

Analysis of Differences Between Chinese and American Teaching Methods

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Abstract: With the competition of various countries in the world in education, to further consolidate and improve national education, China and the United States are major countries with greater influence in the world, and both countries attach great importance to student education. Due to the differences in political and economic systems and ideological and cultural aspects, there are differences in the content, path and method of education between the two countries. This paper analyzes the different educational styles of China and America. In this paper, the Chinese and American classroom forms, assessment methods and the impact of different education methods on students are mentioned respectively, and finally some suggestions are given. Educational administrators should combine the excellent educational methods of the United States from various aspects to improve education, and to improve the competitiveness of education in the world, and people should also know the shortcomings of education in other countries to cope with the future development of education in country.

Keywords: Education method, different, interaction, teaching method

1. Introduction

With the gradual expansion of the network and the acceleration of the global internationalization process, international academic exchanges are becoming more and more frequent, and more and more students, teachers and parents are gradually getting to know the foreign higher education situation, and gradually revealing the gap between the higher education of developed countries and China. As one of the most developed countries in the field of education, the United States is also one of the first choice countries for Chinese students to study abroad, and has also become one of the countries that Chinese higher education analyzes and draws on its teaching advantages. By comparing the differences between Chinese and American teaching methods, this paper analyzes their influence on teaching, aiming to provide theoretical reference for teaching practice

2. Analysis of Chinese and American Teaching Methods

2.1. Classroom Form

In China, educational practices, especially in non-international schools, necessitate the daily use of school uniforms. The delineation between teachers and students is distinctly defined, with students

exhibiting great respect for their instructors. Chinese educators prioritize the dissemination of theoretical knowledge, emphasizing students' mastery of each subject [1]. Within the classroom setting, the teacher assumes a central role, predominantly delivering lectures, and student inquiry into lesson content is relatively limited. Classrooms often feature lively teacher-led discussions, with students diligently taking notes but exhibiting minimal interaction, indicative of a paucity of active student engagement. This educational model in China is designed to equip students with the requisite knowledge and professional acumen essential for succeeding in examinations and future employment pursuits.

Conversely, the United States adopts a less regimented approach within its school environments. Students enjoy the freedom to choose their attire, and teachers willingly share snacks with students during breaks. American higher education has consistently emphasized the cultivation of students' capacities, employing flexible, personalized, and diversified teaching methodologies. Classroom dynamics in the U.S. are characterized by interactive discussions, encouraging students to think independently. Additionally, the American school curriculum is flexible and diverse, extending beyond textbook confines to emphasize the integration of practical experiences with theoretical instruction. Notably, American schools often conduct practical activities such as academic training camps and outdoor survival programs to enhance student's overall proficiency [1].

By comparing the classroom forms of higher education in China and the United States, it is known that most of the classroom forms in China are mainly lectured by teachers and supplemented by students' cooperation. Of course, in recent years, some changes have taken place in the classroom forms in many colleges and universities. Students will be well prepared before class. Teachers will divide students into groups in class and ask students to complete group work within a specified time. To be able to better express their learning statements and positive thinking, this form of class gradually transforms students into the main body of the class, attaches importance to students' subjectivity to a certain extent, and avoids the form of class in which only teachers participate. The American class style seems to be "scattered", but it has a strong and relaxed academic atmosphere, so that students' bodies can be fully relaxed. This kind of classroom form is conducive to fully mobilizing students' active thinking and active learning, cultivating students' ability to analyze and solve problems, and improving students' quality and competitiveness. Through the analysis of the national conditions and characteristics of the two countries, the United States is an immigrant country, its inclusive and innovative characteristics have been reflected in the field of education, more emphasis on freedom, independence and personality development. Most of China is a landlocked country, and its conservative, gradual and steady characteristics are reflected in its educational philosophy, which emphasizes self-improvement and seeking common ground while reserving differences. Although the educational background of China and the United States is quite different, the two countries can exchange and learn from each other's teaching experience, draw on each other's strong points and make contributions to the further development of each other's educational cause [1].

2.2. Teacher-Student Interaction

Due to the differences in history, culture, economic conditions and geographical environment between China and the United States, the interaction between teachers and students also varies greatly in the classroom. The interaction between teachers and students is an important part of classroom teaching. Teaching cannot take place without communication and interaction between teachers and students.

In traditional Chinese classroom teaching, teachers attach more importance to the transfer of knowledge. Teachers are no longer just imparted knowledge, but more play the role of guides and guides. Teachers should guide students to actively explore and discover knowledge, and help students develop independent thinking and problem-solving abilities.

American classrooms provide better learning environments and opportunities for students through equal teacher-student relations, academic cooperation, positive teacher-student interaction, student participation and focus, and self-directed learning. Teachers are not only imparted knowledge, but also good teachers and friends of students. Students have the right to express their opinions and expect to be respected and recognized by teachers. An equal teacher-student relationship means that teachers and students are equal academically and can communicate and learn from each other.

2.3. Assessment Methods

In terms of the examination system in China and the United States, both semester examination and college entrance examination are important components of the school teaching management system. Their design concepts and development methods directly affect the teaching effect of the school and are crucial to the quality of talent training in colleges and universities.

