

# Research on the Implementation Path of Differentiated Classroom Teaching in Basic Education Stage

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## Abstract:

Classroom differentiated teaching has received widespread attention in the field of teaching, but there are still shortcomings in the implementation of differentiated teaching in the classroom of basic education stage. This article analyzes the implementation path of differentiated teaching in the basic education stage from different perspectives, and concludes that although there are many obstacles in differentiated teaching in the classroom, there is still great development and implementation space for differentiated teaching in the basic education stage. Based on this, this article proposes the following suggestions to vigorously develop differentiated teaching methods in the basic education stage. According to the characteristics of students in the basic education stage, differentiated teaching obstacles should be solved from different perspectives to meet the needs of students in the basic education stage. This breaks the traditional teaching methods of teachers, innovates differentiated teaching methods, and makes the implementation of differentiated teaching in the basic education stage no longer difficult, achieving the teaching objectives of teachers.

**Keywords:** Differentiated teaching; basic education; educational equity

## 1. Introduction

With the development of the world economy and the improvement of civilization, education has become an important issue in the history of human development. Traditional educational concepts can no longer meet the needs of modern educational development, and the education field requires more educational forms to meet the needs of modern educational de-

velopment. The traditional “one size fits all” teaching model excessively ignores students’ subjective thinking. Educators, while respecting individual differences, provide learners with rich course content and promote the personalized development of all individuals [1].

The research on classroom differentiation by educators is becoming increasingly in-depth. The objective phenomenon of differences between students poses a

huge challenge to teachers in classroom management and teaching. It is in this situation that taking student differences as a teaching premise and attempting to transform them into differentiated teaching resources is considered an effective teaching method to address student differences [1]. More and more educators recognize the importance of differentiated classroom teaching in the basic education stage, and actively explore real-time paths for differentiated classroom teaching, optimizing teaching plans through continuous practice.

Students in the basic education stage, due to their young age, have a strong need and desire for the external world during the exploration period. In order to meet the different needs of students at this stage and ensure that each student can fully realize their potential, educators choose different teaching strategies based on the different needs of different students. In the basic education stage, differentiated classroom teaching by educators is beneficial for students to better grasp classroom knowledge, improve learning efficiency, enhance students' confidence, and increase their classroom participation. At the same time, it is also a form of educational equity and justice that can promote the development of social equity by meeting the needs of students from different backgrounds. Differentiated teaching curriculum design provides each learner with the learning content and opportunities they need, taking into account different economic conditions and cultural beliefs. In basic education, the real-time differentiation of classroom teaching is very urgent, and this article will explore it.

## **2. The Role, Characteristics, and Connotation of Differentiated Teaching**

### **2.1 Optimize Classroom Teaching Effectiveness in the Basic Education Stage**

There are problems such as singularity in current classroom teaching, especially in basic education. Classroom education urgently needs to expand its thinking and improve teaching outcomes. Adopting differentiated teaching methods based on the basic teaching stage in classroom teaching can effectively solve the problem of teaching singularity in the basic teaching stage. In today's diversified and personalized era, personalized education is becoming increasingly indispensable. It focuses on the growth trajectory of each student, ensuring that the educational process meets common needs while also taking into account individual differences. Every child is a unique person with different personalities, interests, learning speeds, and learning styles. The first step in teaching students based

on their abilities is to gain a deep understanding of each child, including their interests, learning styles, emotional management, and other aspects. Differentiated teaching is a teaching strategy aimed at meeting the personalized learning needs of different children. The application of differentiated teaching in the classroom has played an important role in meeting the needs of different students. In the classroom, there will be students with different growth environments, family environments, educational backgrounds, etc., resulting in differences in their learning styles, cognitive abilities, and learning interests. The teaching process in the basic teaching stage is a special teaching process, which is reflected in the indirectness of knowledge, the guidance of teachers, the development of teaching, and the education of teaching. Differentiated teaching is a systematic and diversified teaching strategy with targeted and effective characteristics. Personalized, diversified, flexible, and innovative differentiated teaching methods assist teachers in improving classroom teaching efficiency and quality, enabling students to achieve better learning outcomes in a shorter period of time, enhance their sense of participation and experience, and optimize the teaching plan for the basic teaching stage. So teachers can guide students to purposefully and systematically master systematic cultural and scientific basic knowledge and skills based on certain social requirements and the physical and mental development characteristics of students in the basic education age group. At the same time, they can promote students' physical and mental development, cultivate their ideological and moral character, strengthen their independent and cooperative learning abilities, adopt diverse evaluation methods, and continuously reflect and improve teaching practices. By providing different difficulty materials for students with different learning foundations and offering different types of teaching activities based on their personalities, it aims to improve students' academic performance and overall quality, truly meet the personalized learning needs of different children, enhance teaching quality and student satisfaction, and achieve the expected teaching goals.

