system itself has, the diversity of practice teaching and the multidirectional contact, to diversify the teaching objectives, teaching content, teaching methods, teaching mode, teaching methods and evaluation methods, to realize multi exchange between teachers and students, teachers, students and teaching environment and the multilink teaching equipment. Specifically, the opening of classroom teaching under the conditions of educational technology mainly has the following aspects [1-3].

The traditional teaching structure elements are teachers, students, teaching materials, classroom teaching structure elements under the modern educational technology conditions, increasing the teaching media [4-5]. It promotes the open teaching structure of classroom teaching, so that the classroom teaching does not lie in the pursuit of rigorous classroom teaching or the integrity of teaching structure, but should pay attention to the actual effect of the teaching process. Teachers should adjust the educational technology means, classroom teaching procedures, teaching links and teaching contents according to the new situation in class and the needs of teaching. Such as in the classroom teaching with exquisite courseware to guide students' emotion, change the rhythm and atmosphere of classroom teaching, can also use the network to access the relevant knowledge, broaden the students' horizons, through audio-visual media to enhance students' feelings about things. According to the actual situation of the classroom, you can adjust or change the teaching design. In the open classroom teaching, there is no best teaching design, only the most appropriate teaching design. The opening of the teaching structure will make the teaching form more colorful, realize the optimization of classroom teaching, and make the classroom teaching become an important part of the students' learning life.

2. Open Teaching Content

Because the open class and closed classroom are two completely different forms of classroom teaching, the traditional classroom teaching and modern education technology classroom teaching in nature will be very different in the arrangement of teaching content. In the closed traditional classroom teaching, the teacher often carries on the formulary teaching according to the teaching material establishment content and the teaching plan. In the classroom teaching in the open, flexible content changes become effective form of students' participation in teaching, the teaching content is not in accordance with the provisions of the textbooks should be according to the actual needs of immutable and frozen, classroom activities and the need to achieve the goal, make the right choice. In order to carry out "discussion class" or "research study", it is necessary to combine the content of the teaching material with the content after class, which can be realized through various means of modern educational technology, such as network, virtual reality, scene reappearance, etc.. In addition, the opening of the teaching content inevitably involves the opening of the content of education. It requires teachers to change from caring for students' emotion and cognition to caring for emotion and cognition, paying more attention to the care of students' real life, the care of life value, the care of self personality, and the care of self-development.

The opening of the teaching content is also manifested in the diversification of the sources of learning materials. The transformation of human society from industrial society to information society has created objective conditions for the traditional closed teaching to open classroom teaching under the condition of modern educational technology. With the development of information technology, great changes have taken place in the concept of time and space in education. Traditional materials such as books are no longer the only channel for students to acquire knowledge, and textbooks are no longer the only materials for students to learn in class. Network, audiovisual materials, radio and television, digital library, professional database, etc., are the massive supplement of teaching content, the technical means of acquiring knowledge are also various, fast and convenient, so that the opening of teaching content tends to infinite possibilities. However, the enrichment and diversification of learning materials also requires teachers and students to choose and integrate, to search for massive information scientifically, and to make a rigorous screening. It is because of the rapid development of information technology that makes it easy and convenient for people to communicate and transmit information. Therefore, these information is bound to be filled with irrelevant, useless and even harmful information, which must be detected and isolated.

3. Open Teaching Methods

Teaching method is an important factor in the process of teaching, it not only affects students how to learn, but also determines the effect of students learning. The opening of teaching methods will inevitably lead to the opening of teaching forms. In the teaching process, according to the individual students' different knowledge base and ability development level, combined with the various conditions provided by educational technology, combined with the choice of teaching content, we should take the appropriate teaching form. If you can use interactive media to teach students individually, or according to some common features of students, the use of computer assisted teaching methods for group teaching, or through the network video connection on-site teaching. The opening of teaching methods is always accompanied by the opening of teaching methods. It requires breaking the traditional unitary teaching means and realizing the diversification and modernization of teaching means. Various educational technology equipment and teaching materials, such as slide projector, projection, recording, video, television, film, VCD, DVD, computer, network, satellite communication and so on, moved into the classroom, using its sound, light, electricity and other modern educational technology to assist teaching.

