

Practical Strategies of “Soldiers Leading Soldiers” Mode in Primary School Teaching in Suburban Areas

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Abstract: With the promotion of curriculum reform, China’s basic education is moving from the era of “knowledge” to the era of “core literacy.” In the face of this teaching reform, teachers should focus on the main body of education and teaching-students, let students become the master of the classroom, and let the core literacy really land. The “soldiers leading soldiers” mode is a teaching method carried out given the large number of students with learning difficulties in class and the backward quality of class teaching. Through “soldiers teaching soldiers” and “soldiers training soldiers,” students’ mutual assistance can be achieved and the overall improvement of class teaching quality can be promoted. It extends from classroom to after-school, giving full play to the enthusiasm of students of different ability levels. This paper carries out practical research on primary school teaching by studying the organizational structure and evaluation mode of the “soldiers leading soldiers” mode.

Keywords: “Soldiers leading soldiers”; Mutual learning; Group learning; Teaching evaluation

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1. Introduction

With the reform of education in the country, such as flipped classrooms, Durangkou and other teaching modes have set off a wave of classroom reform. Most of them occur in the classroom. For suburban primary schools, most of the students are children of migrant workers, the source of students is relatively complex, and the group of students with weak expression ability and thinking abilities is relatively large. It is difficult to take into account middle students and students with learning difficulties in 40-minute classroom learning alone. Based on the learning pyramid theory and the characteristics of children’s psychological needs, the author carries out a practical exploration of the teaching mode of “soldier leading soldier” in school mathematics, so that students at each stage can find their value ^[1-3].

The teaching mode of “soldiers leading soldiers” means that people at the same level learn with each other in the same field, which is a teaching method based on the poor quality of class teaching. Through “teaching

soldiers by soldiers” and “managing soldiers by soldiers,” students who can learn, and some students with strong learning ability can drive others to learn, to realize students’ self-management and mutual management and create a learning atmosphere of common learning and progress. This is a teaching mode that takes students as the main body, respects students’ differences, pays attention to students’ characteristics and promotes students’ personalized development ^[4].

Through student interaction and mutual assistance in learning, achieve “learning” through “guidance”, “teaching” through “guidance”, and “growing” through “guidance”. Form a virtuous cycle of promoting learning through learning and promoting learning through guidance. It is not limited to pre class group discussion learning, and secondly, every time and space of learning in school. Reasonably utilizing the hidden resources in these classes can help us improve the quality of teaching and stimulate the learning enthusiasm and effectiveness of students at all levels in the tense and arduous teaching activities.

2. Organizational structure in the mode of “soldiers leading soldiers”

The mode of “soldiers leading soldiers” is a teaching method carried out by group cooperation. Constructing a class group organization structure is not only conducive to the balanced distribution of learning ability but also promotes the harmonious teaching ecology of students’ mutual teaching and learning. Taking Class 304 as an example, the paper explores the construction process of group organization structure ^[5,6].

2.1. Get to know the students and preliminarily divide the roles

Each student has his characteristics and has his unique abilities. To build a good group organization structure, teachers must first understand the characteristics of each student in the class, including but not limited to personality, learning ability, learning habits, interests, companions and other information. Through nearly a month of observation, the study followed the principle of “the same group is heterogeneous” and “different groups are homogeneous” and divided the class into four categories.

2.2. Follow the rules and start a team

In the group grouping, the study follows the principle of heterogeneity in the same group and implements the 1+2+1 model, that is, 1 excellent student with 2 medium students and 1 student with learning difficulties. The students are divided into A\B\C\D four categories, each category of 12 people, and according to the characteristics of different types of students, formulate tasks ^[7].

Table 1. 1+2+1 mode

Type		Quest
A	Active speaking, proactive, quick thinking, strong organization.	Organize group class discussions
B	Strong learning ability, stable grades, good learning habits.	Supervise students in correcting assignments
C	Unstable grades, more active learning.	Sending and receiving operation
D	Learning ability is weak, learning is not active, need help from others.	Self-evaluation, student evaluation

2.3. Emotional identification, optional group

The construction of the group must be based on the emotional identification among students. With the emotional link, students will spontaneously teach and learn from each other and help each other grow together.

As a D-role with weak learning ability, it is the most beneficial group in the mode of “soldiers leading troops.” They often don’t understand in class, and their classmates look down on them, and they need to recognize their self-worth from the heart. Maslow’s hierarchy of needs theory divides people’s demand atmosphere into five levels. Now the social material conditions are superior, and what children need more is to respect the needs and self-realization needs. In the mode of “soldiers leading troops,” the study chooses the group independently by the students in the D role, which can not only teach others’ sense of achievement in the process of helping each other with the C role but also actively participate in classroom discussions and consciously choose the “little teacher” in the group to improve learning efficiency. He also plays an important role in group evaluation. He can not only check himself according to the evaluation rules, but also select “excellent young gentlemen” according to the help of the group members, which in turn stimulates other group members to teach and manage each other to build a harmonious teaching atmosphere of “teaching soldiers by soldiers” and “managing soldiers by soldiers”^[8].

