

Article

A Comparative Study of Sino-Australian Teaching Mode from a Cross-Cultural Perspective

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Abstract: In the context of global integration, cross-cultural research has received more and more attention. By comparing the teaching models in China and Australia, we discuss the differences in teaching ideas and methods and the different effects in teaching practice. China's education system is exam-oriented, attaching importance to the leadership of teachers, the collective consciousness, the transmission of knowledge and the students' learning ability. Australia attaches more importance to personality education, student-oriented learning style, attaches great importance to critical thinking and independent learning ability, and advocates equality and multi-cultural integration. By comparing the education models of China and Australia, it analyzes their advantages and disadvantages, explores the profound significance behind them, and at the same time, it provides for the possibility of the cooperation between China and Australia, and looks forward to the future development trend. This study shows that the educational models of China and Australia have their own characteristics and strengths, and the exchange and integration between different cultures have great inspiration to the educational practices of both countries, which contributes to the establishment of a more diversified and creative educational model in the context of educational globalization. On this basis, the author believes that China and the United States should learn from each other, and jointly improve their respective teaching level and improve the comprehensive quality of students.

Keywords: China-Australia education model; teaching concept; cultural differences; cross-cultural education; educational cooperation

1. Introduction

With the deepening of globalization, education is the cornerstone of the development of human society, which is of great significance to promoting cultural exchanges and promoting international understanding and cooperation. In the context of globalization, cross-cultural research is increasingly valued. In particular, comparative studies between China and Australia, two countries with different cultural backgrounds and educational traditions, can help us better understand each other's educational characteristics, and meanwhile provide reference for China's educational reform and international exchanges and cooperation. China's education system has long been dominated by "exam-oriented", paying attention to the indoctrination of knowledge and paying attention to students' learning, especially in primary and junior middle schools, teaching methods and evaluation system have not formed a unified and standardized system. Traditional Chinese educational concept believes that teachers are only the disseminator of knowledge, while students are in a "negative" position, paying attention to discipline and system in the teaching process. However, with the progress of The Times and the fierce competition between the world, China's teaching mode is also constantly required to change, advocating a more creative, critical thinking and independent teaching mode. Although China

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and Australia have their own unique teaching modes, with the advancement of globalization, their teaching systems and concepts are constantly integrated and learn from each other, gradually establishing a teaching cooperation platform with different cultural characteristics. Through the comparison of Sino-Australian education mode, this paper explores its advantages and disadvantages from the aspects of educational concepts, teaching methods, evaluation system and cultural background, and discusses its specific performance in teaching practice. On this basis, this paper predicts the future development trend of Sino-American education, and discusses how to strengthen the exchange and cooperation between Chinese and American culture, so as to improve the educational level of China and improve the comprehensive quality of students.

2. Teaching Methods and Practice

2.1. Classroom Teaching Mode

In terms of classroom teaching methods, Australia and China have obvious differences. China is greatly influenced by Confucianism, and generally adopts more traditional teaching methods in class [1]. In teaching, teachers are the transmission of knowledge, but also the most authoritative, and the main work of students is to listen to the teacher to explain, remember the knowledge points, do a good job after class practice and homework. In teaching, teachers pay attention to the teaching of students' theoretical knowledge, and make compact and effective arrangements in teaching. Especially in primary and middle schools, teaching focus on the understanding of basic knowledge, generally arranged according to the textbook, the teacher speaks a lot in class, while the students are more passive [2].

However, the traditional "professor-style" teaching mode also has some problems, especially for the cultivation of students' innovation ability and critical thinking ability. In classroom teaching, students' degree of participation is relatively low, and their innovative consciousness and independent thinking ability are often not given good play. China's education system is gradually changing in response to the society's demand for talents, and tries to introduce more interactive teaching elements and innovative thinking training [3].

