

Challenges and Coping Strategies Faced by University Classroom Teaching

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Abstract: *University classroom teaching faces many problems and challenges. For example, students passively receive knowledge, low student participation, single teaching methods, insufficient teaching resources, and so on. This article analyzes the reasons for low student participation, teacher teaching methods, and school teaching resources.*

Keywords: University classroom teaching, Innovative approaches to teaching, New talent cultivation.

1. The Current Situation and Challenges of University Classroom Teaching

1.1 Current Common Mode of Classroom Teaching in Universities

The current common mode of classroom teaching in universities is mainly based on traditional lecture style teaching, where teachers stand in front of the podium and pass on knowledge to students through tools such as blackboard writing and courseware. In this mode, students are often in a passive state of acceptance, lacking opportunities for active thinking and participation. This not only affects students' learning outcomes, but also limits the innovation and development of teachers' teaching methods.

1.2 Challenges Faced: Low Student Participation

Low student participation is a common and severe challenge in university classroom teaching. According to a survey of college students nationwide, nearly 40% of them reported feeling passive and lacking participation in the classroom. This low level of participation not only affects students' learning outcomes, but also constrains the improvement of the quality of university classroom teaching.

Through in-depth analysis of the reasons for low student participation, we found that the mismatch between students' personal interests and classroom content is an important factor. When students lack interest in the content they are learning, they naturally find it difficult to fully immerse themselves in the classroom. Therefore, teachers should pay attention to understanding students' interests and needs, closely integrating classroom content with real life, career development, etc., in order to stimulate students' interest in learning.

1.3 Challenges Faced: Single Teaching Methods

In university classroom teaching, the singularity of teaching methods has become one of the important factors restricting the improvement of teaching quality. The traditional lecture based teaching model, where teachers unilaterally impart knowledge and students passively receive it, is no longer able to meet the diverse learning needs of contemporary college students.

The singularity of teaching methods is mainly reflected in the solidification of teaching content, means, and evaluation methods. The teaching content is often limited to textbooks and lacks close connection with real life and social development; The teaching methods mainly rely on blackboards and courseware, lacking diversified teaching aids; The evaluation method is mostly based on closed book exams, which makes it difficult to comprehensively evaluate students' learning outcomes and abilities. This teaching model not only fails to stimulate students' interest in learning, but also fails to cultivate their critical thinking and innovative abilities.

1.4 Challenges Faced: Insufficient Teaching Resources

In university classroom teaching, insufficient teaching resources are a challenge that cannot be ignored. In recent years, with the continuous expansion of higher education, the problem of scarce teaching resources has become increasingly prominent. According to statistics, although the collection of books in a well-known university library has reached millions, it is still struggling to meet the needs of students, especially in terms of book resources for emerging and interdisciplinary fields. In addition, the speed of updating teaching equipment is far behind the pace of technological development, and many classrooms still use outdated projectors and audio equipment, seriously affecting teaching effectiveness.

The impact of insufficient teaching resources on teaching quality is evident. Lack of sufficient teaching resources makes it difficult for teachers to fully showcase course content and for students to have a comprehensive and in-depth learning experience. Taking a certain science and engineering major as an example, due to insufficient laboratory equipment, students often can only conduct simple experimental operations and are unable to explore and research in depth. This not only limits the development of students' practical and innovative abilities, but also affects their interest and enthusiasm for the profession.

2. Analysis of the Reasons for Low Student Participation

2.1 Personal Interests of Students Do Not Match Classroom Content

In university classroom teaching, the mismatch between students' personal interests and classroom content is a

common challenge. When students lack interest in classroom content, they often find it difficult to maintain long-term attention, resulting in a significant reduction in learning effectiveness.

Analyzing this phenomenon, we can find that there are various reasons for the mismatch between students' personal interests and classroom content. On the one hand, students have diverse interests and hobbies, and university courses are often specialized and systematic, making it difficult to fully meet the personalized needs of each student. On the other hand, some teachers focus too much on knowledge transmission when designing teaching content, while neglecting the exploration and stimulation of students' interests. In addition, the teaching content of some courses is disconnected from practical applications, making it difficult for students to see the actual value of learning, thereby reducing their interest in learning.

