

An Empirical Study on the Effectiveness of Teacher Teaching in Multicultural Contexts

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Abstract

Looking at the current overall development situation of the world, China's education is still developing towards the trend of integration and diversification. We should uphold the stance of emancipating rational multiculturalism advocating pluralistic ways of thinking and critical action, so as to provide new perspectives and possibilities for the technical shortcomings of teaching reform. The impact of multiculturalism and values has always been the focus of education and teaching in China, how to grasp the development opportunities and cope with the challenges is the problem that teacher teaching reform should focus on and urgently need to be solved. On the basis of analyzing the concepts and characteristics of multiculturalism and teachers' teaching effectiveness, this paper considers and excavates the problems existing in educational reform, and explores new ideas and countermeasures for reform and innovation based on problems, in order to contribute to teachers' teaching reform and innovation.

Keywords

Multiculturalism, teacher effectiveness, strategic research

The research on teachers' teaching effectiveness is a big topic worthy of in-depth study, it is required by the trend of world education development, it is a challenge to the cognition of teachers' role and teaching effectiveness from the perspective of global multiculturalism, and it is the demand for quality assurance of college education, which aims to improve and enhance teachers' teaching effectiveness, promote the development of teachers' teaching effectiveness, improve teaching quality, and achieve the comprehensive physical and mental development of students.

1. Multiculturalism and Teacher Effectiveness

1.1 Multiculturalism

1.1.1 Concepts

Multicultural education originated from the civil rights movement in the West in 1960, laying a solid foundation for the widespread dissemination and practice of multicultural education around the world. The concept of multicultural education everywhere embodies the "people-oriented" ethic, regards human beings as the most valuable resource as the basic characteristics of its essence, emphasizes the value and dignity of human beings, attaches importance to the cultivation of students' multicultural ability, enhances understanding of different styles of culture and customs, and promotes the democratic process of the country (Li Chun & Du Shangrong, 2018). As a multi-ethnic country, all ethnic groups and tribes in China have their own unique cultural attraction, and in the process of exchanges, exchanges and blending of various ethnic groups, they have jointly built a splendid Chinese culture, formed a pluralistic and integrated pattern of the Chinese nation, and laid a solid foundation for the implementation of multicultural education.

1.1.2 Features

(1) Multiple complexity

Traditional Chinese culture coexists with Western foreign culture at the same time; Agricultural culture, industrial culture, modern culture and postmodern culture are surging together; Mainstream culture and non-mainstream culture, traditional culture and foreign culture, mass culture and elite culture, popular culture and Internet culture coexist at the same time; The national culture is colorful.

(2) Monary dominance

The mainstream socialist culture guided by Marxism occupies a central position in the cultural field of contemporary China and plays a leading role (Liu Li, 2022). China's mainstream culture is an advanced culture established under the guidance of Marxism, summing up the lessons and lessons of China's revolution and construction, absorbing traditional Chinese ideological and cultural resources, and organically drawing on foreign and popular cultures. The history of China's development and construction proves that only the mainstream culture in the core position can lead and promote the healthy development of multiculturalism.

(3) Embrace diversity

The Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning the Construction of a Socialist Harmonious Society clearly states that "adhere to the socialist core value system to lead the trend of social thought, respect differences, tolerate diversity, and form a social ideological consensus to the greatest extent". This is a basic principle for our party in the face of diversified ideologies and cultures, and is also a great breakthrough in ideology and concepts. "Inclusive, tolerant but big". Being good at tolerance is the characteristic of advanced culture, and it is also the only way for advanced culture to play a leading role and move towards prosperity.

(4) Interosmosis complementarity

At present, China's cultural pattern has gradually formed a situation of pluralism and interpenetration since the nineties, that is, the pluralistic coexistence and heterogeneous integration of mainstream culture, traditional culture, elite culture, mass culture and foreign culture, which are not separated from each other and do not interact with each other, but you have me, I have you, consciously or unconsciously carried out multiple levels of mutual infiltration, forming a complex and colorful cultural landscape.

1.2 Teachers' teaching effectiveness

1.2.1 Concepts

Teaching effectiveness is a common activity with teaching as the main body and students' learning as the purpose. It is the role of teachers in teaching activities to complete teaching plans and achieve teaching goals, and promote the all-round development of students through scientific, reasonable and effective teaching skills and methods. The field of teaching effectiveness is basically in the whole teaching activities, often limited to classroom teaching, laboratory teaching, practical training teaching and so on.

1.2.2 Features

(1) Multidimensionality

Multidimensionality means that teachers' teaching effectiveness is often reflected in multiple aspects, including teachers' work behavior process and work results, such as teaching work performance, teaching work ability and teaching work attitude. Generally speaking, the teaching performance of colleges and universities mainly includes three aspects: teachers' teaching workload, teaching effect (teaching quality evaluation), teaching research and reform.