2.2. Evaluation and Feedback

There are also great differences in evaluation and feedback in China and Australia. China's education system has always been determined by examinations, especially in primary schools, high schools and universities. The final examinations and entrance examination are the main contents of students' comprehensive quality evaluation. Students' academic performance is often determined based on the results of the exams, and teachers also hold regular quizzes, including mid-term and final exams [4]. The evaluation model has a high degree of standardization, and can quickly and objectively reflect the students' academic performance. The Australian education system pays more attention to students, including learning from students. Formative evaluation is that teachers observe, feedback and evaluate students in teaching, so that they can be adjusted and improved in learning [5]. Different from the final assessment, the formative assessment pays more attention to the continuous concern and support for students' learning. Teachers can use classroom participation, group discussion, homework feedback, project evaluation and other methods to grasp students' learning progress and existing problems in real time. This assessment not only attaches importance to students' learning ability, but also attaches importance to students' thinking, communication and teamwork ability.

3. The Influence of Cultural Differences on Teaching

From the comparison of the education systems between China and Australia, there are huge differences in the teaching mode, teacher-student relationship and students'

learning styles between China and Australia. This paper will analyze the role of the two countries in English teaching, starting from their different cultural backgrounds [6].

4. The Influence of Chinese Culture on Teaching

An important feature of Chinese culture is collectivism, which focuses on individual interests and attaches great importance to teamwork, maintains social stability and maintains social harmony. In such a cultural environment, the thought of "collectivism" has caused a great impact on China's education system, and the classroom teaching methods tend to be integrated and integrated. In the teaching process, teachers are often regarded as "trainees", while in teaching, the main role of teachers is to impart knowledge and skills [7].

China has a tradition of respecting teachers and valuing the way, which is deeply rooted. Teachers are being respected. In the traditional classroom teaching model, students often hesitate to ask questions and refuse to express their opinions. Under the leadership of teachers, students form a teacher-centered teaching mode in the classroom. Compared to "interaction" and "participation", students tend to "listen". In such an educational environment, teachers play the role of authority and guidance, to ensure the students' understanding of the teaching materials, to keep discipline, high efficiency as the purpose [8].

Teaching in such a cultural environment has its unique advantages. For example, collectivism can promote teamwork, and teachers can guide students to study in an orderly manner, but also to cope with a lot of knowledge and quizzes. But at the same time, there are also some problems, such as the lack of creativity, critical thinking and other aspects of students. Too much emphasis on "respecting teachers and valuing ways" will cause students' lack of self-confidence, questioning of authority and independent thinking obstacles.

5. The Actual Impact of Cultural Differences

5.1. Influence on the Teaching Mode

The difference between Chinese and Australian cultures has a great influence on the choice of educational methods. China's education system focuses on teaching theory and aims at exam-taking. The course content is more fixed and stylized, and the teaching process is more systematic and standardized. In school, students are often unable, because they attach importance to teamwork, respect teachers and teacher-centered teaching methods. Teachers "teach" students as the main work, while students "accept" and "master" as the main work [9].

5.2. Impact on Students' Learning Style

In English teaching, different culture will have an important influence on students' learning style. Chinese English teaching methods mostly focus on rote memorization, repetition and practice. Students take the exam by rote, so that they can get more basic knowledge in a short time. But at the same time, it also leads to the lack of innovative thinking, critical thinking ability, serious examination orientation, and the lack of profound understanding of knowledge and critical thinking.

6. Advantages and Challenges of the Chinese Model

6.1. Advantages

China's education system attaches great importance to the dissemination and organization of knowledge, especially in the stage of basic education, so that students can obtain more subject knowledge in a relatively short period of time. This course adopts a rigorous teaching plan and systematic learning methods, which can enable students to master what they learn in a relatively short time. Such high efficiency can ensure that students in a

short time, quickly grasp and consolidate the new knowledge, so as to better deal with the standardized examination system such as the college entrance examination, college entrance examination. China's education system attaches great importance to the rigor and system of theory [10]. Teachers' teaching is generally organized and hierarchical, and they attach great importance to the transmission of knowledge and the development of students' ability. Such a teaching method can enable students to have an understanding of academic knowledge more accurate and more detailed, especially in science (such as mathematics, physics, chemistry, etc.), and pay attention to the application of theoretical basis and formulas, laying a good foundation for future study.

6.2. Challenge

The most obvious feature of China's education system centered on the examination is that the examination is centered, especially the university entrance examination has had a profound impact on the students. The college entrance examination is not only related to whether the candidates can enter the university, but also related to the beginning of life [11]. Therefore, college students are under great learning pressure in their study, especially those with poor academic performance, who are more likely to produce long-term anxiety. Too much attention to the culture of academic performance will make students' learning purpose become single, but ignore the development of comprehensive quality.

