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**Comparative Analysis of Classroom Teaching Models between
China and Belarus**

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Abstract:

This paper aims to conduct an in-depth comparative analysis of classroom teaching models in China and Belarus. By discussing the curriculum structure, teaching methods, textbook use, assessment and evaluation, and teaching objectives and emphases, this paper reveals the similarities and differences between the two countries' classroom teaching models and the reasons behind them, in order to provide a useful reference for educators and researchers, and promote the improvement of education and teaching as well as international education exchanges and cooperation.

I. Introduction

Classroom teaching mode is a core component of the education system, which directly affects students' learning outcomes and the cultivation of their comprehensive qualities. As two major educational powers with significant influence, China and Belarus have both similarities and significant differences in educational concepts and teaching practices. An in-depth comparison of the classroom teaching modes of the two countries is of great significance for learning from each other's experience and optimizing their own education and teaching.

II. Curriculum structure and organization form:

(I) China

1. Class size and teaching method

Classes in China are generally large, especially in primary and secondary schools, where a class usually has more than 50 students. This large-

scale class teaching method is conducive to concentrating teaching resources and improving teaching efficiency, but it also limits the attention that teachers pay to each student to a certain extent.

The curriculum is arranged strictly according to the timetable, with clear subject classification and fixed teaching time and sequence for each subject. The teaching process focuses on the systematic and coherent nature of knowledge, and teachers explain step by step according to the chapters of the textbook to ensure that students fully master the subject knowledge system.

2. Characteristics of curriculum setting

Basic subject courses account for a large proportion, emphasizing the study of core subjects such as Chinese, mathematics, and English. The teaching time of these subjects is long and the teaching content is in-depth, aiming to lay a solid knowledge foundation for students.

The curriculum setting is relatively unified, and schools across the country have certain specifications and requirements for curriculum standards and textbook selection to ensure the fairness and consistency of education quality.

(II) *Belarus*

1. Combination of large and small classes

Belarusian courses are divided into large classes (lectures) and small classes (seminars). Large classes are usually taught by multiple classes in a lecture hall. The teachers mainly teach knowledge and involve public or basic courses. The number of students is large, which can reach dozens or even hundreds. Small classes are divided into classes, and the number of students in each class is generally around 10-30. Small classes are mainly interactive. Teachers will organize students to discuss, role-play, publish small papers and other activities, and encourage students to actively participate in class and express their own views and ideas.

2. Flexibility of course arrangement The course arrangement is relatively flexible. In addition to the required courses, students have a certain degree of autonomy and can choose elective courses according to their interests and professional directions. Focus on the cross-integration between disciplines. Some interdisciplinary courses or projects will be arranged in the course setting to cultivate students' comprehensive literacy and innovation ability.

III. Teaching methods

(I) *China*

1. Traditional lecture-based teaching

In traditional teaching, lecture-based teaching is one of the main methods of classroom teaching in China. Teachers are authoritative in the classroom and systematically impart knowledge to students through clear explanations, blackboard writing and multimedia demonstrations. This method can convey a large amount of information in a limited time and ensure that students master basic knowledge and basic skills. For example, in mathematics classes, teachers will explain the derivation and application of formulas in detail, and use examples to let students understand the methods and steps of solving problems.

2. Exploration and application of diversified teaching methods

With the advancement of education reform, China's classroom teaching methods have gradually diversified. For example, the flipped classroom teaching model: flip the traditional classroom teaching structure, students learn independently by watching teaching videos and reading textbooks before class, and internalize and expand knowledge in class through teacher answering questions, student discussion, group cooperation, etc. Problem-based teaching model (PBL): problem-oriented, teaching around one or more problems. Teachers raise questions, and students solve problems by consulting materials, analyzing problems, and proposing solutions, thereby acquiring knowledge and skills.

(II) Belarus

1. Wide application of interactive teaching

Belarusian classrooms attach great importance to interaction, and teachers encourage students to actively ask questions, participate in discussions and debates. In class, students can freely express their opinions and exchange ideas with teachers and classmates. For example, in literature classes, teachers will guide students to have in-depth discussions on the characters and plots in the works, analyze the themes and meanings of the works, and cultivate students' critical thinking and literary appreciation abilities.

2. High attention to practical teaching

Practical teaching occupies an important position in Belarusian education. Science and engineering majors pay particular attention to experimental courses and internships. Students combine theoretical knowledge with practice by actually operating experimental equipment, participating in scientific research projects and corporate internships, and improve their practical hands-on skills and ability to solve practical problems. In some

professional courses, students need to participate in actual project design and implementation to exercise their ability to comprehensively apply knowledge.

