

Application of "split class" mode in the teaching of outline of modern Chinese history in Colleges and Universities

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Abstract. Split class is a brand-new teaching mode. Its essence lies in dividing the classroom time into two parts, half of which is given to teachers to teach knowledge, and the other half is assigned to students, so as to fully mobilize their subjective initiative and let them learn interactively in the form of discussion. By constructing this flexible teaching mode of "teacher's teaching, students' self-study and discussion in class (after class)", the function and value of education are maximized, which not only effectively teaches knowledge, but also trains students' independent thinking and innovative thinking ability through efficient and independent inquiry. The teaching of the outline of modern history in colleges and universities is a subject that emphasizes liberal arts, and its teaching content is relatively rich, so this mode can be introduced in the actual teaching process. After a brief overview of the concept of "Split class" and its essence, the article analyzes the implementation guarantees required in the actual application process. It is necessary to change the students' inherent role cognition and strengthen the teacher's leading role in the teaching process. , It is necessary to flexibly select teaching content and improve the assessment mechanism. Finally, combined with the teaching content of the Outline of Modern History of Colleges and Universities, the teaching practice of applying Split class to the "Modern Chinese History of Colleges and Universities" is explained.

1. The concept and essence of split class

Split class can be called PAD mode, which was put forward by Professor Zhang Xuexin of Fudan University. Its basic organizational forms are: classroom teaching by teachers, independent inquiry by students, and classroom (after class) discussion. Specifically, it can be divided into two types: one is "when the hall is divided" and the other is "when the hall is divided". The so-called "split in class" is to divide the classroom teaching time into two, give teachers half of the classroom time to teach knowledge, and allocate the remaining half time to students to discuss and study independently while the iron is hot. And "divided into classes" is to connect different knowledge units, so that students can make full use of the time after class to arrange study, and then internalize and absorb the received knowledge after class. Under this teaching mode, teachers can have more freedom to choose teaching content. Instead of the traditional teaching mode of full lectures and full class, they choose chapter frameworks, focus on difficult points to explain, and choose important concepts of subjects, Basic concepts and professional subject thinking methods are explained, leaving some simple knowledge points for students to complete in class. While optimizing classroom teaching, it can also enhance students' interest in learning and classroom participation. Cooperative discussion in class (after class) not only helps students to strengthen their memory, but also helps students to devote themselves to learning and thinking, mobilize students' initiative in learning, and combine the two links of receiving knowledge with thinking and applying knowledge. Together, improve the ability to use knowledge. The essence of Split class is to abandon the traditional knowledge-based teaching mode and take the essential purpose of education as its aim, so as to inspire the wisdom of the educated and strengthen the training of critical thinking ability. Split class is the division of class content and class time, so its operability is much stronger than other teaching modes. Its core idea is to give full play to students' subjective initiative and create opportunities to encourage them to think and explore. All in all, the Split class teaching mode is a collection of various teaching methods, allowing students to listen to the basic knowledge taught by the teacher, and at the same time mobilize their own minds to study

and think independently, and complete the reception and deepening of knowledge between discussions and cooperation. Realize the unity of teacher guidance and student-oriented teaching mode.

2. Conditions and guarantee of implementing split class

2.1. Teachers should establish a harmonious class atmosphere.

The main purpose of Split class is to give full play to students' main role and improve their participation in class, which requires students to be in a relatively relaxed and free class atmosphere. Harmonious class atmosphere is created by teachers and students, which is embodied in equal cooperation between teachers and students, teaching and learning, emotional harmony and so on. After the formation of this class atmosphere, it can be used as a relatively stable influence to help the implementation of Split class. First of all, teachers are required to form a positive personality charm, integrate virtue and talent, and truly love their jobs, dedication, and care for students on the basis of knowledge and versatility. Secondly, the Rosenthal effect tells us that we must give students full trust, give them more room to play, and dare to let students study and explore independently after teaching the important knowledge of the course. Blindly filling the classroom will not only lead to the lack of primary and secondary logic in the teaching content, and the dull classroom atmosphere, but also make students bored.

2.2. Changing students' traditional ideas.

After more than ten years of "exam-oriented education", college students will form a teacher-centered mindset. If the classroom is directly returned to students and they are allowed to study independently, most students may not adapt. They lack the ability of independent thinking and are not used to collecting materials before class and reviewing after class. Therefore, they may feel that classroom time is wasted because they have not received professional knowledge in class. In addition, some students believe that all the content specified in the textbook needs to be explained by the teacher, and the teaching content should be taught completely based on the textbook. Therefore, to a certain extent, the "Split class" is not very acceptable. . Therefore, before the implementation of this teaching mode, students should be popularized with relevant knowledge in advance, change their traditional concepts, change their deep-rooted passive learning situation, reverse their rigid thinking and behavior inertia, and make them establish their own consciousness of inquiry, and actively become explorers and communicators of learning.