To solve this problem, teachers need to pay more attention to students' interests and try to combine classroom content with students' interests. For example, when teaching history courses, teachers can introduce some historical events or figures closely related to students' lives to stimulate their interest in learning. At the same time, teachers can also utilize modern teaching technologies such as multimedia teaching, online courses, etc. to provide students with more diverse and colorful learning resources, meeting the personalized needs of different students. In addition, schools can also enhance the flexibility of curriculum design, allowing students to choose courses based on their interests and career plans, thereby improving their learning enthusiasm and participation.

2.2 Lack of Attractiveness in Classroom Teaching Methods

In university classroom teaching, the lack of attractiveness in teaching methods has become an issue that cannot be ignored. This unattractive teaching method not only affects students' participation, but also restricts the improvement of teaching quality.

There are various reasons why classroom teaching methods lack attractiveness. On the one hand, traditional teaching methods such as lecturing and demonstration often center around the teacher and lack interaction and communication with students, resulting in passive knowledge acquisition and difficulty in generating learning motivation. On the other hand, with the rapid development of information technology, students have higher expectations for novel and interesting teaching methods, and traditional teaching methods are no longer able to meet their needs.

To change this situation, we need to introduce innovative teaching methods. For example, the flipped classroom model allows students to learn independently by watching videos, reading materials, and other means before class, while in class they interact and communicate through group discussions, case analysis, and other methods, thereby stimulating students' interest and participation in learning. In addition, new teaching methods such as project-based learning and gamified learning can also provide students with more vivid and interesting learning experiences.

2.3 Students' Confusion about Future Career Planning

In university classroom teaching, students' confusion about future career planning has become an issue that cannot be ignored. According to a survey, the majority of college students express confusion or uncertainty about their career direction after graduation. This confusion not only affects students' learning motivation, but also restricts the improvement of the quality of university classroom teaching.

Students' confusion about future career planning often stems from an unclear understanding of the correlation between their major and their future career. Many students, due to a lack of in-depth understanding of their majors, often blindly choose popular majors or follow their parents' advice when entering university. However, as they delved deeper into their studies, they gradually realized that the content they learned did not align with their interests and career plans, leading to a decrease in learning motivation and classroom participation.

In order to help students solve the problem of career planning confusion, university classroom teaching needs to pay more attention to career orientation. Teachers can introduce industry cases and invite business professionals to give lectures to help students understand the application and prospects of their majors in practical work. At the same time, schools can also offer career planning courses to help students understand their interests, strengths, and career tendencies, and develop personalized career planning plans.

3. Exploration into the Issue of Single Teaching Methods

3.1 Limitations of Traditional Teaching Methods

The limitations of traditional teaching methods are becoming increasingly prominent in university classroom teaching. The traditional "lecture acceptance" model often centers around the teacher, with students passively receiving knowledge and lacking opportunities for active thinking and exploration. According to a survey on college students' learning attitudes, over 60% of them believe that traditional teaching methods are too monotonous and difficult to stimulate their interest in learning. This limitation not only affects students' participation, but also limits the cultivation of their innovation ability and critical thinking.

Taking the "lecture method" as an example, although it can systematically impart knowledge, it often overlooks individual differences and learning needs of students. In addition, traditional teaching methods are also inadequate in dealing with complex problems, making it difficult to cultivate students' problem-solving and teamwork abilities.

In order to overcome the limitations of traditional teaching methods, many universities have begun to try introducing innovative teaching methods. For example, case-based teaching method simulates real situations to enable students to learn and master knowledge through practice; Project based learning encourages students to form teams independently and cultivate comprehensive abilities and innovative thinking by completing practical projects. These innovative teaching methods not only increase students' participation, but also

promote their comprehensive development.

Therefore, facing the limitations of traditional teaching methods, we need to constantly explore and innovate teaching methods to stimulate students' interest and potential in learning. By introducing diverse and practical teaching methods, we can better cultivate students' innovation ability and critical thinking, laying a solid foundation for their future career development and social adaptability.

