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Division of Knowledge and Competency: Exploring a New Teaching Pathway under the Classbased Teaching System

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Abstract: In the traditional class-based teaching system,there is both interaction and conflict between the acquisition of knowledge and the development of competencies.In the traditional teaching model,teachers focus primarily on knowledge delivery,often neglecting the students'needs in terms of competency development,which leads to a lack of intrinsic motivation among students.By separating“knowledge”and“competency”and constructing the dual-role of teachers as both“personalized learning facilitators”and“game facilitators”,the existing contradictions in the education system can be effectively addressed.This new teaching pathway not only ensures mastery of foundational knowledge but also stimulates students'curiosity and promotes the development of their core competencies,thereby injecting new vitality into classroom teaching.

Keywords: Knowledge Foundation, Competency Development, Learning Facilitator, Dual Dimensions, Class-Based Teaching System

1. Introduction

The collision between knowledge and competency continues to influence the education sector,providing substantial benefits. In the process of individual student socialization, knowledge and competency complement each other and are both indispensable. The learning of knowledge often emphasizes the term“foundation”, highlighting its fundamental role in education, while the development of competencies focuses more on“generation”, emphasizing the gradual formation of traits throughout the developmental process. Current classroom teaching aims to integrate foundational knowledge and competency development into a unified teaching model. There is a general expectation that this holistic classroom teaching will help students cultivate competencies and abilities necessary for lifelong development. However,whether this integrated teaching model can truly achieve the desired outcomes is a question that merits deep reflection.

2. Exploring the Efficiency of Knowledge Transfer in Traditional Classrooms from the Student's Learning Perspective

The traditional classroom teaching model is based on the class-based teaching system,which has been widely applied in global educational systems due to its ability to ensure the efficient transfer of knowledge with relatively few teaching resources. In the process of educational innovation, many emerging educational ideas still inevitably take into account the impact of the class-based teaching system and attempt to adjust it based on a deeper understanding of its inherent flaws and limitations. However,a deeper analysis reveals that its so-called“efficiency”is not inherently derived from the characteristics of the class-based teaching system itself. The ultimate goal of teaching should be student“learning”and if students are not effectively learning, or are not learning at all, this so-called“efficiency”becomes an empty concept.

Therefore, student learning should be the fundamental assumption and premise for the effective operation of the

class-based teaching system.In order to ensure that this premise is realized,measures must be taken to help students focus on their studies. This requires teachers to possess strong classroom management skills to ensure that classroom teaching proceeds in an orderly manner.Traditional teaching is teacher-led, with students learning under the teacher's guidance.This model is often criticized as a“teacher-centered”approach,and in modern educational concepts,the equality and democracy of the teacher-student relationship have gradually gained attention. However, when observing highly efficient classrooms that achieve excellent results,strict teacher management remains an indispensable factor, especially in classrooms where discipline can be controlled and students are effectively managed.

Further analysis reveals that the class-based teaching system places more emphasis on the“teaching”process, especially the transmission of knowledge. While this approach is not problematic in terms of knowledge construction, it overlooks an important fact: student learning is often driven by external management systems, rather than being driven by intrinsic motivation. Therefore,merely changing the teacher-student relationship without reforming the organizational structure of the class-based teaching system will ultimately result in limited reform outcomes. This also explains why,when teachers teach on an equal basis,students' interest in learning often remains at an emotional level and fails to extend effectively to the rational level.

There is a complementary relationship between knowledge acquisition and student capability growth[1]. In fact, as one of the carriers of knowledge, experience begins to be transmitted between individuals and groups from the moment humans are born, facilitating survival and development in the process. Humans are born with an instinct for seeking knowledge, truth, and beauty, a need that does not rely on external“management”requirements. It can be said that“learning”driven by management has an inherent passivity, whereas learning driven by“survival and development”needs displays more active traits. Therefore, classroom teaching urgently needs to shift from passive learning driven by“management”to active learning based on the meaning of“survival and development”.

3. Analyzing the Limitations of Current Classroom Teaching Concepts from the Perspective of Intrinsic Motivation

The current classroom teaching model has gradually shifted from a traditional knowledge-driven approach to one that places greater emphasis on experience generation and meaning construction. However, this shift does not suggest a complete separation between knowledge and competencies. In fact,while there is now a stronger focus on developing competencies in classroom teaching,the foundational role of knowledge remains indispensable.For instance, “knowledge and skills”often constitute the most fundamental and prominent part of the three-dimensional teaching objectives,followed by“process and methods”,and“emotions, attitudes,and values”. This structure for setting objectives is, to some extent,rational and scientifically valid.However, despite the emphasis on competency development in classroom teaching,it is still constrained by external“management”motivations,which remains a fundamental limitation of the class-based teaching system.