2.4. Dynamic adjustment, run in with each other

The group construction will follow the principle of homogeneity of different groups, so that each group can achieve gender balance as much as possible, and the ability is equal. In the adjustment, the method of investigation was adopted in advance to understand the choice intention of some students and pay attention to the ideas of conflict-prone students. In order to ensure that the teaching mode of “soldiers leading soldiers” has a harmonious and benign development momentum. Take the grouping of a class in Grade Three of a primary school as an example (Table 2).

Table 2. “Soldiers leading soldiers” mode

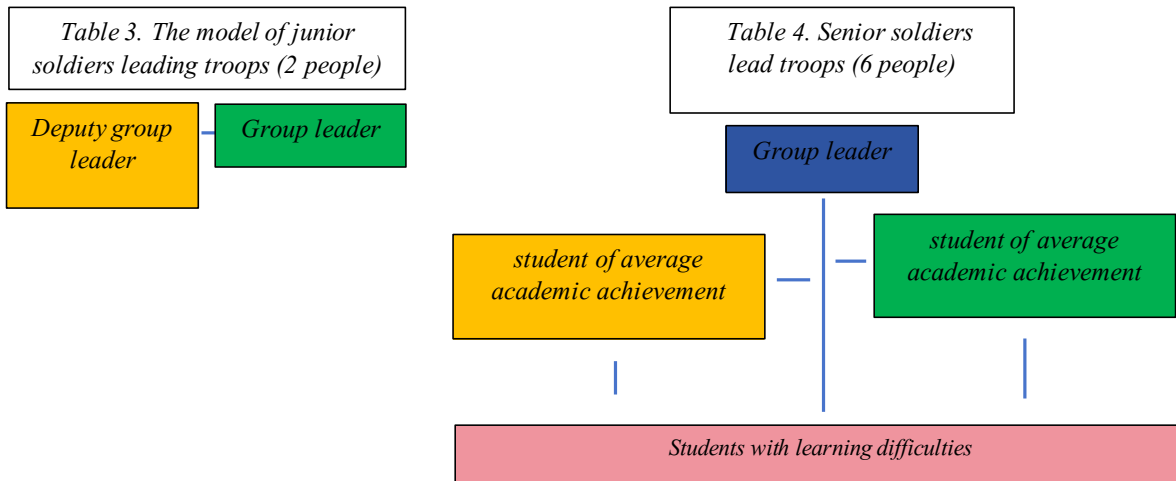
Peculiarity	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10	Group 11	Group 12
A. Positive talk	Liu Yi	Bao You	Wang Wen	Gao Xuan	Jin Yan	Chen Yi	Wang Xiao	Chen Yang	Ji Hao	Li Jin	Zhu Chen	Wang Zhe
B. Stable ability	Liu Yun	Shang Wan	Song Tian	Chen Ming	Zhang Hao	Liu Chun	Wang Ting	Kong Tong	Lin Tong	Wang You	Yang Zhi	Wang Ye
C. Unstable	Zhang Qing	LI Ying	Zhou Min	Kong Hao	Liang Qing	Zhou Han	Wu Yang	Zhang Qi	Tong Zhao	Yang Tong	Liang Yue	Chen Yi
D. Need help	Ai Yu	Li Feng	Li Peng	Wang Feng	Xie Ming	Li Yi	Li Chen	Fan Han	Liu Shi	Bei Xian	Yang En	Zou Ling

Although the personnel of each group is different, it is a 1+2+1 combination model consisting of 1 excellent student, 2 medium students and 1 student with academic difficulties. In the grouping, not only the harmony of the students in the group and the balance between the groups are considered, but also the personality characteristics of each subject and students are combined. It lays a solid foundation for the later group evaluation.

2.5. Flexible construction, timely improvement

The mode of “soldiers leading soldiers” is carried out based on reasonable grouping, but it needs to be combined with the age characteristics of students when grouping. First-year students are in the initial stage of entering primary school and the cooperative ability has not yet formed. The learning content is relatively simple, so

students with the same learning ability can form a group of two. The sixth-grade students are shy between boys and girls because they enter adolescence, and some knowledge points are abstract, so the difficulty is improved. You can adopt a six-person group model, that is, 1 excellent student +2 intermediate students +3 students with learning difficulties^[9,10].



Grouping is not done overnight, and the members of each group need to be constantly adjusted. The continuous running-in process precisely contains a lot of educational opportunities. It teaches students to “look at their peers with appreciation” and “praise the progress of the students with praise in the eyes,” so that the classroom presents a harmonious form of cooperation and mutual assistance.

