Exploration and Practical Research on Mixed Teaching Mode

Wang Ping[1], Ye Jiaqi[2]

[1]School of Marxism of Sichuan Normal University, Chengdu, Sichuan, 610066, China
[2]Department of Marxism, Northeast Normal University, Changchun, Jilin, 130024, China
43702608@qq.com

Abstract: *As a new trend of current education development, the blended teaching mode has the advantages of diversified forms, integrated resources, multiple environments, and three-dimensional evaluation. "Marxist Political Economy" is a basic course for ideological and political education majors in colleges and universities. Applying the blended teaching mode to course teaching is conducive to optimizing the teaching effect. From the perspectives of students, teachers, resources and evaluation, this research builds a new blended teaching model of "students' active learning, teachers' comprehensive teaching, rich and diverse resources, and diverse and comprehensive evaluations", so as to realize the "Marxist Political Economy" course. The advantages of traditional teaching and online teaching complement each other, improve the abstraction of teaching, the difficulty and rejection of students, give full play to the subjectivity of students, broaden the depth and breadth of teaching, improve the quality of teaching, and improve the effect of classroom teaching.*

Keyword: *Mixed teaching; Marxist political economy; Practical exploratio*

1. Introduction

Marxist political economy is an important part of Marxist theory, a compulsory course for us to study and develop Marxist theory, and an important theoretical basis for the development of socialism with Chinese characteristics. With the development of modern information technology and the Internet, teaching methods such as blended teaching, MOOCs, and flipped classrooms have also entered the public's field of vision. Information technology integration education has become a new trend in current teaching development. How to explore the blended teaching mode of "Marxist Political Economy" in the context of the new era has become a realistic topic that needs to be studied urgently.

2. The concept and basic characteristics of the blended teaching model

Scholars at home and abroad have different views on the understanding of blended teaching. Yu Chunliang and Guo Jinghua [1] believes: "When studying blended teaching, we can actually regard blended teaching and blended learning as a concept, and from the perspective of learners, it is called blended learning; from the perspective of teaching, It is called blended teaching." In my country, He Kekang believes that the concept of blended teaching is: "Blended teaching is to combine the advantages of E-learning (ie digital learning) and traditional learning methods."Li Jiahou believes that blended teaching is "integrated learning", which optimizes the combination and application of various teaching resources and elements to achieve the best teaching effect.

To sum up, combined with the different viewpoints of various scholars, this paper believes that blended teaching is a form of blended teaching that integrates the advantages of online learning and traditional teaching. A teaching mode that optimizes the teaching process to achieve optimized teaching effects.

Mixed teaching has various characteristics. First, the teaching forms and environment are diversified. Hybrid teaching integrates rich learning resources and information to assist classroom teaching through cloud platform sharing and big data analysis, enriching the teaching forms of teaching and learning. At the same time, hybrid teaching has reconstructed the classroom teaching environment and structure, and fully extended the teaching time and space.

Second, the integration of teaching resources. Rich and diverse teaching resources are integrated into

hybrid teaching through the rapid development of information technology, and static resources and dynamic resources coexist. Hybrid teaching can fully integrate various resources that meet the teaching requirements, make each element complement and contact each other, and then enrich the teaching content, so that students can get more comprehensive and accurate learning support.

Third, three-dimensional teaching evaluation. The teaching evaluation of mixed teaching is more three-dimensional than that of traditional teaching. The multi-dimensional evaluation of teaching is carried out by combining theoretical and practical assessment, online and offline assessment, self-evaluation, student mutual evaluation, teacher evaluation and group evaluation. In addition, the teaching evaluation is more scientific and three-dimensional by means of process assessment such as sign in, group work, usual test, essay writing, and evaluation methods such as final examination and mid-term examination.

3. Analysis of the current situation of the course teaching of "Marxist Political Economy"

First, the teaching content is complex and abstract.

The content of the course "Marxist Political Economy" is abstract, boring and difficult to understand. Students not only need to learn relevant theoretical knowledge, deeply understand and master various related chart content, but also need to use theoretical knowledge to perform relatively complex and detailed calculations [2].

