

The Research on Application of Growth Tutorial System in Middle School Teaching

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Abstract

The new round of basic education curriculum reform advocates the student-oriented concept, promotes the development of students' individuality, and cultivates innovative talents with all-round development. Therefore, how to help middle school students formulate their own life development plan, choose suitable subjects for their study, and have the knowledge and ability structure that meets the needs of the times and personal development is particularly important. Under this background, the tutorial system for middle school students' growth has been implemented in many schools and has achieved certain implementation experience and good results. The growth tutorial system is a new institutional form of student management implemented in China at the middle school stage, and it is an inevitable requirement to promote the development of students. The starting point of "growth tutorial system" is to pay attention to students' spiritual life and personalized development, stimulate students' self-development needs, and promote the full implementation of quality education. Based on the student's personality characteristics, intelligence level, and family background, the tutor will conduct targeted instruction and academic counseling for the students. In order to further promote the research on the application of growth tutorial system in middle school teaching, this paper summarizes the research on application of growth tutorial system in middle school teaching. This paper analyses the value and shortcomings of the growth tutorial system in the application of middle school teaching, and summarizes the relevant suggestions on the implementation of the growth tutorial system in middle school teaching, which provides a basis for further research in the future.

Keywords

Tutorial System, Development, Middle School, Profession, Accomplishment

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1. Introduction

The growth tutorial system refers to an educational system in which teachers and students pair up through mutual selection. The tutor guides the students through the whole process, talks regularly, and pays attention to their study, life and psychology through individual guidance. It is a tutorial system to promote the development of students' ideological and moral quality [1]. The characteristics of the growth tutorial system are mainly manifested in three aspects. Firstly, the growth tutorial system emphasizes individual guidance. Secondly, the growth tutorial system emphasizes the overall development of students.

Lastly, the growth tutorial system promotes teaching and learning [2]. In recent years, a series of related studies have appeared in China. In order to better study the application of growth tutorial system in middle school teaching, this paper intends to review and sort out the relevant research in recent years, and summarize the results and methods.

2. The Application Value in Middle School Teaching

Meng Fanxiu mentioned that the growth tutorial system is especially concerned with students' ideological and moral,

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psychological changes, and school life ability on the basis of helping students to study. Teachers provide guidance based on the personality characteristics of students, and provide rich educational resources for students' all-round development and life growth [3]. Tang Haiyan mentioned that the school chooses a tutor for each student. The tutor deepens into the depths of the students' minds and realizes the personality care of the students, which is conducive to exploring the potential of the students and helping each student to develop in a healthy and comprehensive manner [4].

Fang Yangping and Wang Chungang mentioned that the "Student Growth Tutorial System" has created a good external environment for the healthy growth of different types of students. With the help of the tutor, the "post-graduate students" recovered their confidence and increased their interest in learning. Special students can accept the guidance of the tutor outside the classroom. Some middle school students who are usually less concerned by teachers, can also get the individual help of the tutor outside the classroom, thus speeding up the pace of advancement [5]. Guo Xiangling and Si Lihua mentioned that the development of the "Student Growth Tutorial System" has greatly changed the educational concept of teachers. Teachers began to treat special students correctly, and they learned to change their minds when they encountered problems. Teachers can recognize the differences of students, be good at listening to students' voices, be good at discovering the bright spots of students, and promote the development of each student's personality [6]. Dong Mingri and Dong Caihua mentioned that the starting point of the "student growth tutorial system" is to teach students in accordance with their aptitude. The teacher promotes the comprehensive improvement of the knowledge level and skill level of different types of students through small-scale and targeted activities such as extracurricular tutoring, study guidance, and ability training [7].

Shen Zhifei mentioned that the growth tutorial system can break through the time and space restrictions of the class teaching system, providing a more ideal communication carrier and space environment for the interaction between subjects, and making the one-to-one and one-to-many emotional communication between subjects become reality [8]. Fang Yangping and Wang Chungang mentioned that in the tutorial system activities, mentors are not "condescending" preachers, but students' friends or staff. Teachers should treat students equality and honestly. The tutor often pays attention to the student's life in the form of a conversation, so that the feelings between teachers and students are more harmonious [5]. Wang Yixin mentioned that the implementation of the growth tutorial system has promoted the communication between teachers and students, increased the weight of teachers in the hearts of students, improved the prestige of

teachers, and was more conducive to the progress of students [9]. Wang Jinzhou mentioned that teachers and students are specifically linked through the tutorial system. Teachers and students can establish a sincere and friendly interpersonal relationship, which can become a driving force for students to learn, and the emotional experience between teachers and students can become an incentive for teachers and students to grow together [2].