3.2 The Necessity of Introducing Innovative Teaching Methods

In current university classroom teaching, the singularity of teaching methods has become one of the important factors restricting the improvement of teaching quality. Although traditional lecture based teaching has its inherent advantages, it falls short in stimulating students' interest, cultivating innovative thinking, and practical abilities. Therefore, the necessity of introducing innovative teaching methods has become increasingly prominent.

Firstly, innovative teaching methods can significantly enhance students' interest and participation in learning. According to a survey of college students, courses that use innovative teaching methods such as interactive teaching, case analysis, and group discussions have significantly better attendance rates, classroom interactions, and homework completion than traditional lecture based courses.

Secondly, innovative teaching methods help cultivate students' innovative thinking and practical abilities. Under the guidance of innovative teaching methods, students are no longer passive recipients of knowledge, but become active explorers and practitioners. They have developed innovative thinking and practical abilities by participating in project research, social practice, and other activities, applying the knowledge they have learned to solve practical problems. For example, a certain university's computer science major has introduced a "project driven" teaching model, where students are grouped to complete practical projects. This not only improves programming skills, but also cultivates teamwork and problem-solving abilities.

In addition, innovative teaching methods can also promote effective interaction and communication between teachers and students. In traditional lecture style teaching, teachers often occupy a dominant position, while students are in a passive state of acceptance. Innovative teaching methods emphasize the subjectivity of students and the guidance of teachers, promoting effective interaction and communication between teachers and students through group discussions, role-playing, and other methods. This interaction not only helps teachers better understand students' learning situations and needs, but also stimulates students' interest and creativity in learning.

In summary, introducing innovative teaching methods is of great significance for improving the quality of university classroom teaching. It not only enhances students' interest and participation in learning, but also cultivates their innovative thinking and practical abilities, promoting effective interaction and communication between teachers and students.

Therefore, we should actively explore and practice innovative teaching methods to inject new vitality and motivation into university classroom teaching.

4. The Current Situation and Impact of Insufficient Teaching Resources

4.1 Specific Manifestations of Insufficient Teaching Resources

Insufficient teaching resources are an issue that cannot be ignored in university classroom teaching. Specifically, this is reflected in the outdated and lack of teaching equipment. According to a survey on teaching equipment in universities across the country, over 30% of universities have problems with aging and slow updating of teaching equipment, which directly affects the quality of teaching and students' learning experience. For example, in science and engineering majors, insufficient experimental equipment prevents students from conducting sufficient practical operations, thereby limiting their in-depth understanding and application of theoretical knowledge.

Secondly, the lack of teaching resources is also reflected in the scarcity of teaching materials. With the continuous updating and expansion of subject knowledge, teaching materials also need to keep up with the times. However, due to limited funding, many universities are unable to purchase the latest textbooks, reference books, and online resources in a timely manner, resulting in students being unable to access the latest academic achievements and industry trends. This not only affects students' knowledge update speed, but also limits their academic vision and innovation ability.

In addition, the insufficient teaching resources are also reflected in the weak teaching staff. Some universities are unable to provide sufficient teaching support and guidance to students due to a shortage of teaching staff. This not only affects students' learning outcomes, but also limits their academic development. For example, in some popular majors, due to the large number of students and limited number of teachers, teachers are unable to fully pay attention to the individual differences and learning needs of each student, which affects the quality of teaching and students' learning experience.

In response to the problem of insufficient teaching resources, universities need to take practical and effective measures to solve it. On the one hand, teaching resources can be enriched by increasing teaching investment, improving teaching equipment, and purchasing the latest textbooks; On the other hand, the quality of teaching can also be improved by strengthening the construction of the teaching staff and improving the teaching level of teachers. At the same time, colleges and universities can also actively use the Internet and other modern information technology means to expand the access and use of teaching resources and provide students with more abundant and convenient learning support.