The overall teaching model of the class-based teaching system attempts to integrate knowledge and competency development. However, due to the excessive management of students'“intrinsic motivation”,the sustainability of their learning motivation and outcomes remains limited. The knowledge foundation,as the“base”, not only guarantees the generation of competencies but also serves as the cornerstone for the construction of the subject system. To master knowledge, students need not only to understand the internal logic of the knowledge but also to consolidate what they have learned through repeated practice and memorization.Therefore, a deep understanding of the process of knowledge formation, coupled with continuous practice,is necessary to effectively master the foundational knowledge, thereby laying a solid foundation for the subsequent generation of competencies.

However, within the limited forty-minute class time,students must rely on the teacher's precise control of the classroom to fully master these foundational concepts. This poses a significant challenge. In fast-paced classroom settings, the delivery of knowledge often involves a“one-pass”method, where any lapse in attention from students severely diminishes the effectiveness of learning.For students who cannot keep up with the pace, prolonged passive learning may even lead to their active disengagement from learning,which is a regrettable situation.

Although the knowledge foundation in the textbooks follows the logical structure of the discipline and aligns with students' cognitive development,mastering this foundational knowledge requires extensive repetition,which conflicts with

the fixed schedule of the overall classroom time.On the other hand, the generation of competencies depends on the release of students' curiosity and the continuous stimulation of their interests,which also conflicts with the strict time constraints in traditional classrooms. As a result,there is inherent tension between knowledge transfer and competency generation in the overall classroom teaching model. If we reconsider classroom teaching from the perspective of dividing knowledge and competencies, we may discover new teaching pathways that better support students' comprehensive development.

4. Feasibility Exploration of the Knowledge and Competency Separation Teaching Path

In the current educational system,student performance is typically evaluated at the end of each semester or academic year using a grading system,which quantifies the overall assessment of students' learning outcomes. This method emphasizes results and is irreversible,providing no direct support for the generation of competencies during students' ongoing classroom activities. However,this concept can offer valuable insights for classroom teaching reform. If classroom teaching content can be divided into two parts—“knowledge foundation teaching”and“competency generation teaching”—it may better align with students'“effort”traits and inherent“desire to explore”.

Regarding the“effort”trait, the reason why the knowledge foundation is considered“basic”is that its overall difficulty is relatively low. The teaching process should be straightforward and easy to understand,and through repeated practice, students can master relevant knowledge through their“efforts”. To ensure students' self-motivated efforts, the teaching activities should focus on the“task—checkpoint”model, where both teachers and students collaborate to ensure each student completes personalized knowledge-based tasks. Regarding the“desire to explore”, the“task—checkpoint”mechanism of the knowledge foundation allows students to solidify their knowledge base. As students steadily progress in mastering knowledge,teachers can gradually move beyond the constraints of traditional classrooms focused on knowledge transmission and shift towards guiding and fostering competencies. Competency generation relies not only on students' interests but also on their deep engagement and sustained thinking. When students, under the guidance of teachers, focus on the key contradictions of a problem,their desire to explore will stimulate deeper thinking.

It can be said that the knowledge foundation formed by the“effort”trait and the competency generation rooted in the“desire to explore”nature provide the possibility for separating knowledge and competencies.In this model,the teacher's role as a learning facilitator has dual dimensions:they are both guides of knowledge and promoters of competencies.

5. Concept of the Dual Dimensions of the Teacher's Role as a Learning Facilitator

5.1 Knowledge Foundation Dimension:Teacher as a Personalized Learning Facilitator

The learning of foundational knowledge involves not only the process of knowledge formation but also the outcome of mastering the knowledge. From the perspective of knowledge formation, students need to understand the process through which knowledge is constructed. Although the content focuses on foundational knowledge, due to differences in students' learning experiences,personal experiences,and cognitive styles,each student's learning progress,depth,and speed vary. Currently,the blended learning model,combining online and offline methods, is gradually becoming a trend. However, the primary advantage of online learning lies in its potential for personalized learning, although it also exposes limitations such as insufficient student initiative,a lack of classroom engagement,and inadequate supervision.

