

Analysis of Teaching Mode Based on the Idea of "All-Power Education"—Taking the Math Review Lesson of the Fifth Grade of Primary School as an Example

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Abstract: In the context of the new curriculum reform, teachers should take students as the main body in teaching, combining with students' interests and psychological characteristics, take a variety of teaching models and methods to meet students' individual needs and enhance students' learning enthusiasm. In primary school mathematics teaching, teachers can combine the "all-power education" concept to carry out teaching activities, improve the quality and effect of primary school mathematics review class. Taking the fifth grade math review course as an example, this paper analyzes the teaching mode under the concept of "all-power education", and puts forward some teaching strategies.

1. Introduction

All-power education focuses on cultivating students' creativity and problem-solving ability. Students will actively participate in various projects and practical activities through practical and exploratory learning. They will have the opportunity to apply what they have learned to solve practical problems and develop teamwork and communication skills in cooperation. The educational model also emphasizes interdisciplinary learning and the application of information technology. Students will not only learn the subject matter, but will also learn how to apply knowledge from different subjects to solve practical problems. Information technology will play an important role in the learning process, and students will learn how to search, evaluate, and apply information effectively. Although there are some challenges in the implementation of the all-power education model, its advantages are obvious. It can stimulate students' interest in learning, improve their autonomous learning ability, and cultivate their creativity and problem-solving ability. Therefore, the all-power education model has a broad prospect for the future of education^[1].

2. Teaching measures based on the concept of "all-power education"

2.1 Preview reasonably and let students master the basic knowledge.

In the primary school mathematics review class, the teacher may organize the students to carry on the preview before the class. Let the students carry on the preview first to the content which they will review. They must review the knowledge and the difficulty. It is advantageous when the classroom instruction carries on an explanation for the heavy difficult knowledge. At the same time,

through preview, students can get into the state of study in advance, avoid the phenomenon of "desertion" in class, and improve the teaching effect of review class. For example, in the "percentage" review, teachers can let students preview before class, grasp the "percentage" of the basic concepts, meaning and calculation methods and formulas. At the same time, teachers can also let students sort out the exercises in the math textbook, which can help students with a good foundation to improve their learning efficiency. In short, by previewing students before class can enable students to master basic knowledge and focus on difficult knowledge, improving review efficiency^[2].

2.2 Preview and comment and master key knowledge.

In the review class, the teacher can let the students master the key knowledge through the preview, and then make comments on the students' preview to help them understand the problems existing in the preview. For example, in the "basic nature of the score" review class, the teacher can let the students review the "score" nature. In the review process, the teacher can let the students first write down the problems found in the preview, and then discuss and analyze with other students in the class, so that the students can master the knowledge of the "basic nature of the score" in the exchange of discussion. At the same time, teachers can guide students to preview the problems and doubts encountered in the sorting and recording, so that the review can be targeted to teaching^[3]. For example, in the "percentage" review class, the teacher can let the students first prepare their own problems and doubts in finishing records, and then their own preview problems and doubts on record, and finally, the teacher to the students' preview of the situation.

2.3 Sort out exercises.

In the review class, the teacher can let the students classify and arrange the exercises in the math textbook, and then let the students think and discuss the exercises arranged by themselves. For example, in the review class of "fractional division", teachers can ask students to classify their own exercises, mark the basic questions, intermediate questions and difficult questions, and have students discuss which questions are basic questions and which are difficult questions in the class. After discussing these questions, the teacher asked the students, "What does the score in this question mean?" What is the relation between them? "This will allow students to organize their own exercises for in-depth thinking and research, so as to deepen the understanding of knowledge^[4].

2.4 Clarify teaching objectives and let students learn to study independently.

In the primary school mathematics review class, the teacher should carry on the explicit to the teaching goal, enables the students to formulate the corresponding review plan according to their own current situation, lets the students form an independent study custom, raises students' comprehensive quality and the ability. For example, in reviewing the "area of a plane figure" section, the teacher may ask the students to draw a square by themselves. Before drawing a square, the teacher can tell the students about the formula for calculating the area of a plane figure. After learning the formula, the teacher can let the students try to calculate the area of a rectangle with a plane graph. First, let the students calculate the area of a rectangle according to the formula. Then, let the students observe the two quantities of the length and the width of the rectangle to calculate its area. In this process, teachers should let students know the importance of autonomous learning, let them explore and think about how to improve their learning ability and autonomous learning ability. This can promote students to play a subjective initiative in autonomous learning, so as to improve the quality and effectiveness of students' math review class. However, teachers have clear

teaching objectives, and then guide students to explore and think about how to improve their own learning ability and autonomous learning ability, so as to help students develop good learning habits^[5].

2.5 Cultivate students' team consciousness by using the group cooperative learning mode.

Under the concept of "all-power education", teachers can use the model of group cooperative learning to improve students' team consciousness and cooperation ability. Under the model of group cooperative learning, teachers can give full play to students' team spirit and collective sense of honor, mobilize students' enthusiasm and initiative in learning, so as to improve the quality and effect of the fifth grade math review course. In the process of group cooperative learning, teachers can provide students with opportunities and time for independent thinking, and allow students to discuss and summarize group activities. For example, when reviewing the chapter "Circle", teachers can organize students to carry out group cooperative learning activities. In the math review class, the teacher can let the students use what they have learned to make a circle. First, the teacher will provide the students with a circle template, then guide the students to observe what elements are on the circle template and think about how to arrange these elements in a certain order. The teacher can also lead the students to arrange the elements according to their own ideas after the group discussion. For example, some groups are the center of the circle as the center, and then all the radius as a radius to arrange. Through group cooperative learning activities, students' enthusiasm and initiative can be fully aroused, thus improving primary school students' team consciousness and cooperation ability. At the same time, teachers can encourage group members to cooperate with each other to promote the all-round development of students.

