

Exploration of Practical Teaching Mode Based on Online and Offline Integration

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Keywords: Online Curriculum, Offline Curriculum, Practical Teaching, Fusion Model

Abstract: With the continuous emergence and development of various information technologies, people become more and more dependent on the Internet, which poses more challenges to traditional teaching. Taking MOOC as an example, this paper mainly discusses the course practice teaching which integrates offline and online, and also makes a brief analysis of MOOC in order to contribute to the improvement of the overall level of teaching in our country.

1. Introduction

MOOC is a new modern online course, which is rich in memory course resources and has high quality. It is helpful to improve learners' learning convenience by making effective use of it. At present, there are still some outstanding problems in English teaching in senior high schools in China. For example, some teachers follow the traditional teaching mode and the teaching effectiveness is low; some teachers ignore the role of the Internet and lag behind in teaching ideas. In view of this kind of situation, it is necessary to make active use of Internet means, attach importance to the integration of online and offline, and promote the quality of English teaching in senior high school.

2. Mooc

MOOC is a large-scale online open course, which mainly plays a role in open online course teaching for the whole society without charge. In recent years, the development speed is getting faster and faster. The difference between MOOC teaching and traditional teaching mode is great, and there is no need to rely on blackboard writing in the teaching process, and there is no need to meet the requirements of face to face with students, mainly through rich and interesting multimedia teaching mode. Control and share the corresponding resources in the mode of online teaching [1].

Taking MOOC teaching in senior high school as an example, students can choose courses for online learning and online testing according to their own actual needs by registering accounts on MOOC. At the same time, they can also control the speed of teaching at will, and can carry out unlimited number of studies and studies for problems that cannot be understood or understood, which can not only meet the differentiated learning requirements of students at different levels. It also plays an important role in stimulating students' autonomy and learning enthusiasm.

3. Research on the Curriculum Practice Teaching Mode of the Integration of Online and Offline

3.1 Analysis of Advantages and Disadvantages of Online and Offline Teaching

No matter what kind of teaching mode or mode is concerned, it is impossible to be perfect, malpractice, advantages and disadvantages will inevitably exist at the same time. It is very important to correctly understand and effectively analyze its advantages and disadvantages.

3.1.1 Online Teaching

Taking online MOOC teaching as an example, the emergence and development of this kind of teaching mode promotes the realization process of online mobile learning, the main advantages

include: not limited by time and place, learning operation can be carried out in each networked place, online teaching, there are many kinds of resources, high quality, and the characteristics of teaching diversification play the purpose of effectively mobilizing students' interest in learning. The teaching content has the characteristic of fragmentation, and the spare time can be used effectively, which has a positive influence on the optimization of students' learning effect.

But under the background of the present era, it is impossible to make full use of MOOC to carry out teaching, the specific reasons include: First, it is difficult to carry out real-time monitoring of students' learning process. The learning situation and the actual situation of the students recorded on MOOC are quite different. Second, students cannot accurately grasp the key content of teaching. Even if the MOOC curriculum is rich in resources and comprehensive in content, most students will focus on their own content of interest, so it is difficult to effectively capture the focus of learning [2].

3.1.2 Offline Teaching

The offline courses carried out in the past are mainly used to guide the students face to face, with the advantages of promoting the interaction between teachers and students, and the flexibility of adjusting the teaching mode and mode is high. Based on the analysis of students' homework, we can intuitively understand the level of students' curriculum knowledge learning and facilitate the development of targeted teaching. In addition to the above advantages, the disadvantages of offline teaching are also more obvious, specifically, the teaching mode and mode are single and have obvious characteristics, and rely too much on the indoctrination guidance mode; the textbook content is static, abstract, lack of rich, effective teaching mode to enhance the interest of classroom content, students' enthusiasm for learning, low interest; The evaluation method is single, the evaluation content is lack of richness, the evaluation results are lack of comprehensiveness, and it is difficult to accurately reflect the students' learning situation.

Based on this, online and offline teaching have their own pros and cons. In order to give full play to the advantages of the two teaching methods and avoid their disadvantages, we should pay attention to the use of effective and scientific ways and means, combined with the characteristics of English teaching in senior high school and the actual situation of students, to carry out high quality online, current teaching fusion operation, and to explore a highly effective practical teaching mode, which has a positive impact on optimizing the overall English teaching level in senior high school.

3.2 Effective Integration of Online and Offline Teaching.

3.2.1 Resource Integration

In order to achieve the purpose of effectively integrating curriculum resources, we should pay attention to combining MOOC resources to optimize and improve the teaching plan of English curriculum in senior high school. There are many kinds of English courses in senior high school in the corresponding MOOC platform, and the contents are also very rich, so it is impossible to transfer them directly. In the process of actual integration, it is necessary to understand the characteristics and actual learning conditions of students at all levels, and to carry out scientific allocation of teaching contents and time.