3. Group evaluation system in the mode of “soldiers leading troops”

Education is to realize a person’s comprehensive development, and the mode of “soldiers leading soldiers” promotes mutual exchanges and debates among students and cultivates their comprehensive quality. To stimulate the learning enthusiasm of the group, it is inseparable from a reasonable evaluation system. Pupils’ self-restraint is not strong, so they need the encouragement and restraint of external evaluation mechanisms. In the practice process of “soldiers leading soldiers” mode, I adopt evaluation mechanisms such as “group PK” and “intra-group evaluation” to promote the virtuous circle of “soldiers leading troops” mode^[11].

3.1. Overall evaluation, focusing on the multidimensional development of students

The teaching mode of “soldiers leading troops” is not only suitable for the classroom but also suitable for after-class counseling and homework revision, so that students who can’t teach can let some students with strong learning abilities drive others to learn, realize students’ self-management and mutual management, and create a learning atmosphere of common learning and progress^[12].

The study pays attention to the development of students’ overall ability, which not only enables students with learning difficulties to master learning methods quickly in the learning process but also enables gifted students to maximize the learning effect. This allows each student to give full play to their advantages in the process of this group cooperative learning, develop in multiple dimensions, and realize the common growth of students. To this end, I have divided labor as follows (Table 5).

Table 5. “Soldiers lead soldiers” mode group division of labor

Role	peculiarity	Extracurricular division of labor	Class discussion
A	Positive talk	Organization and discipline supervision	Organize discussions and divide up the issues to be answered
B	Stable ability	Supervisor correction	Answer, summary, supplement, question, etc.
C	Unstable	Sending and receiving operation	Answer, record results, etc.
D	Need help	Statistical score	Answers, questions, comments, etc.

In the mode of “soldiers leading soldiers,” everyone in the group plays different roles at different times. Everyone can be a “soldier” or a “general”. To reap the effect of efficient cooperative learning, everyone needs to play their part. They built a community of learning and growth. To improve the unity, mutual assistance and cohesion among the students in the group, I have formulated a group evaluation mechanism. The performance of each student plays a vital role in the whole group as shown in **Table 6**.

Table 6. Group evaluation mechanism of “soldier leading soldier” mode

Evaluation system	Evaluation item
Group	Preparation before class (good +2, generally no extra points, bad -2 points)
	Class answer (D role +2 points, other students +1 points)
	Assignment revision (no revision for one assignment -1 point)
	Correct speed practice (1 person 1 time +1 point)
	Good teamwork (excellent +3 points, good +2 points, conflict -1 point)

3.2. Individual evaluation, layer-by-layer training of small teachers

In addition to the overall evaluation, there is also a need for individual evaluation to encourage eugenic students to play their advantages and gain the recognition and affirmation of the students. To cultivate primary teachers step by step and stimulate students’ interest in being primary teachers, the author organizes and carries out “primary teachers” evaluations ^[13].

Table 7. “Little Teacher” score sheet

	Raise one’s hand to speak in class	After-school explanatory exercises get “good reviews”	Instruct others to get “good reviews”	Conscious independent correction
A	1	2	1	1
B	1	2	1	1
C	1	2	1	1
D	1	2	1	2

Total of 20 points and was rated as a “little teacher,” total of 50 points, they were rated as a “first-class lecturer,” and with 80 points, he was rated as a “little professor.” The mode of “soldiers leading troops” is a teaching mode that takes students as the main body, respects students’ differences, pays attention to students’ characteristics and promotes students’ individualized development. Every student is equal. They can give full

play to their advantages in a certain field, teach others and win the titles of “little teacher,” “little lecturer” and “little professor” through their efforts.

4. Conclusion

According to Feynman’s method of learning, the best way to test whether a person can understand something is to try to teach it to others, and when the person can teach it to someone who did not know it before, it means that the person has learned it. Some students listen to the lecture, feel as if they can do anything, do exercises after class, found that they have done several wrongs as if they have learned the problem, in fact, those who do not understand the knowledge are the blind area of learning. Learned and mastered are two different states, learned knowledge may be fragile knowledge, and mastery is mastery, teaching others is output, learning is input, and teaching others is to use output to force input ^[14,15].

If a person can impart knowledge to others in a complete and orderly way, even if the form of expression of the knowledge has changed, it will not affect people’s understanding and output. Children with strong learning abilities can answer questions and solve doubts raised by their peers, and students with weak learning abilities can retell them to students with average learning abilities after school, which can not only improve the critical thinking ability of average students but also test the mastery degree of students with weak learning ability and exercise their thinking ability.

American educator Bloom believes that most of the poor students are caused by cumulative errors in the learning process. The effective means to overcome the accumulated errors is to continuously receive feedback information on students’ learning, find the defects in students’ learning in time, adjust the teaching behavior based on it, and correct and remedy them in time. In the context of the class group teaching system, it is difficult for teachers to find a child’s mistakes, and it is impossible to correct and remedy them in time. The “soldier leading soldiers” teaching mode can improve students’ independent learning enthusiasm and improve teaching efficiency through mutual learning between students and students.

Disclosure statement

The author declares no conflict of interest.

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