Zheng Xingwei mentioned that the implementation of growth tutorial system in middle schools can not only promote the growth of students, but also promote the growth of teachers. In the interaction with students, the tutor can receive more new things, master more advanced technologies, improve his comprehensive quality and enrich his knowledge system [10]. Tang Haiyan mentioned that the growth tutorial system can also promote the development of teachers. In the process of interaction with students, teachers will also find their own shortcomings, so they must strengthen the study of psychology, education and professional knowledge, and continuously improve their business level [4].

3. Defects and Shortcomings of the Application

3.1. On the Orientation of the Growth Tutorial System

Wang Xiaofang believes that under the educational background of China, the current growth tutorial system in middle school is mostly biased towards the moral development or learning of students. Many teachers have neglected the unity of student development and the unity of education goals. Teachers only provide guidance to students in one aspect, and do not take into account all aspects. In the final analysis, teachers as growth instructors do not have a clear understanding of the purpose and meaning of the guidance of students, thus making teacher guidance untargeted [11].

Meng Fanxiu believes that in the actual tutorial system, some tutors still have the behavioral orientation of emphasizing knowledge while neglecting education, and fail to deal with the relationship between teaching and educating people. As a result, the tutorial system for students' growth in the middle school stage has only superficial practice and guidance. The reason is that students and teachers have a misunderstanding about the relationship between teachers and students in the tutorial system. In most cases, tutors directly help students make the right choice, which completely squeezes the space for students to think about problems [3].

3.2. On the Evaluation System

Meng Fanxiu believes that the tutorial system of student

growth is still an intractable problem in the evaluation system. Some schools only evaluate the work of tutors according to students' academic level. This kind of indiscriminate evaluation criterion is basically a static and lifeless index. This kind of evaluation can't show the growth process of students, and is not conducive to the sustainable development of the growth tutorial system. How to make the evaluation comprehensive and scientific, and turn the current evaluation of "quantity" into a synergistic evaluation of quality and quantity is a difficult problem [3].

Pan Beilei believes that the evaluation and timely feedback of the tutorial work is an important basis for the smooth implementation of the growth tutorial system. In the specific evaluation, a few schools only evaluate teachers according to their academic achievements. This kind of summative evaluation is a static evaluation, which can't reproduce the growth trajectory of students, and can't measure the contribution and achievements of the tutors [12].

3.3. On Teachers' Guiding Enthusiasm

Wang Xiaofang believes that in real school education, many teachers are unwilling or uninterested to conduct comprehensive growth guidance for students. Specifically, the main reasons that affect teachers' enthusiasm are as follows. Firstly, under the pressure of the college entrance examination, the main task of teachers in high school is to improve the rate of enrollment. Teachers are more focused on subject teaching and student academic performance, while ignoring the guidance of students' overall growth. Secondly, teacher guidance requires a certain amount of time and effort. The teaching pressure in reality makes many teachers overburdened and limited in energy. Teachers can only choose the "important" aspect to guide, and they can't cover all aspects [11]. He Jing believes that there are certain deficiencies in the incentives of teachers. For example, for teachers who perform well, the rewards given by the school are only spiritual rewards, and there is no substantial material reward, which greatly affects the effect of the growth tutorial system [13].

3.4. On the Professional Accomplishment of Growth Tutors

Meng Fanxiu believes that the choice of a tutor and the level of professionalism are the key to the effective implementation of the growth tutorial system. However, looking at the actual guidance of many middle schools, the number of teachers who are truly qualified as tutors does not match the number of students, and the needs of students are not met. Therefore, some schools relax the teaching qualifications of growth tutors, and even take some teachers who do not have professional knowledge of pedagogy and psychology as one of the

candidates for tutors, which is irresponsible to students [3].

Pan Beilei believes that in practice, many schools are not strict with the requirements of the tutor. Some teachers with insufficient teaching experience and limited management methods have also been pushed to the position of the tutor. Although these teachers are doing their best, they are unable to attract students, whether in terms of personal charisma or teaching level, let alone do a good job in education [12].

4. Application Strategy of Growth Tutorial System

4.1. Correctly Positioning the Fundamental Concept of the Growth Tutorial System

Meng Fanxiu believes, the prerequisite for the growth tutorial system to effectively implement depends on whether correctly position the fundamental concept of the growth tutorial system. From the perspective of the guidance object, the growth tutorial system refers to all students, to ensure that each student can get at least one teacher's guidance and help. In terms of the degree of specialization of teachers, teachers are required to have the teaching ability of the whole subject, so that each teacher can become a life teacher of the students. In terms of time, tutors are responsible for students' study, life and future development throughout the middle school period [3].