2.3. Teachers must play a leading and leading role.

Split class denies the traditional teaching styles of "full teaching" and "one word", but does not question the leading and leading role of teachers in the classroom. Split class is a new teaching mode, in which students change from a passive receiver of knowledge to an active explorer of knowledge. In this process, teachers need to be on the sidelines for assistance. The excavation of students' personal potential, the opening of cognitive methods, and the cultivation of inquiry skills are not accomplished overnight. Teachers need to act as inspirations and designers to guide students to think and mobilize teaching resources in the classroom. Secondly, teachers should streamline teaching content and provide guidance on the knowledge level. Split class has largely compressed the teacher's teaching time. It is necessary to clarify the knowledge structure within a limited time, clarify the important and difficult points, and elaborate the main theme. This is High requirements for teachers. As the organizer and controller of classroom activities, teachers need to design and arrange a whole teaching activity as a whole. Split class reduces teachers' physical labor, which allows them to choose only the important and difficult points to explain, but it needs to pay more attention to the design and conception of teaching activities. Therefore, teachers should do a good job in basic work, grasp the main points of the course, aim at the target, and improve the efficiency and effectiveness of knowledge teaching. Finally, in the group discussion, teachers should control the whole audience, ensure the discussion time and control the discussion efficiency. Discussion is not superficial, but

requires students' full commitment. Teachers need to give students appropriate time requirements, guide students to ensure the effectiveness of discussion in a limited time, and learn time allocation and time management. At the same time, teachers should master the classroom effect, understand students' learning progress and discuss the effect through observation, inquiry and feedback, and timely order and assist different degrees of validity to promote the normal implementation of Split class.

3. Teaching practice of applying split class in "modern Chinese history in Colleges and universities"

3.1. Teachers' teaching links (p).

Under the Split class teaching mode, teachers should learn from the advantages of traditional teaching mode, and combine with teaching practice to conciliate teaching content and optimize teaching process. In the limited teaching time, teachers can teach according to the following steps: curriculum framework-analysis of important and difficult points-task arrangement of independent discussion. Because the outline of modern Chinese history is a general subject, and the teaching content is more focused on theory and basic common sense, teachers can sort out the frame structure of this subject in advance before class, and then let students understand the logical structure of each knowledge unit on the basis of general cognition of this subject. Then in each theoretical presentation, the teacher mainly plays a leading role, expounding the logical lines of the knowledge points clearly, setting the historical background of important events, and turning points in place. Some basic common sense can be omitted. At the same time, it is necessary to create problem situations and use a rich process to stimulate students' interest in learning and thirst for knowledge. In the specific teaching process, timely observe and ask students' acceptance of knowledge, and adjust the teaching content and teaching rhythm in time. For example, when introducing the chapter "Early Exploration of the Way Out of the Country", we sort out the beginning and end of the events, from Taiping Heavenly Kingdom Movement, Westernization Movement, Reform and Reform to the Revolution of 1911, and grasp the key points of each movement, focusing on the causes, processes and historical significance of these historical events. For some trivial knowledge points, you can let the students study independently.

3.2. Deepening of independent inquiry (a).

The deepening of independent inquiry means that after the educatees are exposed to new knowledge, their original thinking may reflect it in two ways. One is identification and resonance, while the other is questioning and negation. Therefore, teachers should reserve some time for students to digest knowledge after teaching new knowledge. For "Split class", students' independent inquiry is very important. In this process, students have inherent knowledge as the basis for understanding. Under the guidance of the teacher, they can choose the method that suits them, read and learn new knowledge, and form their own learning experience through two methods, both in class and outside class. In this environment of their own choice, students can more calmly follow their own way of thinking and knowledge reserves, give full play to their surrounding resource advantages, and participate in the current learning. Because of the introduction of the teacher's intensive knowledge in the early stage, it greatly reduces the difficulty of students' independent exploration, facilitates their active absorption and deepening, and students have the opportunity to show their learning situation in various dimensions, so as to lay the foundation for the next interactive discussion.