3. Implementation of Teaching Mode of All-Power Review Course

3.1 Reproduction of knowledge points.

In the concrete study process, you may choose reviews in the content some knowledge spot to take the cut-in point, utilize this knowledge spot to expansion, causes the student to the whole string knowledge recollection, affects the whole body to function. For example, in the Four Mixed Operations of Fractions, three "information windows" may be set up for teaching, and the contents may include the following six aspects: the general for mixed operations of fractions, the promotion of the operation law of integers, the more complicated fractional multiplication problem (the relationship between the local and the global), the more complicated relationship between two orders of magnitude and the more complicated contents in three aspects, the more difficult fractional multiplication problem and the relationship between the two harder orders of magnitude. Here, teachers can choose the ordinary four operations as a breakthrough in teaching.

3.2 Building the knowledge chain.

Mathematics, as a subject with strong logic thinking, has its own logic and level among the knowledge points of low, middle and high learning in primary school. Therefore, in the course of review, it is necessary to strengthen the collation of knowledge, so that this unit, this book, and the primary school section can all establish a close relationship with all the mathematician- related knowledge, so that it can form a vertical line and a horizontal line. Finally, under the concept of all-power education, we weave the line and surface of Du Juan (Chongqing Liangjiang New Area Heaven Palace School) into a network. In the formation of line, surface and network, students will find loopholes in knowledge time and time again, which will help them to make up for the

loopholes effectively.

Mathematics is a course which requires the high logical ability of students. The knowledge learned in elementary, intermediate and advanced stage has unique logical relationship and hierarchical relationship. Therefore, in the process of review, we must strengthen the combing of knowledge points, so that this unit, this book, the primary school stage of all the knowledge related to mathematics to form a close relationship between them, so that in the vertical link into a line, horizontal link into one, and finally, on the basis of "comprehensive development", the "comprehensive development" of the fifth grade review of primary school teaching methods were in-depth discussion, and take Du Juan (Chongqing Liangjiang New Area Tiangong Primary School) as an example, the "line" and "surface" intertwined to form a "network". That is, the formation of online, surface, network process. Students will continue to find gaps in knowledge to help them fill in the gaps in time, more students can exercise the ability to summarize and construct.

3.3 Consolidation exercises.

The level of a person's mathematics depends on whether he can use mathematical knowledge and mathematical thinking to solve practical problems. Therefore, in the review curriculum, the design requirements for exercises are typical, comprehensive, novel and level. In this case, the typical problem sets can better stimulate students to reproduce the knowledge of the past. Comprehensive test questions can test examinees' grasp of each key point of knowledge, thus enhancing examinees' comprehensive application of key points of knowledge, thus enhancing examinees' ability to apply key points of knowledge in practice, mobilizing students' enthusiasm for learning greatly through novel ways of practice, and enabling different students to develop differently by designing questions at different levels. On this basis, a new teaching strategy is proposed. (1) Classification of wrong answers. Teachers can correct the homework in the day-to-day. The students get more problems summarized, and detailed to a unit, in view of this part of the internal structure of the more mistakes, by reviewing the old questions to practice. (2) Application of extended teaching materials. Teachers can work out a set of new and comprehensive exercises together with teachers of the same period according to the typical questions in the textbook. (3) A review of current knowledge. One day before this recitation, the teacher can provide the students with an exam paper. The next day, the teacher can analyze the students' current cognitive status, explain the problems that are prone to mistakes, and correct the wrong questions. The great advantage of this approach is that it is very targeted.

3.4 Summary and promotion

After a systematic review, students will be able to take stock of what is involved in this course. At this point, students can also make themselves do some simulations or creative exercises. And give relevant answers. After that, they will exchange answers and grade each other, so that they can grasp more things from a higher level and deepen their understanding of these things. What's more, they also increase their enthusiasm for learning and make their bodies active. Because review content is different, the cognitive level of each class students has greater differences, therefore, in these four links, teachers spent time and review capacity is different. If it is a difficult chapter, teachers can do it in two hours. In short, the review class is very critical, but also very difficult to do well, in the use of this teaching method, must be linked with the specific circumstances of the students, design a review class in line with their own characteristics, not only to review the class solid and interesting, but also to enable students to learn something, learn something, in order to review the teaching effect.

4. Conclusion

Under the background of the new curriculum reform, the main task of primary school mathematics teaching is to help students build knowledge system and improve their learning efficiency. In the fifth grade math review class, teachers can combine the idea of "all-power education" to stimulate students' interest in learning, clarify teaching objectives, raise questions, guide and explore questions, and show evaluation results. In the process of teaching, teachers can use group cooperative learning to carry out teaching activities, guide students to explore learning and autonomous learning, let students complete the consolidation of knowledge. In addition, teachers can encourage students to ask questions, set up a platform for students to ask questions, let students find and solve problems in independent thinking. After solving the problems, teachers should give students some comments and feedback. Teachers can use the way of mind map to show the students' thinking process and results to help students grasp the main points of knowledge comprehensively and systematically. It can improve the efficiency and quality of the math review course in primary school and promote the all-round development of students.

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