China's education system pays attention to the accumulation of students' basic knowledge and the leadership of teachers, which can cope with various tests well and strengthen students' learning ability [12]. However, the overemphasis on exam-oriented education has brought great difficulties to the cultivation of students' creative thinking ability and critical ability. The traditional classroom teaching method overemphasizes the indoctrination of knowledge, but ignores the cultivation of students' creative and critical thinking ability. For a long time, due to students' dependence on authority and standard answers, they are lack of innovative thinking when they encounter complex problems.

Under China's teaching system, teachers and classrooms are authoritative, while students often adopt more passive learning methods in class, rarely participate in classroom discussion, and the joint construction of knowledge. In the current educational system, too much emphasis on standardized tests leads to the lack of student autonomy and critical thinking ability. Many students lack opportunities for independent thinking and creative inquiry in the learning process, which is not conducive to their future development [13].

7. Advantages of the Australian Model

7.1. Advantages

The most remarkable advantage of Australian education is that it attaches great importance to the development of students' personality and critical thinking. Australia's education system is different from China's collectivism and authoritarian education system. It pays attention to students' self-learning and independent thinking. In the classroom, students no longer passively accept knowledge, but actively participate in classroom teaching. Through group activities, case analysis and project research, students can apply the knowledge they have learned to practical work and train their ability to solve problems. In the teaching process, teachers should play the role of guidance and cooperation, so as to improve the students' learning ability [14].

7.2. Challenge

However, Australia's development also faces many difficulties. Too much emphasis on independent thinking and critical thinking will lead to students being unable to systematically and firmly grasp the basic knowledge. Although students are able to discuss and think independently in the classroom, in some courses, the lack of systematic knowledge structure and standardized learning path makes students have a low grasp of

core knowledge. For example, in mathematics, natural science and other subjects that require systematic thinking ability, students often pay too much attention to exploration and discussion, but ignore the basic and structure, leading to a lack of deep understanding of knowledge and lack of application ability [15].

Moreover, the Australian education systems differ in assessing guidelines as well as teaching resources. With the increasingly open and diversified education system, each school adopts different teaching methods and evaluation standards, which leads to the subjectivity and difference in the evaluation of students' academic performance and abilities. Some schools put too much emphasis on the "result-oriented" evaluation method and ignore the "end result", which leads to the lack of "learning ability" of students. In addition, the individual teaching methods of individual teachers will lead to lax classroom discipline, unable to control the learning progress like the Chinese model, or reach the expected level. Therefore, it has a great impact on the learning effect of students.

8. Conclusion

Through the comparative analysis of Sino-Australian education models, we can see that although the education systems of China and Australia have their own characteristics, they have significant differences in terms of teaching concepts, teaching methods, teacher-student relationship and cultural background. These differences not only reflect the uniqueness of the educational systems of the two countries, but also reflect the profound impact of their respective cultural traditions and social needs. The core advantage of China's education model lies in its efficient learning system and rigorous knowledge teaching, which can help students to master a large amount of subject knowledge in a relatively short time, and provide a solid foundation for the examination. Especially in the teaching of science and basic subjects, the systematic teaching content and precise curriculum arrangement enable Chinese students to quickly improve their academic level in the short term. However, this efficient mode also brings the problem of excessive pressure of exam-taking, which leads to the insufficient cultivation of students' innovative thinking and critical thinking. The exam-oriented evaluation system and the teacher-led classroom interaction make students' independent learning and personalized development limited, and lack of space for independent thinking. In contrast, the outstanding advantage of the Australian education model lies in its emphasis on students' personalized development, the cultivation of critical thinking and the encouragement of independent learning. By encouraging students to participate in classroom discussions, conduct group cooperation and project research, teachers enable students to actively explore and think independently, and cultivate students' innovative ability and problem-solving ability. The education environment in Australia is more equal and inclusive, the relationship between teachers and students is more equal, the classroom atmosphere is relaxed, and students can freely express their personal opinions and respect different cultures and views. However, this student-centered teaching model also has some challenges, especially in terms of the system and depth of knowledge, students may pay too much attention to practice and exploration because they ignore the solid grasp of basic subject knowledge.

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