Second, the teaching form is single, and theory teaching is the main.In the form of teaching, it is mainly teachers' teaching and students' passive reception [3]. Due to the abstraction of teaching content, the limitations of class hour arrangement and other external objective reasons, the teaching reform can not be fully implemented.

Third, the degree of informatization is weak and the utilization rate of resources is low.

Judging from the actual situation, the utilization rate of network resources in the course teaching of "Marxist Political Economy" is not high, and the degree of informatization is also weak. In the classroom, teachers' use of multimedia is limited to displaying courseware and playing videos [4]. At present, some online resources are mostly lecture-type videos, which lack flexibility and diversity in the form of expression, and lack the enthusiasm for mobilizing students to learn and explore [5].

Fourth, teachers practice less and use less efficiently.

Most schools' assessment guidance for teachers has led to the focus of teachers' work on scientific research, but lack of sufficient professional theoretical learning and ability training in teaching, leading to the phenomenon that teachers can not teach and can only interpret the subject according to the book.

4. Analysis of the practice path of the blended teaching mode in the course of "Marxist Political Economy"

In response to the problems in the course teaching of "Marxist Political Economy", the author believes that various factors should be considered, and corresponding solutions should be proposed from the levels of students, teachers, resources and evaluation [6].

4.1. Student level: Adhere to the dominant position of students

The first is to strengthen students' awareness of problems.Strengthening students' problem awareness is an important link and prerequisite for developing mixed teaching and improving teaching effect [7]. Teachers need to adopt task driven teaching method according to teaching objectives and students' needs, so that students can learn with problems and doubts, and students can acquire knowledge in the process of solving problems and completing tasks.

The second is to encourage students to learn cooperatively.In the mixed teaching process, student student interaction is an important part to improve the teaching effect. Teachers should pay attention to guiding students to learn in cooperation [8]. Students complement each other and can achieve common growth through continuous cooperative exploration and mutual help under the guidance of teachers. In the process of cooperative inquiry, students' communication ability, thinking ability, cooperative inquiry ability and ability to collect and integrate data can also be effectively improved.

The third is to stimulate students' innovative spirit.Whether before class, in class or after class as a supplement to classroom activities, the teaching design, classroom activities and after-school tasks planned by teachers should focus on students' main body, and pay attention to training students' innovative thinking while guiding students to learn basic knowledge [9]. Such student-centered teaching forms as flipped classroom, group cooperation and debate competition can well cultivate students' practical ability and independent thinking ability.

4.2. Teacher level: coordinating teaching tasks

Teachers play an indispensable role in the entire teaching process. To correctly and effectively apply the blended teaching model in teaching, teachers must correctly coordinate teaching tasks and rationally plan the teaching process [10]. It is very important to optimize the teaching process and improve the teaching effect.

The first is to carry out online learning before class.

First, teachers should release the learning content in line with the teaching progress in the form of text, video or PPT animation on the online teaching platform in a timely manner according to the students' original knowledge base and teaching objectives, and guide students to quickly have a general understanding of the knowledge they have learned. Understand and prepare for learning; second, because the content of "Marxist Political Economy" is complicated and obscure, teachers can make good use of the existing resources of the online teaching platform to answer students' questions [11]; Third, after the preview of the class, teachers set up corresponding examinations or exercises to help students understand their own learning effects, and make more targeted modifications to the teaching objectives according to the valuable questions raised by students and the learning situation of students fed back from the tests.

The second is the core content taught in the class.

First, guide students to carry out interactive learning in class, focus on teaching difficulties and problems encountered by students in preview, and take students as the center [12], and promote students to consolidate the knowledge they have mastered and the knowledge they do not understand in teacher-student interaction (such as teachers' in-depth explanation) and student-student interaction (such as group debate, cooperative exploration, flipping class, etc.); Second, after completing the knowledge learning task, the teacher can test the students through 5-10 exercises to master the students' classroom learning so as to improve the teaching plan more effectively [13].