IV. Use of textbooks

(I) *China*

1. Use of unified textbooks

China generally uses uniformly compiled textbooks in various disciplines. The content of the textbooks has been strictly screened and compiled, and is systematic, authoritative and standardized. The textbooks cover the basic concepts, principles, knowledge points and examples of the discipline, and are the main basis for teachers' teaching and students' learning.

The update cycle of textbooks is relatively long, and they are generally revised according to the requirements of discipline development and education reform, but there may be a lag to a certain extent.

2. Rich textbook auxiliary resources

In addition to the textbooks themselves, there are also rich textbook auxiliary resources, such as teaching reference books, exercise books, and tutoring materials. These resources help teachers prepare lessons and teach better, and also provide students with more learning materials and practice opportunities.

(II) *Belarus*

1. Diversity and flexibility of textbooks

Belarusian universities are relatively flexible in the use of textbooks, and teachers usually do not rely on fixed unified textbooks. At the beginning of each course, teachers will recommend a series of reference books, including professional works, academic papers, research reports, etc. Students need to go to the library to borrow or find relevant materials according to the requirements of the teachers.

This way of using teaching materials encourages students to read widely and learn independently, and cultivates students' ability to collect and screen information, but it also places high demands on students' independent learning ability.

2. Application of self-compiled handouts by teachers

Some teachers will compile handouts based on their teaching experience and research results. These handouts may be more in line with the teacher's teaching style and students' actual needs. The content of the

handouts may include the latest research results and actual cases, making the teaching content more timely and practical.

V. Teaching objectives and emphasis

(I) *China*

1. Knowledge mastery and test-taking ability cultivation

Due to the long-term influence of exam-oriented education, China's classroom teaching objectives focus on students' mastery of knowledge and test-taking ability cultivation to a certain extent. Students need to pass various exams to prove their learning outcomes. Therefore, teachers will focus on detailed explanation and repeated practice of knowledge points in the teaching process, emphasizing students' memory and problem-solving skills to help students achieve good results in entrance examinations and various selection examinations.

2. Gradual emphasis on comprehensive quality

In recent years, with the continuous deepening of education reform, Chinese education has gradually begun to pay attention to the cultivation of students' comprehensive qualities, including innovation ability, practical ability, teamwork ability, etc. However, in actual teaching, due to the limitations of various factors, the balance between the cultivation of comprehensive qualities and the imparting of knowledge is still under continuous exploration and adjustment.

(II) *Belarus*

1. Comprehensive ability and innovative thinking cultivation

The classroom teaching objectives of Belarus focus more on cultivating students' comprehensive abilities and innovative thinking. The teaching process emphasizes students' understanding, application and independent thinking ability of knowledge, encourages students to put forward their own views and ideas, and cultivates students' innovative consciousness and practical ability.

Through diversified curriculum settings and teaching methods, such as interdisciplinary courses, practical projects, interactive teaching, etc., we provide students with a broad development space and cultivate their comprehensive qualities and ability to adapt to social development.

2. Personality development and interest cultivation

Belarusian education focuses on the personality development and interest cultivation of students, respects individual differences of students, and encourages students to study and explore in depth in the areas of their interest. In course selection and teaching activities, students will be given

a certain degree of autonomy to allow them to choose a learning path and development direction that suits them according to their interests and specialties.

VI. Conclusion

There are obvious differences between the classroom teaching models of China and Belarus in terms of curriculum structure, teaching methods, use of textbooks, assessment and evaluation, and teaching objectives and emphases. At the same time, there are also some areas for mutual learning.

China's large-scale class teaching and unified textbook use are conducive to the systematic imparting of knowledge and educational equity, but may need to be further strengthened in terms of students' personalized development and innovative ability cultivation. The exploration of diversified teaching methods and the promotion of comprehensive quality evaluation are important directions for China's education reform.

Belarus's combination of large and small classes, interactive teaching and practical teaching models, and emphasis on students' comprehensive abilities and personality development provide a good environment for cultivating innovative talents. However, the flexibility of its textbook use may require students to have high autonomous learning ability and strong self-management and learning abilities.

Through the comparative analysis of the classroom teaching models of the two countries, we can draw useful experience and inspiration from them. In the context of globalization, educational exchanges and cooperation are becoming increasingly frequent. China and Belarus can learn from each other, learn from each other's strengths and weaknesses, and continuously optimize and improve their own classroom teaching models to cultivate more talents with international competitiveness and innovative ability to adapt to the needs of social development. At the same time, we should also explore an education development path that suits our own national conditions and educational realities and promote the continuous progress of education.