(2) Dynamics

Dynamic means that the teaching effectiveness of teachers is not fixed, in the case of changes in subjective and objective conditions, teachers' teaching effectiveness is affected by a variety of factors, and these factors are constantly changing, so teachers' teaching effectiveness will also change over time, showing dynamic characteristics, so that teachers' teaching effectiveness will also change accordingly.

(3) Multi-cause

Multi-causal refers to the fact that teachers' teaching effectiveness is affected by many factors, including individual teachers, such as knowledge, ability and other personality traits, as well as school environment factors, such as school teaching positioning, organizational system, incentive mechanism, teaching environment, etc. Teachers' teaching effectiveness can not be directly determined by any single factor, combined with the performance multi-factor model, the relationship between teachers' teaching effectiveness and the factors affecting their teaching effectiveness can also be expressed by the performance multi-factor formula.

2. Theories of Multicultural Education

Chinese civilization has been in the same line for 5,000 years, and the unity and pluralistic characteristics of the Chinese nation are facts of historical development and evolution (Zhou Ling, 2018). After the founding of New China, the state further clarified the historical fact that the Chinese nation is composed of various ethnic groups through large-scale ethnic identification and ethnic cultural history research. Cultural exchanges and cultural exchanges between various nationalities have gradually produced the national cultural characteristics of you have me and I have you. The main culture of ethnic minorities and the cultures of various ethnic minorities influence and function with each other, and infiltrate and produce a variety of ethnic cultures coexisting in a multi-ethnic country, representing a multi-ethnic country with a culturally pluralistic community, forming a cultural "pluralistic and integrated pattern". The unity and pluralism of the Chinese nation is an indisputable fact of historical development and evolution, which makes diversified and integrated education an inevitable trend of national education in the future.

3. The existing problems of China's teaching reform

3.1 The urban orientation of teaching reform has led to greater difficulties in rural and ethnic areas

The current teaching reform refers to the experience and concepts of foreign developed countries, compiled by experts in China's cities and developed regions, and reflects the characteristics of bias towards cities from teaching objectives, teaching content to teaching design, which some commentators call "urban-centrism".

3.2 Teaching behavior focuses on a variety of forms, but students do not achieve substantive development

In the teaching reform, there is a formalization tendency to pay too much attention to the "liveliness" of teachers and students' classroom behavior and the pursuit of diversity and novelty, as an important indicator for evaluating a good class, and even stipulate the proportion of speech time between students and teachers in a class (Gao Shaoyu & Lu Huiying, 2022). Pedagogical behaviour is seen as a purely operational and technical level of knowledge and skills of universal application and value-free, and it seems that students can develop well if changes in the form of teaching and learning are made in accordance with the behaviors required by the reform.

3.3 Teaching reform ignores cultural constraints and is difficult to achieve in-depth development

Any theory of education and teaching is rooted in and subject to a certain cultural tradition and has the cultural characteristics that this cultural tradition imparts. When studying and applying Western theories and methods, too much attention is paid to the operational and formal levels, while ignoring the social and cultural values and conflicts behind them, which leads to excessive theoretical inferences and various inadaptations in practice, making it difficult for reform to deepen development.

4. Teachers' teaching needs in a multicultural context

4.1 Teachers' teaching skills from a multicultural perspective

Teaching techniques are a flexible use of a basic method of teaching. Teachers' teaching techniques in a multicultural context need to not only pay attention to the diversity of teaching methods, but also highlight their common characteristics. Therefore, based on the multicultural perspective, teachers' teaching skills are required: pay attention to the language, behavior, attitude and methods of different groups, and use different teaching methods for different people to convey different national cultural characteristics; Dare to face the differences of students, maintain sensitivity to students' external racial attitudes, pay special attention to the uniqueness of students with different cultural backgrounds, and form different teaching techniques to adapt to the learning styles of students of different nationalities and cultural groups.

4.2 Teachers' educational capacity needs from a multicultural perspective

Educational ability refers to the conditions and levels necessary for teachers to have and achieve certain educational practice activities (Wang Wei, Liu Mingquan, & Feng Tao, 2022). In a multicultural context, teachers have to deal with groups from different backgrounds and different experiences, and how to effectively integrate into the cultural curriculum, carry out educational practice activities, and improve their academic achievement is an important challenge for multicultural teachers. Therefore, it puts forward the following requirements for teachers' educational ability: teachers

should have the ability to think analytically and creatively, and become the guide, developer and creator of culture. Inspire students to engage in cultural self-reflection and self-awareness, build cultural self-esteem and self-confidence, and encourage students to develop innovative thinking patterns. It leads students to analyse, critique, compare and evaluate multicultural curricula and teaching areas in an attitude and manner that adapts to multicultural requirements.

4.3 Knowledge needs of teachers from a multicultural perspective

Knowledge is the result of people's accumulation from knowing, understanding to internalizing things. Combined with the teacher knowledge code proposed by Banks in the context of multiculturalism, the following requirements are put forward for teacher knowledge: teachers should have the necessary multicultural knowledge and rich knowledge to interpret the history and culture of the ethnic groups behind it, such as social justice, the formation of ethnic identity, the ideology of pluralism and assimilation, knowledge construction and knowledge types, the academic achievement gap of students in multicultural groups, the dimension of multicultural education, nation-state democracy, etc.