### **2.2 Promote Educational Equity**

The most prominent problem in the current development of education is educational inequality, mainly manifested in economic imbalance, significant differences in civilization levels, and other unfair issues. Unlike other educational methods, academic achievement oriented educational equity does not refer to individuals having equal access to educational resources and opportunities, but rather links learners' learning to individual differences. Therefore, the development of education urgently requires a method that

not only emphasizes task execution, learning opportunities, and learning efficiency, but also emphasizes learners' learning preparation, participation, and completion. The development of education urgently requires a method that can truly solve the problem of educational inequality [2]. The goal of differentiated teaching is to continuously expand and effectively ensure equal educational opportunities for all, allocate educational resources reasonably, narrow the gap in educational development, and promote educational equity. Utilizing differentiated teaching to promote educational development, improve the quality of education, and make education fair and universal.

### 2.3 Practical Obstacles to Differentiated Teaching

Teacher differentiated teaching refers to organizing targeted teaching activities in the education system based on students' interests and talents, guiding students to learn independently and promoting their development through purposeful, planned, and organized guidance [3]. Many schools and educational institutions are facing the problem of insufficient teaching staff, with teachers often using traditional single teaching methods and having little knowledge of differentiated teaching methods. Some teachers will continue to teach in the classroom to catch up with the course schedule, regardless of whether students have already acquired this knowledge. Some teachers overly focus on performance evaluation in differentiated teaching, while neglecting the comprehensive evaluation of students' learning process, resulting in a decrease in students' participation in learning activities and a lack of enthusiasm. Secondly, teachers generally have not received relevant training courses on differentiated teaching, lacking knowledge and understanding of differentiated teaching. Teachers do not know how to implement different teaching methods according to the needs of different students. For students, their different needs are the foundation of differentiated teaching. Due to limited educational facilities and resources in most countries around the world, educational resources are scarce, especially in developing countries. It is difficult for teachers to implement differentiated teaching strategies, especially in situations where course schedules are limited, student density is high in the classroom, and student needs are diverse. Teachers find it difficult to implement differentiated teaching plans for a large number of students. Especially for students in the basic education stage, their psychological state is in an active stage, and their learning needs are more vigorous than before basic education. Some teachers believe that they lack the time to implement differentiated teaching, and administrative support and professional

development resources further increase the difficulty for teachers to implement differentiated teaching for children at this stage [4]. For society, the low awareness and insufficient understanding of differentiated teaching have led to its inability to be widely applied in the classroom. Some people doubt whether differentiated teaching can be widely applied in the classroom, believing that it may lead to unfair distribution of educational resources. There are still practical obstacles to the implementation of differentiated teaching, and educational scholars need to continuously optimize differentiated teaching through practical teaching. Develop different teaching plans based on the needs of different students to improve educational outcomes.

## 3. Implementation Path

### 3.1 Encourage Teachers to Implement Differentiated Teaching and Break Traditional Forms of Education

In order to fill the gap in differentiated teaching and training in teacher training, classroom teaching is the main channel of school education. In the basic education stage, classroom teaching. But generally speaking, in basic teaching, teachers usually adopt the teaching methods of "indoctrination" and "acceptance" [5]. To solve this phenomenon, it is urgent to change the concept of classroom teaching. Teachers need to pay more attention to inclusive classroom practices. When students enter a new educational environment, their knowledge reserves are influenced by different formal and informal curriculum experiences, as well as economic, religious, and social backgrounds, resulting in different student needs. Therefore, the entire curriculum should include all students to better prepare teachers as inclusive practitioners [6]. In terms of policies, more support should be given to the innovation of teaching methods for teachers, breaking down the barriers of outdated teaching methods, and vigorously promoting differentiated teaching methods to make differentiated teaching accepted and implemented by more teachers. In teacher training, providing systematic differentiated teaching training for teachers requires breaking traditional educational concepts, innovating teaching methods, and developing and implementing differentiated teaching that meets the different needs of students. In terms of teaching research, it should strengthen the study of differentiated teaching methods, delve into more efficient differentiated teaching implementation methods, explore new teaching fields, and enable students to grow through self-directed learning activities in the basic education stage, making classroom teaching full of vitality and energy.