The third is to consolidate learning outcomes after class.

First, through the arrangement of corresponding exercises to directly test the degree of knowledge, consolidate students' learning achievements; Second, group work. The teacher sets up corresponding subject projects for the group to choose. After the group selects the subject, it cooperates and completes, and carries out results display, teacher-student exchange and student student exchange; Third, expand and extend the operation. Teachers should expand students' knowledge according to their learning situation, and require students to collect relevant expanded knowledge independently, so as to expand their knowledge, stimulate independent thinking and enhance their awareness of innovation.

4.3. Resource level: optimize network resources

The first is rich resource types.

At present, most of the resources used by college teachers in "Marxist Political Economy" are limited to undergraduate textbooks, PPT courseware and videos, and the video content is mostly lecture-type, and the type of resources is relatively simple. Teachers should be good at collecting, selecting and integrating various types of online and offline resources, making full use of dynamic resources (such as videos, animations, etc.), and rationally using static resources (such as teaching materials, related literature, etc.); Make full use of knowledge resources (such as expansion materials, etc.), but also use task resources (such as projects, tests, etc.) as a supplement; there should be both theoretical and practical resources.

The second is to improve the quality of resources.

High quality teaching resources are an important magic weapon to improve teaching effect and quality. The teaching resources selected by teachers should be obtained as much as possible from large-scale formal high-quality network platforms (such as MOOC, HowNet, etc.), pay attention to the curriculum

resources shared by famous teachers and schools, pay attention to the innovation and interest of resource content, select real high-quality teaching resources to enrich teaching content, truly mobilize students' interest, and help students understand, master and internalize knowledge.

The third is to refine the content of resources.

Teachers should adhere to the principle of "rather lacking rather than overuse", and select the content of course resources to include the most important, core, and essential knowledge points in teaching, rather than copying and imitating the content of undergraduate textbooks, otherwise they will not be able to play the role of teaching resources. . Resource content is cored and refined, which is an effective way for students to acquire core knowledge in a short period of time, adapts to the learning needs of contemporary students, helps students spend the least time learning the most valuable knowledge and abilities, and helps improve teaching efficiency.

4.4. Evaluation level: improve evaluation quality

The first is to use process evaluation.

Process evaluation takes the value orientation of paying equal attention to goal and process, and comprehensively evaluates the motivation, effect, process and non intellectual factors closely related to learning. It has the advantages of comprehensive, timely, flexible, in-depth and sustainable.Under the mixed teaching mode, teachers should adopt process evaluation methods as much as possible, pay attention to students' performance in learning according to different teaching links, teaching contents and teaching objectives, and comprehensively and accurately evaluate students' performance in learning knowledge, mastering learning methods and improving practical application ability. It mainly includes attendance, students' answers in class, class discussions, course essays, group work, Online Autonomous Learning and final written examination results.

The second is to focus on multi-subject evaluation.

In the process of teaching, teachers should take teacher evaluation as the basis, supplement group mutual evaluation and student self-evaluation between students, form a multi-body multi-dimensional evaluation form, help students understand their own learning situation more comprehensively, fully mobilize students' learning enthusiasm, initiative and enthusiasm, enhance self-confidence, and also help to strengthen the communication and interaction between teachers and students, students and students, and create a good teaching relationship and teaching atmosphere.

The third is to pay attention to the teaching effect.

