# Hybrid Classroom Construction in Internet Plus Environment -- Taking the Introduction of Mao Zedong Thought and China's Theoretical System of Socialism with Chinese Characteristics as an Example

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*ABSTRACT. The teaching content of the ideological and political course in Colleges and universities is monotonous and monotonous in China. The advantages of the mixed mode of "Internet plus ideological and political education" are highlighted, that is, the teaching content is more attractive, the teaching form is more flexible and diverse, and provides abundant teaching resources, innovates the way of communication between teachers and students, and stimulates students to integrate subjective initiative into learning. Under the background of "Internet +", through the application of network information technology in Ideological and political teaching, the hybrid teaching mode effectively solves the current dilemma of Ideological and political teaching, improves the effectiveness of Ideological and political teaching, and makes some useful exploration for the reform of Ideological and political teaching in Colleges and universities in the new era.*

*KEYWORD: "Internet plus"; Ideological and political course; Mixed teaching mode*

## 1. Introduction

Under the Internet plus background, get both praise and blame in Ideological and political theory teaching in higher vocational colleges. With the help of the new method and new way of Ideological and political teaching on the new platform of network, it brings vigor and vitality to ideological and political teaching, and is also welcomed and loved by students. Network teaching is an inevitable choice to adapt to the development of the era of big data. But the Internet is just a tool, not an end. To improve the teaching quality of Ideological and political courses is the fundamental. Online courses such as online high-quality open courses, MOOC courses and micro courses can only be the teaching of basic knowledge, which is difficult to carry out in-depth discussion, to get timely feedback from students, and to consider the teaching effect. It is difficult to meet the requirements of individuation because of the lack of pertinence of uniform network teaching. In order to make up for its shortcomings, we must enrich the form of offline teaching content, combined with the network classroom, establish online and offline hybrid teaching mode [1].

## 2. Problems in the blended teaching mode under the background of "Internet plus"

### 2.1 Problems in teaching concept

It is imperative to combine network technology with education. At present, the main factor that hinders the comprehensive promotion of hybrid teaching is that the ideology of teachers and students has not been changed, consensus has not been reached, and hybrid teaching mode has not been recognized. The construction of hybrid teaching mode is the inevitable trend of the development of the times, which can make students get effective and comprehensive development in emotional attitude, thinking, knowledge and skills. Under the current "Internet plus" background, we should consider the real meaning of blended teaching, promote or verify the purpose of teaching and whether it is suitable for the school's mission, values and so on[2].

### 2.2 Technical issues

As a way of teaching auxiliary extension, hybrid teaching has serious deficiencies in information updating and resource construction. The reasons are due to the limitations of technology and the unskilled use of teachers

and students. Schools do not pay enough attention to this, and there is very little training for teachers, which leads to the poor ability of teachers to use the Internet for teaching. In addition, the current hybrid teaching mode platform maintenance and management personnel are relatively few, which leads to some novice teachers are not proficient in the use of the platform, and it is difficult to find people to consult and inquire, and it is difficult to complete the relevant teaching activities. Many teachers' online teaching just transfer the curriculum background and teaching ppt photos to the online platform, which can not be distinguished from the traditional teaching methods. This is mainly because the teachers are not proficient in the production of teaching videos and related courseware. These technical problems seriously affect the development of hybrid teaching. In the initial stage of implementing hybrid teaching, most teachers will focus on resource integration and micro video production, which is not only the most time-consuming, but also very complex. Because many teachers are unfamiliar with the use of network technology, they need a certain adaptation process and time. In addition, some teachers focus on teaching design. They think that resource integration and video production are relatively simple, and teaching design is the focus of hybrid teaching. In a word, the technical problems hinder the hybrid teaching to some extent [3].

## 3. Effective application strategy of blended teaching mode under the background of Internet plus

### 3.1 Give full play to the advantages of network teaching and create a suitable situation

Because network teaching needs to be combined with the actual cognitive situation of students and the characteristics of the subject, not all teaching materials are suitable for hybrid teaching. Context creation is not a new topic, especially when it is combined with information technology. For vocational college students, many of them have weak Chinese skills, and situational teaching can fully mobilize students' inner feelings, and attract students' attention to classical reading. For example, in the teaching process of Shu Xiang, teachers can make students understand Zhuge Liang's achievements and historical evaluation in depth with the help of network information technology, and then display some memorial places related to Zhuge Liang to students through pictures, which are all situational creation, which can create a good atmosphere for students' classical reading, and make students produce a kind of inner impression on Zhuge Liang The respectful psychology of Ge Liang. Then let the students read, and through the network technology to create a sound atmosphere for the students, so that the emotion of the students read sublimation, make this classic reading become students' inner emotion driven reading. In this way, not only the potential of teachers is fully aroused, but also the subjective initiative of students is fully exerted [4].

