

Discussion on the Blending Learning Reform of Ideological and Political Courses in Elementary Education

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Abstract

Blending learning has become an important mode of ideological and political course in the current elementary education stage. This paper carries out teaching practice based on the ideological and political course in the stage of elementary education, and analyzes the application effect of teaching after analyzing the ideological and political course based on the elementary education courses.

Keywords

Elementary education; education stage; ideological and political courses; blending learning.

1. Introduction:

The ideological and political theory course in the stage of elementary education is an educational content based on students' self-growth and Marxist theory. It has been highly valued by the Party and the state, and is an important channel of ideological and political education for students in the stage of elementary education. At present, the Party and the state have put forward higher requirements for ideological and political theory course, which leads to the fact that the course itself faces many challenges and there is even an internal motive force for reform. Therefore, this paper analyzes the key strategies of the blending learning reform in elementary education from several aspects.

2. Research Background

As early as 2016, General Secretary Xi Jinping pointed out the need to use the classroom as a channel to improve ideological and political theory courses at the National Conference on Ideological Education in Colleges and Universities, so as to better improve the pertinence of the courses themselves. Therefore, "how to run ideological and political theory courses well" and "how to make good use of the classroom" have become two fundamental issues for scholars. This paper starts from the change of the research object, analyzes the original characteristics of ideological and political education, and combines with the development of modern information technology to explore the application of different teaching methods in ideological classroom, and finally forms a new type of classroom model.

3. Theoretical Support and Environment Composition of Blending Learning of Elementary Education Ideological and Political Course

Most teaching modes are appropriate activity procedures established under certain ideological and theoretical support, and the ultimate purpose is to better complete the appropriate teaching objectives and tasks. It should be said that each suitable teaching mode has better combined the theoretical and technical conditions.

3.1. Theoretical Support

Blending learning originally means to effectively combine traditional learning methods with the Internet. In fact, as early as the 19th century, German educators pointed out that a qualified teacher should teach students how to have an independent personality. In the Basic Requirements of Ideological and Political Theory Teaching in Colleges and Universities in the New Era, many people also regard network education as a supplement to classroom teaching and advocate that blended education is an organic combination of teaching and guiding [1].

In the context of blended education, on the one hand, teachers need to set up questions and situations to enable students to better conduct inquiry-based learning rather than simply explain and analyze some theories. In addition, more teachers also need to make some adjustments when dealing with online learning. Before class, teachers need to upload prepared courseware, videos and other relevant materials into the platform, and students can make full use of the time after class for independent learning, so as to better explore the existing knowledge. The blending learning mode related to ideological and political courses can often return the initiative to students better, and take the opportunity to improve students' abilities in self-study, cooperation and exploration. Ultimately, the benefits will last a lifetime if teachers and students work together to solve problems.

3.2. Technical Conditions

In the blending learning stage of elementary education ideological and political course, appropriate technical conditions can play quite an important role. For example, with the support of many mobile platform-based information technologies, including courseware, exercises, video cases and other resources, different information can be integrated together to make the teaching interaction process smoother. The online courses which have been constructed from a very early time enable more students to complete many different parts, such as questionnaire survey, pre-class knowledge preview and in-class learning, so as to meet the different fragmented learning needs of students. For instance, more ideological and political courses in elementary education can grasp the overall learning situation of each student with the help of professional online course platform to realize effective sharing of course resources.

4. Problems Existing in the Blending Learning of Ideological and Political Courses in Elementary Education

In the traditional ideological and political teaching courses, students do not grasp the basic teaching objects. However, teachers just want to adopt the unified curriculum, progress and assessment standards to assess each student, and put more emphasis on books, teachers and the classroom. Generally speaking, it is also a kind of passive acquisition of knowledge [2]. However, the current dilemmas in the ideological and political theory classes of elementary education include the following points:

4.1. Students' Sense of Experience Is Weak

Compared with the traditional classroom teaching mode, students currently have more requirements for teachers of ideological and political courses. Teachers must not only be humorous, but also need a wider range of knowledge. However, they do not put forward requirements on teachers' expansion ability and independent thinking ability. Therefore, this kind of spoon-feeding teaching is easy to alienate students in class, which will eventually make the ideological and political courses less exciting and fail to make students realize the importance of ideological and political courses. In the actual elementary education, many students do not really like the courses of ideological and political education. They are not only afraid of being asked questions, but also afraid of being checked homework, which will eventually affect the teacher's sense of accomplishment.