Teaching evaluation is the key link for teachers to measure teaching effect and find problems in teaching. In teaching evaluation, teachers should focus on the teaching effect, think about the advantages and disadvantages in the teaching process from the students' usual performance, homework, written examination results and teachers' Reflection on themselves, take the data obtained from the teaching evaluation as a reference, optimize the teaching mode and teaching methods, refine the teaching objectives and teaching contents, and integrate the teaching resources according to the actual situation, so as to better improve the teaching quality, Give students a better learning experience.
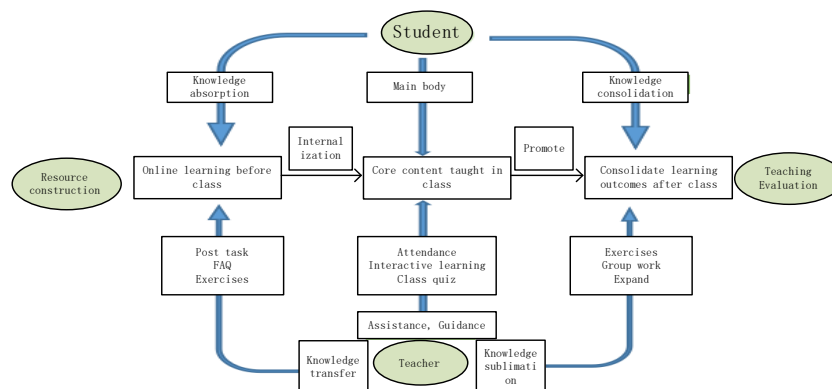

Figure 1: The implementation path of blended teaching

5. Conclusion

General Secretary Xi Jinping once highly emphasized: "The ideological and political work of colleges and universities is related to the fundamental issue of what kind of people colleges and universities train, how to train people, and for whom to train people."It can be seen that ideological and political work plays a vital role in colleges and universities and even the whole society. "Marxist Political Economy" is a basic core course for ideological and political education majors. Effective development of this course is an important condition for improving the literacy of ideological and political education majors and cultivating a reserve army for ideological and political work. In this course, blended teaching is implemented, using Internet technology and modern information technology reasonably, combining traditional teaching and online teaching, enriching the teaching forms before, during and after class, making full use of a variety of teaching resources, using a variety of teaching methods. Three-dimensional teaching evaluation promotes the transformation of classroom teaching from "cramming" teaching to "active" learning, which can greatly improve teaching efficiency, stimulate students' learning potential, and achieve better teaching results.

Acknowledgements

References

[1] Yu Chunyan, Guo Jinghua. Mooc and Blended Teaching Theory and Practice [M]. Beijing: Tsinghua University Press, 2018.

[2] Zhang Jin, Du Shangrong. The connotation, value appeal and implementation path of blended teaching [J]. Teaching and Management, 2020(09):11-13.

[3] Wang Jinxu, Zhu Zhengwei, Li Maoguo. The connotation, significance and implementing requirements of blended learning [J]. Journal of Architectural Education in Institutions of Higher Learning, 2018, 27(04):7-12.

[4] Tan Yongping. The basic characteristics and implementation strategies of the blended teaching model [J]. Chinese Vocational and Technical Education, 2018(32):5-9.

[5] He Kekang. New Development of Educational Technology from the Viewpoint of Blending Learning [J]. Cet China Educational Technology, 2004(03):1-6.

[6] Guo Xin. Research on the blended teaching model in the era of "Internet +" [J]. Chinese Vocational and Technical Education, 2017(26): 18-22.

[7] Yu Shengquan, Lu Qiuli, Chen Shengjian. Blended teaching in the network environment - a new teaching model [J]. China University Teaching, 2005(10):50-56.

[8] Chen Yangyang. Practice of online and offline blended teaching reform of basic German based on SPOC: model and method [J]. Chinese Journal of Multimedia and Network Teaching (Early Issue), 2021.

[9] Li Yang. The current situation and strategy suggestions of mixed language teaching in junior middle school under the background of "Internet" [D]. Tianshui Normal University, 2019.

[10] Shan Yijun. Research on the Blended Chinese Teaching Mode for International Students from the Perspective of Converging Media [D]. Jiangsu University, 2020.

[11] Yan Yumeng. Research on the application of music blended teaching in middle schools from the perspective of "Internet" [D]. Hunan Normal University, 2020.

[12] Pang Bo. Research on the application of blended teaching methods in the history teaching of Hebei Mongolian Senior High School [D]. Inner Mongolia Normal University, 2021.

[13] He Rongyu. Research on Personalized Learning Path Based on "Rain Classroom" [D]. Southwest University, 2020.