### 3.2 Pay attention to improve the professional information literacy of teachers' team

#### 3.2.1 Establish a mixed teaching expert team

It is difficult to start everything, and the development of hybrid teaching is no exception. At the beginning of its development, there are various problems in teaching design and teaching facilities, which greatly increases the workload of teachers. The establishment of mixed teaching expert team can promote the effective communication between teachers, and then complement each other's advantages and make common progress. The mixed teaching expert team should be composed of teachers, network technicians and experts. Network technicians provide technical support for hybrid teaching and help teachers solve related problems in time.

#### 3.2.2 Pay attention to the professional training of Teachers

Professional training can help teachers change teaching mode faster and expand the space of teachers' growth effectively. We should organize more training for teachers in the campus, organize novice teachers to watch excellent hybrid teaching courses, and carry out a series of hybrid teaching related discussion activities, encourage teachers to actively participate in off campus training, and visit other schools to learn, so as to improve the teaching professionalism.

#### 3.2.3 Preliminary construction of mixed teaching community

Through the mixed teaching mode, a learning community of independent exploration and all-round cooperation is gradually formed. The construction of teachers' teaching community should first change their

teaching consciousness, so that they can better feel the significance and practical value of the community. At the same time, hybrid teaching should actively create a cultural atmosphere of innovation, sharing and cooperation. When the community teaching goal is determined, it also marks the smooth transformation of the mixed teaching mode [5].

**4. Teaching attempt of "Internet plus" mixed teaching mode of Ideological and Political Course**

*4.1 Online network teaching*

Online teaching includes preview before class, review, homework submission after class, self-test exercise, students' questions and answers from teachers. Specific online learning methods can include MOOC, micro class, video open class, video materials, blog, topic discussion, original works, etc. Students can self-study some general basic knowledge through MOOC, wechat and video open classes, and preview, review or submit and complete homework by means of reply, microblog, learning experience, and post observation; they can also participate in the learning by means of group discussion or small combination of QQ group and wechat group to produce micro video, micro film and micro class. In the later stage, consolidating and expanding learning is an important part of online teaching. After classroom teaching, the consolidation, application and extension of students' teaching content are mainly completed through online network learning. Cyber source, website of Ideological and political courses, digital libraries, open quality video courses, famous university teachers, WeChat and micro-blog, or official account created by teachers can enable students to extend reading, online knowledge development, interactive communication and evaluation of reflection after class [6].

*4.2 The combination of classroom teaching and online teaching*

Classroom teaching is an activity in which teachers interact with students to complete classroom teaching tasks through multimedia, mobile app and other auxiliary teaching means in the classroom. In addition to traditional teaching methods, online online courses can also be added to classroom teaching activities. Through group learning, group cooperation to complete tasks, online interactive Q & A and other ways to enhance the interest of classroom teaching, improve the initiative of students' learning. When solving students' online learning problems, the teaching methods of explanation and induction are often used; when analyzing the key points and difficulties of teaching materials, the teaching methods are mainly teachers' lectures and multimedia are used to present to students in the form of words, pictures, audio, video, film and television materials; when consolidating knowledge, the task-based teaching method is used to experience teaching, such as speech, debate, model In the discussion of hot issues, current affairs broadcast, question comment, group debate and other methods are used[7].

*4.3 Innovation of students' evaluation methods*

Curriculum evaluation is the evaluation of students' learning process and results, including process evaluation and final evaluation. Traditional learning evaluation of primary and secondary schools pays more attention to result scores, while our evaluation of students focuses on process. Process evaluation includes online learning evaluation, classroom learning evaluation and activity evaluation. Online learning evaluation is directly completed through the built-in program of the online teaching platform, with open class video, micro class video viewing records, quiz scores, online learning questions, comments, posts, replies and other interactive situations recorded as students' periodic performance. The final assessment and evaluation were completed through the final online knowledge test, the final open examination and other activities [8].

**5. Conclusion**

To sum up, the hybrid teaching mode makes up for the defects of the control and pertinence of the students' learning situation, enriches the teaching resources, innovates the way of communication between teachers and students, stimulates the students' learning initiative, and achieves good teaching effect. But there are still some limitations in this teaching mode, for example, the teaching process is sometimes affected by the network platform, and the authenticity of some learning feedback on the network is difficult to control; although teaching resources are rich and colorful, teachers need to spend a lot of time and energy in choosing teaching resources, etc., which need further test in practice.

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