4.2. Only Value Pure Knowledge Transfer

It is difficult for traditional ideological and political courses to directly unify imparting knowledge and developing behaviors in teaching. On the one hand, the broad ideological and political theory classroom and the school's overall ideological education must be unified together in order to play a greater role. However, many elementary or middle school students lack coordination in actual education, and it is difficult for them to better link ideological and political education curriculum with practice.

The contents of most ideological and political courses may appear to be too lofty and beyond the ability of students, or they may be too monotonous and boring to be paid more attention to by students. In the end, no independent and effective practice system can be formed.

4.3. Learners Are Relatively Barren in Spirit

The technology of virtual worlds is slowly having an impact on the spiritual world. With the continuous development of modern information technology, artificial intelligence has been effectively combined with virtual technology, and has brought great changes to our lives. Many students are inseparable from virtual electronic equipment products in their daily lives, and more primary and middle school students choose to indulge in the world of social networking, we-media production and playing games. The younger generation has grown up with the Internet and information technology, and their lack of social contact inevitably makes them seem too spiritually barren. If students have poor self-discipline, they will even use the opportunity of blended class to play games, which ultimately reduces the efficiency of teaching.

5. Strategies for the Blending Learning Reform of Ideological and Political Courses in Elementary Education

5.1. Using Information Technology to Reform Ideological and Political Courses

In practice, information technology can be used to reform ideological and political courses and better internalize knowledge during construction. "The internalization of knowledge is gradually carried out in action". Under such a point of view, what is implemented is to better guide the students to grasp learning process, and ultimately to better complete the learning process. In addition, it is more necessary to explore the real practical education links with the help of various action principles. The key point is to better test the value of knowledge in virtue of practice links, which is also the point of strength to improve the ideological and political classroom teaching effect by dint of information technology.

Under the new teaching situation, it is more necessary to build a new teaching system with the help of new educational concepts and information technology, so as to effectively combine online teaching and traditional teaching, and let the two sets of teaching modes promote each other, so as to play a better role in practice [3].

5.2. Setting up Online Courses

Curriculum resources have been playing an important role in the implementation of curriculum teaching. Appropriate online courses will be directly related to blending learning methods. Usually there are two main types: static preset courses and dynamically generated courses.

Most of the static preset courses are pre-set and appropriate courses, and the emphasis is composed of two aspects, namely, guiding content and resource content. Among them, most of the guiding resources will directly lead the ideological and political courses, with emphasis on different contents such as teaching plan, actual teaching content and assessment method. Such a series of content not only reflects the status of teachers and students themselves, but also serves as a bridge between classroom teaching and online teaching. If targeted content resources can be incorporated into the ideological and political courses, students can naturally

cultivate the spirit of independence and independence, and realize the transformation of the learning system.

It can be seen that the current ideological and political courses at the elementary education stage can not only better separate different topics, but can also be presented in different forms such as courseware, video cases and teaching videos. Each courseware will present a complete set of thematic teaching content, in order to better enable students to consolidate learning after class. The video cases are for the purpose of better deepening the classroom content. Students can often better deepen their understanding of theoretical knowledge, and this 10-minute short video can indeed make it easier for students to preview before class and consolidate after class.

6. Actual Case Analysis

6.1. Preview Before Class

Let us take an ideological and political course in a middle school as an example to explore the method of blending learning. Students can log in with computers and mobile phones first, and then conduct mobile learning online. Teachers can monitor the process of students' independent learning during activities. Before class, appropriate videos and cases will be collected according to the teaching design project, and all kinds of course resources related to the questionnaire will be gathered together. Finally, they can be uploaded to the appropriate online course platform. Students can use their spare time to watch the teaching resources and courses independently, and pave the way for the follow-up blending classroom on the basis of familiarity with relevant knowledge points.

6.2. Classroom Teaching

Thematic teaching method can be adopted in the ideological and political courses, so that students can pay more attention to the teaching contents. The conventional thematic teaching methods follow the important steps: "problem setting", "case demonstration" and "problem analysis and discussion". For example, in the analysis of series of questions like "how does Xi Jinping pay attention to the political issues of big powers?", teachers can integrate "innovative connotation", "innovation of the times" and other different basic knowledge into specific questions, and then combine the knowledge related to Sino-American trade to enable students to have deeper discussions. In actual teaching, teachers can also upload various types of knowledge according to the actual situation, and finally can enrich the classroom teaching contents. Only after the actual summary of the teaching contents can students understand the relevant application scenarios, which is essentially to enable them to thoroughly analyze the problem.

