Discussion on the Mixed Teaching Reform of Cloud Classroom and Traditional Teaching in Ideological and Political Teaching

Gao Ning

Ordos Institute of Applied Technology, Ordos City, Inner Mongolia, China

Keywords: Ideological and political education, Cloud classroom, Research, Educational reform.

Abstract: With the development of the times, the new network teaching mode has gradually stepped into colleges and universities. The new network teaching mode can improve the teaching efficiency and inject vitality into the traditional classroom. The introduction of cloud classroom pushes curriculum reform to a climax of development. Based on this, this paper first outlines the necessity of introducing cloud classroom into Ideological and political teaching, then discusses the dilemma faced by the ideological and political classroom in carrying out the reform of mixed teaching, and finally puts forward the implementation path of hybrid teaching mode of cloud classroom and traditional teaching in Ideological and political teaching, with a view to providing new ideas for follow-up research.

1. Research Background

1.1 Literature review

In the context of the rapid development of the Internet, the ideological and political classroom teaching mode has also realized the teaching mode of Internet + education. With the emergence of cloud classroom teaching platform, teachers can not only grasp students' learning situation online and increase interactive learning between teachers and students, but also effectively stimulate students' interest and enthusiasm in Ideological and political courses. Wang Ruizhen believes that the traditional ideological and political education model can no longer meet the needs of social development under the impact of the Internet. The traditional ideological and political teaching has made students not interested in the ideological and political course because of its boring theoretical knowledge. In the ideological and political class, the situation of students skipping classes, playing mobile phones and sleeping has become normal. How to change this phenomenon is a difficult problem for every ideological and political teacher (Wang, 2017). Wu Xiaofang and Lu Fang put forward that the reform of Ideological and Political Curriculum in Colleges and universities is the inevitable demand of the development of the times (Wu and Lu, 2016). Wang Fen pointed out that if we want to improve the effectiveness and pertinence of Ideological and political classroom, it is necessary to adopt a new network teaching mode (Wang, 2017). Cao Qin believes that with the development of information technology, information technology assisted instruction is becoming more and more popular. It can bring vitality to ideological and political classroom teaching and improve teaching efficiency. The emergence of cloud classroom has undoubtedly promoted the continuous innovation and reform of curriculum reform (Cao, 2016). Cui Hongli believes that in the context of the Internet era, ideological and political courses in Colleges and universities should actively make corresponding reforms to meet the needs of the times. The ideological and political classroom in Colleges and universities should take students as the main body to teach. Teachers should change from the classroom leader to the assistant of students' learning. Students mainly study online, while teachers mainly answer questions and puzzles for students in class. The change of teachers' and students' roles has made a beneficial attempt for ideological and political reform (Cui, 2017). The mixed teaching of traditional classroom and network classroom can effectively improve the disadvantages of traditional classroom teaching. How to effectively combine the network classroom with the traditional classroom is a problem that every scholar needs to study in depth(Pan, 2015). Mixed teaching of cloud classroom and traditional teaching can effectively

stimulate students' enthusiasm in learning ideological and political courses, and let students actively participate in the ideological and political courses, so as to enhance students' comprehensive literacy.

1.2 Purpose of research

As a basic course, the ideological and political course plays a vital role in the formation of students' thoughts and qualities. The ideological and political course can help students set up correct three views, and its position and importance are beyond doubt. With the development of the times, how the ideological and political course can meet the growth and development of students, and how to make students have a strong interest in learning ideological and political course is a problem that every ideological and political teacher needs to think about. With the development of information technology, the emergence of various new teaching platforms and modes has challenged the traditional ideological and political teaching mode. The emergence of cloud classroom not only alleviates the teaching pressure of Ideological and political teachers, but also improves the dullness of traditional teaching mode to a certain extent, so that students no longer have a psychological conflict with the ideological and political curriculum. The mixed teaching of cloud classroom and traditional teaching is of great significance to the reform of Ideological and Political Curriculum and the improvement of teaching quality. How to combine cloud platform with traditional teaching mode, by introducing mixed teaching mode into Ideological and political course, to improve students' interest in learning, to enable students to change from passive learning to active learning, and from indoctrinated learning to interactive learning is the key content of this study.