4.2 Impact on Teaching Quality

In university classroom teaching, the quality of teaching directly affects students' learning outcomes and future career

development. Currently, one of the challenges facing university classroom teaching is the lack of teaching resources, which has a significant impact on the quality of teaching. The specific manifestations of insufficient teaching resources include outdated textbooks, outdated experimental equipment, and a lack of updates to teaching software.

The impact of insufficient teaching resources on teaching quality is comprehensive. Firstly, it limits the teaching methods and tools of teachers, making it difficult for them to adopt diverse teaching methods to stimulate students' interest and participation in learning. Secondly, insufficient teaching resources also affect students' learning experience and effectiveness. Lack of advanced teaching equipment and software makes it difficult for students to access high-quality learning resources and information, resulting in poor learning outcomes. In addition, insufficient teaching resources may also affect students' practical and innovative abilities, limiting their comprehensive development.

In order to solve the problem of insufficient teaching resources and improve teaching quality, universities need to adopt a series of strategies. Firstly, increase teaching investment, update teaching equipment and software, and ensure sufficient and advanced teaching resources. Secondly, strengthen the construction and management of teaching resources, establish a teaching resource sharing platform, and promote the effective utilization and sharing of teaching resources. At the same time, teachers are encouraged to adopt innovative teaching methods and tools, such as flipped classrooms, online teaching, etc., to stimulate students' interest and participation in learning. In addition, external resources such as corporate cooperation and social donations can be introduced to jointly promote the construction and development of teaching resources.

4.3 Strategies for Addressing Insufficient Teaching Resources

In university classroom teaching, insufficient teaching resources have become an important factor restricting the improvement of teaching quality. The shortage of teaching resources is not only reflected in the scarcity of material resources such as textbooks and teaching equipment, but also in the shortage of non-material resources such as teaching staff and teaching software. To address this issue, we need to adopt a series of strategies to strengthen the construction and management of teaching resources, in order to improve the quality of university classroom teaching.

Firstly, strengthening the investment of teaching resources is the fundamental way to solve the problem of insufficient teaching resources. Universities should actively strive for various project funds, broaden funding sources, and provide strong guarantees for the construction of teaching resources.

Secondly, optimizing the allocation of teaching resources is the key to improving the efficiency of teaching resource utilization. Universities should establish a teaching resource sharing platform to optimize the allocation and efficient utilization of teaching resources. For example, by building digital libraries, online course platforms, etc., the digitization and networking of teaching resources can be achieved,

making it convenient for teachers and students to access the necessary resources anytime and anywhere. Meanwhile, strengthening inter school cooperation and achieving mutual exchange of teaching resources is also an effective way to improve the efficiency of teaching resource utilization.

In addition, strengthening the construction of the teaching staff is also an important measure to solve the shortage of teaching resources. Universities should increase their efforts to cultivate teachers and improve their professional competence and teaching ability. By introducing outstanding talents, strengthening teacher training, and establishing incentive mechanisms, we aim to attract and retain outstanding teachers, providing strong talent support for university classroom teaching. At the same time, encouraging teachers to participate in teaching reform and scientific research activities, improving their teaching level and innovation ability, is also an important way to enhance teaching quality.

Finally, introducing external resources is also an effective means to address the shortage of teaching resources. Universities can actively cooperate with enterprises, social institutions, etc. to jointly develop teaching resources. For example, establishing practical teaching bases in cooperation with enterprises to provide students with practical opportunities; Collaborate with social organizations to carry out scientific research projects and improve the research level of teachers. By introducing external resources, not only can teaching resources be enriched, but the pertinence and practicality of teaching resources can also be improved.

In summary, addressing the shortage of teaching resources requires joint efforts from universities, teachers, and various sectors of society. By increasing investment, optimizing allocation, strengthening the construction of teaching staff, and introducing external resources, we can effectively alleviate the problem of insufficient teaching resources and improve the quality of university classroom teaching.

In conclusion, Although university classroom teaching faces many problems and challenges, strategies can be proposed from the reasons for low student participation, teacher teaching methods, school teaching resources, and other aspects to improve the effectiveness of university classroom teaching and provide satisfactory classroom teaching for college students.

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