At present, China's examination system is still biased towards exam-oriented education, hoping that no examination results will be taken as the whole evaluation, which does not meet the needs of talent training and is not conducive to the personalized development of students. The school examination system has high requirements for students' knowledge and professional skills, but pays little attention to students' personalized development [2]. Most schools still practice closed-book examinations, with concentrated examination time, which often leads to students' accidents before and forget after the examination. This situation is not conducive to the cultivation of students' comprehensive ability, easy to lead to cheating problems. In order to improve this situation, parents can consider adjusting the examination system, pay more attention to students' personalized development, and consider adopting various forms of examination, such as open book examination, project presentation, and so on. So as to reduce students' dependence on book knowledge. In addition, education and guidance should be strengthened to make students look at examinations correctly and establish a positive learning attitude [3]. Although this model can make students remember the theoretical knowledge, it also ignores the practical transformation of theoretical knowledge.

American schools have a variety of forms of examination, which can be combined with open book, closed book, essay, oral test and practical operation according to the course requirements. However, some schools are also trying to diversify the assessment methods for the same course, allowing students to choose the test method and type according to their own situation. In the assessment, the focus should be on developing students' ability to analyze and solve problems, rather than simply testing memory. In the design of evaluation objectives, it is necessary to cultivate students' independent learning ability and awareness of innovation, strengthen their motivation and desire to learn, and guide students to give play to their strengths and potential. This will help achieve the goal of comprehensive evaluation of students and reflect the educational concept of students' ability development [2].

3. Different Influences of Different Teaching Methods on Students

3.1. Absorption Effect of Students

For most Chinese schools, evening self-study classes are a common setting, so that students can finish the day's homework at school after class, and organize and review what they have learned during the day. Without evening self-study classes, many students may have less self-control at home and less autonomy in their studies. A survey shows that most students do not have the habit of reviewing after class [4]. Some students usually go home every day without reviewing and consolidating what they have learned in class. However, only a few students organize the teacher's teaching content in time in class. Parents generally report that their children are not focused when doing homework, often subjected to external interference, and the learning effect is not good. Therefore, parents are more

willing to let students study in the evening self-study time at school, where there are teachers to answer questions, which helps to improve students' academic performance and cultivate good study habits [4].

In contrast, schools in the United States usually do not set up evening study courses, but they do provide libraries, which provide places for students to study after class. Students are more inclined to work in groups. They often discuss together to consolidate their knowledge, adopt multiple learning methods and plan their learning progress reasonably. However, some students may lack effective learning strategies, leading to poor learning results. Therefore, schools should provide training on learning methods and techniques, as well as personalized learning support and one-on-one tutoring to help students master effective learning strategies and thus improve learning results.

3.2. Students' Learning Habits

The difference between Chinese students and American students lies in that Chinese students have a higher awareness of the importance of study habits. Influenced by traditional education, Chinese students are more eager to change their bad study habits. Chinese students are accustomed to setting phased goals, better guiding different stages of learning, are good at preparing lessons, and pay more attention to periodic reflection or summary of learning [5]. Nearly half of the students take exercises as homework each time. Meanwhile, Chinese students pay more attention to correcting mistakes in homework and are more accustomed to correcting mistakes in homework after correcting. In addition, students always review what they have learned in a planned way.

American students are more aware of their shortcomings in study habits and are more eager to develop good study habits by receiving extra education. American students are not good at summarizing class notes, pay little attention to exercises, rarely arrange other exercises to supplement homework, usually spend their extracurricular time on outdoor projects such as sports, and lack daily learning plans and short-term learning tasks or goals [6].

4. Suggestions

4.1. Suggestions for Students

The first thing is that a student should study in school, it is very important. At this stage, it is necessary for students to reserve some professional knowledge and constantly enrich and improve themselves. After mastering the basic knowledge, students can improve knowledge and experience and prepare for future work. Secondly, students should abide by discipline and regulate their words and deeds [7]. Students do not fill in any extra trouble for the school, actively cooperate with teachers and school logistics, and complete every day's study happily and safely. Finally, students should continue to explore and learn in the practical activities provided by the school, accumulate experience, find what they like to do, and find what they are most interested in in the school involving several sports activities or subjects in a large number of learning processes, and slowly cultivate their future career planning [6].

4.2. Suggestions for Teachers

In teaching, teachers should not make the experiential mistakes they have made before and should keep learning and keep pace with The Times. Before class, teachers should carefully prepare lessons, pay attention to method research, guide each student well, and try to be concerned with each student's learning status as much as possible. In the correct grasp of the teaching progress at the same time, teachers should carefully study the textbooks, effectively improve the efficiency of the classroom, and actively answer the questions raised by the students [8]. Teachers should carry out ideal and

future education for students, put forward different requirements for students at different stages, according to the psychological characteristics of students, take appropriate education and guidance methods, more guidance and help, more tolerance of students to make mistakes, but also often contact students' parents, always pay attention to the life and learning of students [9]. In addition to learning time, teachers should strengthen students' psychological quality education, so that students can continuously improve themselves in the future learning road [10]. Teachers should vigorously carry out psychological quality education and psychological counseling work among students.

5. Conclusion

Chinese and American education have many different characteristics. From the perspective of culture, people can find influential factors based on the cultural traditions of the two countries, such as the differences in religious traditions, the differences in midway development, and the differences between individualism and collectivism. Therefore, due to the different social backgrounds of China and the United States, Chinese and American students have great differences in terms of education. Therefore, when Chinese teachers learn from the American educational methods, they should combine the original Chinese image thinking mode, learn selectively, and carry out innovation in the process of transplantation. The advice for students is to abide by school rules and regulations, improve their comprehensive level, enrich their professional knowledge, and gradually learn to plan their future fields. The teacher's advice, is to enrich their professional knowledge and teaching experience, in spare time, should pay attention to the psychological condition of students and so on.

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