4. Open Teaching Space and Time

In the traditional classroom teaching, teachers and students in the classroom through the time and space is fixed, not only in accordance with the scheduled Homework table in the designated classroom to complete a certain class hour. While the opening teaching breaks the boundaries of time and space, the teaching time is no longer confined to the classroom the minutes, teaching space has expanded to the classroom even outside the school, towards a more far-reaching place, students can reach every aspect of social life. In the classroom, through various means of modern educational technology, such as film and television, network, virtual simulation and other technical means, can enable students to experience different historical space and time, feel different feelings. Outside the classroom, students can be more autonomous learning, to further explore their own knowledge of interest. Teachers and students can strengthen exchanges and construction through the remote network, such as the creation of teaching website, upload courseware and learning materials, the famous masters lecture video, a variety of network practice questions, entertaining teaching games software and so on. Make the classroom teaching more extensive and far-reaching continuity, let the students to achieve better extracurricular learning effect. Therefore, under the condition of modern educational technology teachers must set up the concept of classroom teaching, broaden the space of education, so that students have more time and space for self reflection and self exploration, self discovery and more teamwork and communication, so that the students' initiative, practice and innovation greatly the publicity.

5. Open Teaching Evaluation

The traditional teaching evaluation is often based on the quality of the test results as the only evaluation index of teaching effectiveness, the reality has proved that this is obviously unreasonable. Open evaluation should not only pay attention to the understanding and application of students' learning knowledge, but also pay attention to examine whether the students have begun to form the proper attitude, ability, values and behavior in the process of learning. In order to make the evaluation as authentic, fair and believable as possible, it is necessary to record and describe the students' learning situation and needs objectively. It is necessary to arouse the enthusiasm of students' learning and enhance their self-confidence and enterprising consciousness. Modern educational technology, especially the development of network information technology, will inevitably bring many influences to teachers and students, including ideas, behavior, habits and so on, and these will inevitably bring a lot of impact on teaching activities. In teaching evaluation, we should take full account of these factors, use its favorable aspects, avoid its disadvantages, so that evaluation can bet-

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ter promote teaching and promote the overall development of students.

Students' learning evaluation should not only pay attention to the results, but also pay attention to the development, change and process, combine formative assessment with summative evaluation, and pay attention to give students enough opportunities to demonstrate their achievements. Attention should be paid to the students, teachers and parents in the process of evaluating the role of technology in education, let students, teachers and parents evaluation play the advantages of interaction such as online voting, investigation, evaluation, make the evaluation become interactive activities of students, teachers and parents to participate, and make the evaluation process, promote students to become the common development of teachers. We should pay attention to the feedback of student evaluation, feedback is an important part of evaluation, no matter what kind of evaluation method or method, the evaluation results should be feedback to students.

6. Conclusion

The purpose of opening is to integrate, to achieve the best effect in the integration. Therefore, the open classroom teaching under the modern educational technology as a classroom teaching mode which is opposite to the traditional closed classroom teaching, its vitality and advantages are constantly reflected with the deepening of classroom teaching reform. Grasping the basic features of classroom teaching under the conditions of modern educational technology has important theoretical and practical significance for the implementation of open classroom teaching. In the open classroom teaching, the rela-

tionship between teachers and students should be more open, making teacher-student relationship become the mutual supporter of teaching, and establish a partnership of teacher-student relationship, which is growing, following, fraternity and harmony, all of which are important beneficial cornerstones of classroom teaching. The classroom teaching from closed to open at the same time in three dimensions, these three dimensions are the mental space of teachers and students from close to open to the integration of space and space of experience knowledge of student teaching from closed to open to the fusion, learning space classroom and students extracurricular life space from close to open to fusion.

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