### 3.2 Teach Students Based on Their Abilities and Develop Teaching Plans

Differentiated teaching emphasizes innovation in teaching, which is an important task in teachers' work. Teaching innovation requires teachers to constantly use different methods to tap into students' potential, encourage their development, pay attention to their development, provide differentiated teaching content for students in the learning process, and ultimately explore teaching designs that are suitable for different students. Teachers should place comprehensive literacy in an important position, cultivate students' personal talents, and fully unleash their potential. Children in the basic stage are in the stage of exploring the unknown world and developing their own potential, so teachers are more likely to guide students in the basic education stage to unleash their potential and improve their abilities when teaching basic education. In the process of continuously tapping into the potential of students in the basic education stage, teachers should explore differentiated teaching methods, comprehensively interpret teaching content, and accurately understand students' actual levels. Provide reasonable differentiated teaching guidance, cultivate students' learning awareness, and stimulate their potential in various aspects [2]. Ultimately, it enhances students' learning initiative and allows them to gain more.

### 3.3 Explore Differentiated Teaching Paths and Innovate the Development of Differentiated Teaching

From the perspective of educators, the external environment that promotes students' growth includes campus environment and family environment. In the campus environment, teachers should provide targeted assistance to students to meet various needs. Understanding the situation of students in the basic education stage and their needs plays a crucial role in providing high-quality education during this stage [7]. The theme of student diversity is an important component of teacher education, and in order to succeed in school, every student must meet their own educational needs. This is a difficult task because students' needs are very diverse, whether it's about different learning preferences, academic strengths, or socio-cultural backgrounds. Only by deeply understanding the situations of different students in basic education, grasping their needs, and designing teaching plans, can teachers ensure the smooth completion of students' learning tasks at this stage and ensure the smooth and efficient progress of teachers' teaching work [8]. Meeting the different needs of students is the foundation of differentiated teaching. Explore individual differences among students, emphasize their initiative in basic education,

and highlight the flexibility and diversity of differentiated teaching models for teachers. In basic education classrooms, teachers observe students' performance, participate in classroom discussions, grasp their learning status, communicate and interview with students, arrange exams to understand their learning foundation, and use survey methods to interview class monitors, parents, and other classmates to understand the needs of different students at this stage. Following the four teaching design principles of understanding individual differences among students at this stage, respecting independent choices, emphasizing dynamic development, and providing a supportive environment, differentiated blended learning is achieved from the four elements of teaching objectives, teaching content, teaching process, and teaching evaluation, providing ideas for teachers to develop differentiated teaching plans [9]. For example, multi-level teaching requires providing differentiated learning materials for different student groups, while also considering students at various levels in the classroom, innovating new design concepts and management methods [10]. Integrate diverse teaching resources, adopt flexible and diverse teaching methods, establish a diversified teaching system, innovate differentiated teaching methods according to students' needs, promote the comprehensive development of basic education students based on their own abilities, and achieve ideal educational goals.

## 4. Conclusion

This article deeply analyzes the implementation path of differentiated teaching in the basic education stage and proposes a new way of thinking based on this. By deeply analyzing the obstacles faced by differentiated teaching in basic education and studying the future development path of differentiated teaching in the basic education stage, differentiated teaching can play a greater role in the classroom of basic teaching and provide more efficient teaching directions for innovative teaching methods in the basic teaching stage. This article advocates the use of differentiated teaching methods in the basic education stage to meet the needs of different students in the classroom, achieve equality and educational equity for all, and propose feasible implementation plans to promote the implementation of differentiated teaching and educational equity in the basic education stage.

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