3.3. Classroom interactive discussion session (d).

Based on the first two links, this discussion is conducted under the guidance of teachers. After explaining the framework and key points, teachers guide students to review what they have learned. With the help of teaching methods such as situational design and topic discussion, students can reflect on what they have learned, form symbiotic thinking, and learn to solve basic problems and summarize high-level problems in interactive discussion. At the same time, through the interactive discussion

among the group members, the students' participation in class is improved, the depth and breadth of learning are broadened, and they are guided to think actively, which effectively changes the traditional one-way indoctrination state of "from teaching to learning", which reduces the repetitive, mechanical and inefficient teaching burden of teachers and cultivates students' thinking development ability and innovative spirit. For example: when learning about the "Revolution of 1911", teachers can guide students to think about the following questions after explaining the basic knowledge points: How do you define the success or failure of the Revolution of 1911? Where is the success? Where is the failure? Students can obtain answers from different perspectives through discussions within the group or within the class, experience satisfaction and pride in brainstorming, and consciously ask to be class experiencers and collaborators. In addition, teachers also need to provide guidance and guidance in a timely manner based on the actual situation. Respond and reasonably control the progress of the class.

4. The application of split class in "modern history of China in Colleges and universities"

4.1. Innovative teaching form.

The essence of split class is to take students as the main body, and its core is to reform the classroom form and teaching content. Through the innovative bisection method, we can mobilize the enthusiasm of students and truly absorb the internalized learning. In the form of teaching, teachers can make innovations, such as teaching + scenario simulation. The outline of modern Chinese history in colleges and universities is a liberal subject, which takes the course of modern Chinese history as the main line and teaches students to know and learn from history. Therefore, in the actual teaching process, teachers can integrate the teaching method of scenario simulation, create a situation related to the theme, and let students put themselves in the situation, play the role in the situation, instead of the role to analyze and think and make decisions. For example: when studying the chapter of the "May 4th Movement", students can be asked to group into groups, choose the role they want to play, be in the movement, experience the background and climax of the May 4th Movement, and finally send a representative to analyze and explain the May 4th Movement The characteristics and significance of. Such a process allows students to be immersed in the scene, to feel the situation, and to think deeply in this situation. Although Split class is based on the idea of dividing the class in half, it is not blindly divided into equal parts of time. In the actual operation process, a variety of ideas can be combined for practice.

4.2. Enrich assessment forms.

Split class is a kind of teaching mode that fully mobilizes students' initiative under the premise of respecting students' subjective differences. In the first mock exam, students usually have a summative examination of their achievements, while Split class has changed the pattern, using process thinking, adopting flexible evaluation mechanism, paying attention to quantification and more qualitative. On the one hand, Split class reduces the burden of teaching on teachers and plays the role of a guide in the overall teaching process, so you can have more time to optimize the curriculum design and classroom content, and can use the intelligent system to carry out classroom teaching and online teaching. The above discussion, process assessment, etc. provide new ideas for the assessment mode. On the other hand, students can be grouped according to differences in individual abilities. Therefore, in the final assessment, for students with poor learning ability, the assessment standards can be lowered and standard-based assessments can be adopted, focusing on basic knowledge and abilities. For students with strong learning ability, they can take multiple indicators for open assessment, giving them more space to show their ability. Moreover, teachers can record the results of group discussions in a timely manner, and evaluate and score in the group according to everyone's division of labor and participation, so as to enrich the assessment basis. The innovation of these assessment forms pays full attention to the differences in students' individual abilities and learning needs, and embodies the student-oriented concept.

5. Conclusions

To sum up, "split class", as a new teaching mode, takes teachers' teaching, students' Internalization and group discussion as the main teaching steps. In this mode, teachers and students have equal rights and responsibilities, split class, and truly become the "unity of teaching and learning". "Split class" makes the classroom teaching process undergo structural changes, breaks the shackles of traditional "full house irrigation" teaching, and has exuberant vitality. College teachers should establish the awareness of lifelong learning, constantly absorb new professional knowledge, improve the ability to control the classroom, and seek professional, lifelong and dynamic development. Be good at constructing professional knowledge network, grasp the important and difficult points of teaching, optimize teaching content; review and reflect in time, give full play to the educating attributes of education, change students' inherent "passive educated" cognition, fully mobilize students' subjective initiative, and help students Better realize their own value. In addition to the traditional theory of only Division, we pursue generative and open evaluation, and build a multi-dimensional and multi index evaluation system. In the course of the outline of modern Chinese history in Colleges and universities, this teaching mode can also be introduced to create a "split" history class and promote the formation of College Students' historical literacy.

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