Taking the compulsory version of English Teaching in Senior High School as an example, the corresponding teaching content and time design are shown in Table 1:

Table 1 Teaching Content and Time Design

Content of courses	Study time	
	Online MOOC learning time	Traditional offline teaching time
Unit 1	Application online MOOC High School English compulsory three related contents to carry out Learning	4
Unit 2		8
Unit 3		6
Unit 4		5

The above table refers to the English learning situation and characteristics of senior high school students at the present stage. It not only designs the scope of online and offline teaching in high

school English in detail, but also determines the scope of online content selection and the time of offline teaching, and constructs a more complete online and offline fusion of teaching resources application environment, which has a positive impact on ensuring the effectiveness of curriculum resource fusion [3].

3.2.2 Effective Integration Measures

High quality curriculum resources need to rely on science and efficient teaching measures in order to play an effective role in the teaching process. Combined with the characteristics of English teaching in senior high school and the learning characteristics of contemporary senior high school students, the relevant teaching can be carried out through the following two aspects:

First, with the emergence and development of all kinds of modern information technology, the application and promotion of MOOC in English teaching in senior high school is becoming more and more extensive. Through the reasonable application of MOOC, students can carry out effective autonomous preview operation before the beginning of online teaching. At the same time, based on the characteristics of MOOC, they can freely control the rhythm of learning, and cannot carefully analyze and record the learning content, which can not only effectively understand and absorb the new knowledge content, but also achieve the purpose of consolidating the learned knowledge. The emergence and application of MOOC has optimized the traditional offline teaching mode, make the student play the main role more fully. In the offline teaching process, teachers can design the teaching scheme reasonably based on the self-study situation of students, which has a positive influence on optimizing the effect of offline teaching, giving full play to the effectiveness of online and offline integration practice teaching mode.

Second, teachers need to carry out reasonable control and guidance on students' online autonomous learning. Specifically, teachers need to understand the actual learning situation of students based on MOOC platform to ensure that students carry out learning operations according to the designed time and plan. In order to master students' autonomous learning situation in detail, teachers should also ask students to record the process of autonomous learning in detail, which can not only help students to develop good autonomous learning habits, but also make it more convenient for teachers to understand the situation of students' online learning. According to the problems encountered by students in the process of learning, teachers can carry out targeted teaching design operations. It is helpful to give full play to the effectiveness of offline teaching.

Thirdly, in the process of carrying out offline teaching, teachers should actively use group cooperation, reasonable guidance, create classroom situation and other ways to carry out in-depth mining operations for teaching content, which is helpful to deepen students' learning impression and optimize students' learning quality. In the process of classroom teaching, teachers can also integrate and analyze the students' questions, select the similar problems, and explain the relevant knowledge to the students, which is helpful to strengthen the students' mastery of the key and difficult contents of the curriculum.

Taking senior high school English compulsory Unit 1 < Festivals around the world > as an example, after students learn independently through online MOOC, some of the key vocabulary and abstract concepts can still be effectively remembered and mastered. Therefore, in the actual process of offline teaching, teachers can carry out reasonable classification and integration operations according to the actual mastery of students' curriculum content, and carry out reasonable classification and integration operations for students to ask questions. Divide the students who ask similar questions into a group, guide each group to analyze the similarities of the questions raised, summarize them, and follow up in sequence. Gradual guidance, so that students independently explore the positive solution of the problem. After the students know the answer to the question, the teacher summarizes and refines the relevant knowledge, and sums up the difficulties and key contents of the course. The scientific application of various teaching measures is not only helpful to cultivate students' autonomous learning habits, but also to give full play to the effectiveness of all kinds of teaching resources in the actual teaching process.

At the same time, teachers need to take “task-based learning” as the guide, pay attention to the

effective core quality training operation for students, and promote students to form the habit of autonomous learning, self-exploration and problem-solving, self-reflection and evaluation, which is helpful to promote the realization process of students' independent development. As far as the design of teaching guidance scheme is concerned, the optimization of students' comprehensive language application ability should be taken as the goal. The main design contents include: the prediction of autonomous learning, the goal, the difficult key content and the specific learning measures, among which the most critical is the specific learning measures. Reasonable design of teaching guidance scheme and development of learning methods to guide the operation, in order to improve students' learning Efficiency has a positive impact.

3.2.3 Integration of Teaching Evaluation

On the basis of course assessment, it is also important to ensure the effective integration of online and offline teaching. Specifically, teachers should pay more attention to the traditional offline single, low-effectiveness course assessment mode, through effective integration online MOOC course feedback and students offline examination results, carry out real and considerable evaluation operation for students' learning quality. Referring to the characteristics of the high school English course, the offline examination can be mainly used, and the online evaluation information is supplemented to carry out comprehensive evaluation operation for the course [4].

4. Conclusion

In summary, the pace of modernization of educational information is speeding up, and actively exploring and applying a variety of effective teaching methods to provide services for students has a positive impact on improving the overall level of applied teaching in senior high schools. The online and offline fusion practical teaching model based on MOOC meets the needs of modern high school English development, which not only enriches senior high school English teaching resources, but also expands students' horizons, which is worth popularizing widely.

Acknowledgement

1) A scientific research project of higher education in Jilin Province (2019): A quantitative study on the integrated model of online-to-offline foreign language teaching. No.JGJX2019C77 Project leader: Wang Ziling

2) A research project on the teaching reform of higher education in Jilin Province (2019): A study on the construction of four-in-one integrated College English curriculum from the perspective of Golden Course No. JLW6645920190727110208 Project leader: Wu Ying

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