5. Teacher teaching reform strategies under the concept of multiculturalism

5.1 Learning to integrate into national culture

The basic assumption of multiculturalism is equal respect for all cultures, which holds that traditional education emphasizes the learning of the dominant culture and ignores the non-dominant culture, consciously or unconsciously. Therefore, multiculturalism emphasizes that the connotation of learning in school education is not limited to the official knowledge stipulated by the state, but should also include the content of national culture, and through intercultural communication and dialogue, recognize the commonality and similarity of the strong majority and the weak minority, discover the unique potential of national culture with a rational attitude, and exert creativity, so as to enrich themselves and other cultures, and the ultimate goal is to promote students' academic success.

5.2 Coordination based on pluralism and integration

The coordination of pluralism and integration reflects the teaching objectives and practical principles of teaching reform. One of the challenges faced by diverse nation-states is to provide different groups with the opportunity to maintain their cultural identity while building a unified state in which they are structurally integrated and loyally embraced. The delicate balance of unity and diversity should be the basic goal of the nation-state, as well as the goal of teaching and learning in national societies.

5.3 Implement dialectical dialogue

Dialectical dialogue is a process of learning and understanding that involves reflection and action. In the process of teaching reform, there has always been a unique interaction and interaction between teachers and others, such as students, other teachers, professional researchers and school administrators. This interaction has attracted the attention of scholars as an important factor influencing teaching reform. The interactive dialogue between teachers and others not only enables teachers to get out of the isolated road of reform, but also enables teachers to obtain a higher level of professional reflection awareness and action, giving teachers the motivation for continuous change.

5.4 Improve the content of multicultural curriculum construction

In terms of teaching objectives, pay attention to the combination of professional education and humanistic quality education, pay attention to the combination of professional ability and comprehensive quality development, and establish a coordinated development curriculum system conducive to the cultivation of students' knowledge, ability and quality. The teaching objectives of the course should adhere to the student-oriented, take the growth and talent of the university as the center, based on the comprehensive ability cultivation of students and the needs of sustainable development, and cultivate college students with thought, knowledge, ability, morality, faith, responsibility, cultivation, tolerance, teamwork, self-reliance and self-improvement. In terms of course content, it is necessary to optimize the course structure, improve the construction of the curriculum system, pay attention to knowledge updating, and closely combine theory and practice. In terms of curriculum, it pays attention to the cross-integration of multiple disciplines, and pays attention to the combination of general education and professional education. In the process of curriculum implementation, we should pay attention to the establishment of a curriculum management system and strengthen the construction of course management.

5.5 Lead the professional development of individual teachers

Teachers' professional development is to continuously improve the professional quality of individuals in the teaching practice environment, clarify individual professional ideals, and form professional self. In the teaching practice environment, individual teachers rely on their respective subject expertise as the ontological basic knowledge of teacher professional development; Strengthen the awareness of multicultural education through pedagogy and psychology, and serve as a supporting knowledge for teachers' professional development; Through the accumulation of time, it gradually precipitates practical knowledge for teachers' professional development, including individual teachers' experience, experience and personal charm.

5.6 Add multicultural elements to talent training

We should follow the basic principle based on the teaching of basic courses, adhere to the equal importance of knowledge, ability and quality, implement the principle of overall optimization, continue to implement the model of building a platform for basic courses of disciplines and majors with similar majors, optimize the curriculum system, improve the credit system, strengthen the "modularity" of the curriculum, implement the flexible academic system, stimulate students' subjective initiative in learning, take the cultivation of students' innovative spirit and comprehensive quality as the core, strengthen practical principles, and improve the practical teaching system: strengthen practical teaching links, Increase the proportion of hours of practical teaching in the talent training program, strengthen the construction of practice bases inside and outside the school, encourage students to participate in various high-level discipline competitions at all levels outside the classroom, improve the innovative practice credit system, add elements with multicultural characteristics of talent training, meet the needs of social development, distinguish the nature of professionalism, condense professional direction, form a talent training concept, goal, course structure, curriculum setting, teaching content with multicultural characteristics, and recommend the reform of talent training mode with points and faces, cultivate multicultural talents (Hou Xiaobing, Tan Jun, & Shao Luo, 2022).

6. Conclusion

In short, in the research and development of teachers' teaching effectiveness, we should first optimize the teaching effectiveness environment of teachers at the macro level, adhere to the national purpose and concept of the development of national higher education, establish a scientific and reasonable teaching positioning, establish a sound teaching operation mechanism, and rebuild a scientific teaching evaluation system. Optimize teachers' cognitive and behavioral abilities of teaching effectiveness at the micro level, complete the transformation of teachers' teaching effectiveness from cognition to behavior, and cultivate teachers' teaching professional qualities, so as to truly achieve the purpose of improving teachers' teaching efficiency and improving the overall quality of teaching.

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