6.3. After-class Learning

In the stage of after-class learning, students can consolidate the whole learning process based on their actual needs. However, because the foundations of different students are indeed different, some students do not digest the problems in the classroom at the first time. At this time, they can make full use of online course resources to improve teaching efficiency. Another part of the students have strong abilities, so they can learn some expansive knowledge independently after class, so as to better understand related theoretical knowledge [4]. Therefore, teachers should seek suitable opportunities to collect works related to students first, and then upload excellent ones to the platform. In this way, students can study and communicate freely, and the efficiency of after-class learning can be effectively improved.

6.4. Evaluation of Student Learning Effect

When taking courses related to ideology and politics, teachers can use both online and offline assessment methods. In specific operations, they can use course videos, discussions,

assignments and classroom interactions as online parts, and classroom discussions and social practice are classified as offline parts, and then combined for evaluation.

In the actual evaluation of students' learning situation, the evaluation can be carried out with the combined method of periodic testing and teacher supervision. Usually, after students have completed some subject-based learning, a periodical work is distributed online for testing. After the teacher completes the selection and voting with the students, the students will be graded. After the intelligent grading, teachers can check the performance of students in the classroom and give feedback to them at the first time, so that they can continue to study online smoothly.

7. Matters Needing Attention in the Blending Learning Reform of Ideological and Political Courses in the Elementary Education Stage

7.1. Make Appropriate Video Materials

Conventional video materials refer to micro-class videos that can have an effect on students, which is actually an important part of blending classes. The quality of the video will be directly related to the quality of the class. In the actual production of the video, teachers need to make sufficient preparations first, and check all kinds of different types of materials by writing a simple commentary, and then choose the best method for exhibition. After the corresponding content is shot, the original video can be obtained first, and then the relevant content can be produced by means of dubbing, special effects and subtitle, so as to obtain appropriate video materials.

7.2. Attach Importance To Students' Experience

The students' own experience is a key factor that affects the effect of blending classroom teaching. In the context of blending classes, students should not only have expectations before class, but also be satisfied in class, and have a better aftertaste after class. The following three points of experience should be paid more attention to: First, the actual use of self-learning materials should not be too long, so as to prevent students from losing concentration in the follow-up; second, teachers must make the relevant learning materials have a sense of intimacy, which can often allow students to better absorb the internal contents; finally, keep all learning materials at a certain level of difficulty. Almost all learning activities should be carried out according to certain learning objectives, so that learners can better maintain their learning intention on the basis of enhancing their confidence.

7.3. Comprehensively Improve Teachers' Abilities

The actual use of blending classes can better improve teachers' own teaching abilities. The blending class mode tests a teacher's ability to make videos, use social networks and learn data. These abilities are difficult to be directly displayed in normal times, and they must be able to play an important role in the process of practice. Online class is a very important part of blending class, since teachers need to design various types of teaching activities innovatively and integrate them into practice better.

Therefore, in practice, it is not only necessary to be able to grasp the content related to ideological and political practice, but also to combine the content and practice in some textbooks, so as to better convey the spirit of the ideological and political textbooks.

7.4. Teaching under the Guidance of Theory

Teachers must know how to cultivate students' self-learning ability, and it is important for students to devote themselves to it. If necessary, the theory of multiple intelligences can be used to allow students to learn from multiple perspectives. In the real design of teaching activities, students can be encouraged to participate from different perspectives [5]. With the full help of understanding, application, evaluation, analysis and other layers of contents to design the

appropriate teaching objectives, and after the construction of the appropriate home of learning to form the appropriate learning gradient, thoughts can be constantly advanced to higher levels. Under the guidance of scientific theory, it can effectively prevent students from losing confidence due to too large hierarchical span.

8. Conclusion

To sum up, this paper analyzes some problems in the ideological and political education curriculum at the elementary education stage on the basis of actual cases, and pays full attention to the contents including video production, emphasis on student experience, improvement of teachers' abilities and other aspects after specific analysis, hoping that the blending learning mode can play a greater role. It is believed that as long as the appropriate methods are mastered, the blending class will indeed make a huge difference.

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