2. Necessity of Introducing Cloud Classroom into Ideological and Political Teaching

From the analysis of the current situation of Ideological and political teaching, ideological and political teachers usually only focus on teaching the content of the textbook in class, only through individual cases to explain the content of the course, and for the content outside the textbook is rarely involved. Ideological and political teachers unilaterally indoctrinate knowledge points, while students only passively accept curriculum content. Teachers use traditional teaching mode to teach, and students' learning style is relatively single. As a result, most students think that ideological and political courses are very boring and lack of interest in learning, which is not conducive to the development of Ideological and political classes. The emergence of cloud classroom has subverted the traditional teaching mode, students have become the main body of the classroom, and teachers play a leading role. The introduction of cloud classroom makes the classroom atmosphere more relaxed and free. Students learn mainly through discussion, cooperation and inquiry, and then complete communication and sharing by combining cloud classroom teaching resources. Therefore, the introduction of cloud classroom in Ideological and political education can be in line with the current social development and teaching reform concepts.

From the analysis of the function of cloud classroom technology in Ideological and political classroom teaching, cloud classroom can effectively stimulate students' interest in learning. The so-called interest is the best teacher. If the students can not be interested in learning ideological and political courses, then even if they have learned some knowledge in the classroom, they have to study just to complete their studies, and they will not apply the knowledge to their daily life in the future. Introducing cloud classroom into Ideological and political education is to turn students' mobile phones into teaching carriers. This is undoubtedly full of novelty and curiosity for students. Nowadays, the image and video functions of mobile phones, as well as the rich resources and simple operation, can enable students to quickly find what they need to learn, and flexibly choose the resources of interest for research and research. This can not only stimulate students' interest in learning ideological and political affairs, but also enable them to actively study and explore, improve the effectiveness of the classroom, so that the ideological and political classroom is no longer boring.

3. Difficulties in the Reform of Mixed Teaching in Ideological and Political Classroom

3.1 Loss of special advantage of traditional classroom teaching

According to the requirement of "insisting on the unity of indoctrination and enlightenment" put forward by national leaders on the reform and innovation of Ideological and political course, the traditional indoctrination teaching in classroom can not be abolished. The advantages of traditional classroom must be retained. In the mixed teaching classroom, the inquiry teaching method of teachers and students is mainly highlighted. In the mixed ideological and political class, students preview before class. In the class, students discuss and discuss with students, teachers and students in class. Then students review and reflect after class. Although this teaching mode can give prominence to teachers' guidance and students' autonomous learning, to a certain extent, it has lost the accuracy, efficiency and systematicness of traditional teaching (Wang and Yang, 2017).

3.2 The effect of students' pre-class preparation is not guaranteed

In the mixed teaching mode, students need to preview and learn what they will learn before class. If the students' self-discipline is not good, the poor learning effect will directly affect the quality of classroom discussion. At present, the mixed teaching mode of Ideological and political classroom mainly uses online platforms such as Mu Course to let students learn relevant courses by themselves. This kind of online platform mainly adopts the way of recording and uploading video directly from teachers' teaching links to the platform for students to watch and learn. This teaching method can greatly save teachers' teaching time and allow them more time for scientific research, but it also has some drawbacks (Liu et al., 2016). Video courses can not replace teachers' ability to interact with students. Students can not stimulate students' interest in learning by watching videos unilaterally. Teachers can not get real-time information about students' learning, and the learning effect of the network platform can not be guaranteed. If students do not have a good preview before class, it will not be conducive to the discussion in class.

3.3 The leading role of Ideological and political teachers is apt to be weakened

At present, when carrying out mixed teaching, the school ideological and political course pays more attention to stimulating students' potential, letting students study independently, making students actively discuss and learn in class, and emphasizing the teaching mode of taking students as the main body. Although the student-centered teaching model can effectively stimulate the potential of students to a certain extent, it also weakens the dominant position of teachers to a certain extent. The weakening of Ideological and political teachers' leading position is mainly manifested in two aspects. On the one hand, the emergence of Hybrid Teaching mode, students are online learning, so that teachers to guide students to learn time has been greatly reduced. On the other hand, some ideological and political teachers' comprehensive literacy is not high, and they can not effectively lead students to discuss and learn in class. Classroom discussion is too formal, and the teaching effect is not good. These two reasons directly lead to the weakening of Ideological and political teachers' dominance.