Shen Zhifei believes that teachers must accurately understand the connotation of the growth tutorial system. In most cases, the tutor should not directly tell the students how to solve the problem, but is to provide more clues or ideas to solve the problem, and to exercise the students' self-learning ability [8]. Pan beilei believes that the "growth tutorial system" is actually a "full process, full staff, and all-round" student management system. From the perspective of coverage, the growth tutorial system should ensure that each student has at least one teacher pairing with it. From the perspective of participating teachers' profession, the growth tutor system should ensure that students can choose their favorite and trustful teachers as growth instructors according to their own interests. From the perspective of tutor's duty, teachers should guide students in all aspects of study, life and personality development. Therefore, the implementation of work is based on understanding the connotation of this system scientifically and reasonably [12].

4.2. Continuously Improve the Evaluation System of the Growth Tutorial System

Meng Fanxiu believes that improving the evaluation mechanism of growth tutors is the guarantee of the sustainable development of the growth tutorial system in middle schools. For the evaluation work, the school should set up a special

“growth tutor management” group to coordinate the construction of the growth tutorial system in all grades and teachers. The evaluation tutor's teaching work should adopt a procedural evaluation method, and the teacher should be evaluated correspondingly in a certain stage. The school's evaluation of the tutor is subject to a group evaluation system [3].

Song Changquan believes that the school should improve the evaluation system of the growth tutorial system, and comprehensively evaluate the development status of the students and the working status of the tutors [14].

Zhao Guanghai believes that an evaluation mechanism should be established to ensure that the implementation is in place. On the one hand, the school should conduct a more objective evaluation of the tutor's education work, and as an indicator of the teacher's annual work assessment. On the other hand, teachers should make a comprehensive evaluation of students' thoughts, learning, behaviors, and specialties, and focus on developmental evaluation [15].

4.3. Encouraging Teachers to Participate in Students' Growth Guidance

Wang Xiaofang believes that developing the tutorial system needs the full attention of the middle school. The school should promote more teachers' participation through a series of incentives. However, in fact, the school encourages teachers to participate, which does not mean that the teacher is forced to give guidance to the students, because the enthusiasm of the teacher is an important prerequisite for the student guidance. If the teacher does not have subjective desires in this respect, the school could not attract the interest of the teacher through incentives. While the teacher himself/herself is not suitable for the growth guidance of students, then the school should also be flexible [11].

4.4. Improving the Professional Quality of Growth Tutors in an All-round Way

Meng fanxiu believes that in order to ensure a stable and high-quality education level of growth tutors, the school should comprehensively improve the professional quality of the growth tutor. Firstly, the school must choose a teacher with professional knowledge as the student's tutor. Professional tutors can provide long-term and professional career development advice, and professional teachers can provide the most effective and direct guidance for students' academic progress. Secondly, the school should select teachers with high professional standards and good at ideological guidance as growth tutors. Thirdly, schools can also regularly organize school-based lecture halls and seminars to improve the professional level of the tutor. For example, secondary schools can establish training mechanisms for tutors with higher

education institutions to develop targeted tutor training programs for schools [3].

5. Conclusion

In summary, the current research on the application of growth tutorial system in middle school teaching involves three aspects: application value, deficiency and strategy. For the application value of growth tutorial system in middle school mathematics teaching, the previous research has given full affirmation, not only pointing out that the growth tutor system can promote the overall development of students, help the growth of teachers, and also is conducive to the establishment of a new type of teacher-student relationship of democracy, equality and harmony. For the defects and inadequacies of the application of growth tutorial system in middle school teaching, the predecessors mainly started from several aspects such as the orientation of the growth tutor, the evaluation system and the professional quality of the growth tutors. As for the application strategies of growth tutorial system in middle school mathematics teaching, the current researchers pointed out that we must not only correctly position the fundamental concept of the growth tutorial system, constantly improve the evaluation system of the growth tutorial system, but also comprehensively improve the professional quality of the growth tutor. These strategies are all reasonable.

However, it can be seen from the above analysis that although many researchers in China have conducted research on the application of growth tutorial system, they are relatively fragmentary, one-sided and not systematic. Therefore, in order to effectively use the growth tutorial system in middle school teaching, teachers and students need to work together, insist the exploration and experiment of the growth tutorial system, and constantly perfect the implementation steps, so as to improve the students' learning.

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