From the perspective of knowledge mastery,the“dynamic adjustment and group cooperation' task-checkpoint' system”can better address the issue of inconsistent progress caused by student differences in personalized learning.Specifically,“task-checkpoint”refers to using task completion as the standard for assessing learning progress.“Group cooperation”means that if a student fails to complete a task within the designated time,group members who have met the standard will collaborate with them.Teachers will also participate,providing comprehensive guidance on learning methods,practice frequency,study habits,and psychological barriers.“Dynamic adjustment”refers to reorganizing the group and adjusting learning content based on the task completion status of group members.

Through the“dynamic adjustment and group cooperation' task-checkpoint' system”,

students can make continuous learning progress in their daily or weekly foundational tasks,while also helping them master basic knowledge through repeated practice and the development of study habits.This model aims to help students master foundational knowledge without requiring them to bear excessive learning pressure,making it applicable to all students in the class.

5.2 Competency Generation Dimension:Teacher as a“Game”Facilitator

Beyond the learning of foundational knowledge,the generation of students' competencies requires a solid foundation.However,whether these competencies can be transformed into core competencies and comprehensive abilities depends on whether students' learning interests can be stimulated and a lasting desire for exploration can be developed.

The most direct way to stimulate learning interest is to cultivate students' strong interest in the subject and its related issues.Current classroom teaching generally adopts a subject-based approach,where each subject has its own independent knowledge system.If students fail to develop an interest in the subject at the outset,learning the subject will be challenging from the very beginning.The object of education is human beings,and while human nature may differ,there are commonalities.For example,admiration and aspiration toward historical figures,curiosity about natural wonders,and reflection on significant survival dilemmas are common emotional and cognitive motivations,all of which can serve as effective ways to spark students' learning interest.When students' motivation stems from their desire to explore,their amazement or deep reflection on new knowledge,this motivation can carry through the entire learning process,fueling their drive for continuous learning.

Since the beginning of humanity,“play”has been one of human nature's inherent traits.Students should be“players”and the educational activity itself should also be a“game”.This concept has been referred to as the“game player mentality”[2]in education.However,in modern society,dominated by technological and instrumental rationality,the“playfulness”aspect of educational activities is often overlooked or distorted.From an anthropological perspective,human civilization has been“produced and developed in play and as play”[3].Therefore,educational activities should return to humanity's inherent nature of play.

In the process of reconnecting to human“game”nature and forming a balanced learning lifestyle,the teacher's role is crucial.Teachers not only need to guide students through their interests and help them overcome emotional and psychological barriers,but also foster the establishment of harmonious interpersonal relationships in students' daily lives.Therefore,promoting competency generation through“games”is not only possible but should become an important goal in education.

6. Evaluation of the Value of Teachers' Dual Roles in Teaching Pathway Reform

In the teaching model that separates knowledge and competencies,teachers assume a dual role,acting both as knowledge guides and as promoters of competencies.This dual role not only reflects the interdependent and inseparable relationship between knowledge and competencies but also responds to the modern educational demand for students' holistic development.Through the“dynamic adjustment and group cooperation' task-checkpoint' system”,teachers can effectively provide personalized learning support tailored to individual students' differences,helping them master foundational knowledge through autonomous learning.The key to this model lies in providing students with sufficient space for independent learning while addressing external factors that affect students' learning,such as study habits and psychological barriers,through timely teacher intervention,ensuring that students learn in their optimal state.

The foundation of knowledge provides strong support for the generation of competencies.As students master foundational knowledge,teachers can gradually guide them into deeper stages of competency generation.In this process,as“game”facilitators,teachers stimulate students' interests and desires for exploration,helping them find enjoyment in learning and unleashing their potential through exploratory learning.This teaching model not only aligns with contemporary educational philosophies but also provides students with a dynamic and creative learning environment,ultimately encouraging students to enjoy their growth and release their inner potential during the learning process.The teacher's dual role injects new vitality into educational reform,fostering the comprehensive development of students' competencies.

7. Conclusion

Overall,the teaching pathway that separates knowledge and competencies not only breaks through the limitations of traditional teaching models but also provides new insights for future educational reforms.By positioning teachers in a“dual role”,it is possible to ensure the quality of knowledge transmission while better promoting the development of students' comprehensive competencies,laying a solid foundation for their lifelong development.The feasibility and practical significance of this teaching pathway are worth further exploration and implementation in broader educational settings.

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