4. The Implementing Path of the Mixed Teaching Model of Cloud Classroom and Traditional Teaching in Ideological and Political Education

4.1 Ideological and political teachers actively construct courses

Cloud classroom is different from other online learning platforms. Online learning platforms such as Mu class can directly use the existing platforms' network video resources for teaching, but cloud classroom needs ideological and political teachers to establish learning platforms for students to learn independently. Ideological and political teachers need to build online courses independently on the cloud classroom platform, and they need to distribute learning materials and teaching points to students on the cloud classroom platform. Ideological and political teachers also need to set up preview thinking questions and learning tasks for students according to the needs of the classroom, so that students can learn independently, so that students can better cope with classroom learning

tasks. Ideological and political teachers' autonomous curriculum construction, and constantly adjust the teaching objectives according to the actual situation of students, according to the learning progress to adjust the distribution and management of learning materials can effectively highlight the dominance of teachers, rather than allowing students to watch online teaching videos for learning.

4.2 Improving students' self-regulated learning ability

Today, with the rapid development of the times, the emergence of mobile phones has brought endless convenience to students' learning. Students can learn anytime and anywhere with the help of mobile devices such as mobile phones and computers. Mobile devices can break through the limitations of time and space so that students can learn a lot of learning resources. Ideological and political teachers need to build courses according to students' interest in learning and upload them to cloud classes, so that students can have a strong interest in the courses and actively study. If students encounter any problems in the learning process, they can get answers in time by asking questions to teachers or classmates in the cloud classroom. Students can also write down the difficulties they encounter in learning and bring them to class for discussion and analysis with teachers and classmates. All of these help to improve students' autonomous learning ability.

4.3 Teachers' intensive lectures in class

Ideological and political teachers need to teach students the key points, core contents and difficult problems in the teaching content during the teaching time, and need to explain the key contents of the teaching content in depth, so that students can have a profound understanding and mastery of the curriculum content. The increase of this link can effectively remedy the shortcomings of traditional inculcation classroom integrity, systematicness and efficiency due to the rise of mixed teaching. The classroom discussion in the mixed teaching mode can improve the interaction between teachers and students, but the learning efficiency is not high. Ideological and political teachers will give students the essence of what they learn in a class hour, not only improving teaching efficiency, but also effectively solving the lack of interest in the ideological and Political Curriculum due to the boring classroom, and effectively solve the problem of students playing mobile phones in class and having low attendance.

4.4 Active discussion between teachers and students in class

In the classroom, after the ideological and political teachers give intensive lectures on the main learning contents, the remaining classroom time can be used for discussion between teachers and students. On the one hand, teachers can solve the difficult problems for students in the discussion stage and guide students to learn correctly. On the other hand, teachers can throw questions according to the content of the classroom, organize students to actively carry out discussions, and then guide students according to the results of discussions. Finally, ideological and political teachers need to analyze and summarize the situation of students' classroom discussion, help students to clear up their learning ideas, master the knowledge points of the curriculum, and assign homework for students according to the learning situation.

4.5 Students consolidate their study after class

After completing the classroom learning, the ideological and political teachers need to adjust the teaching progress according to the students' mastery of the content, improve the teaching content on the cloud classroom teaching platform, and make students more targeted and efficient learning. Students consult the information on the platform of cloud classroom, and solve the learning problems through communication with teachers and classmates. After class, students complete the assignments assigned by teachers and submit them to the cloud classroom homework section. Teachers can not only learn about each student's learning situation, but also give targeted guidance according to different students' learning level, so that each student can be promoted. According to the feedback from teachers, students review and learn what they have not mastered, constantly consolidate their knowledge and improve their literacy.

References

[1] Wang R.Z. (2017). Research on Hybrid Teaching of Higher Vocational Ideological and Political Theory Course Supported by Wechat, Agricultural Machinery of Times, 44(10), +224+227.

[2] Wu X.F., Lu F. (2016). Exploration on the Reform of Mixed Teaching Mode of Ideological and Political Courses in Higher Vocational Education Under the Background of Educational Informationization, Journal of   Luohe Vocational and Technical College, 15 (6), 8-11.

[3] Wang F. (2017). The Application of "Cloud Classroom" in the Teaching of Ideological and Political Theory in Colleges and Universities --- Taking the Teaching Content of "Reform and Opening-up" as an Example, Economic and Trade Practice, 17 (15), 301.

[4] Cao Q. (2016). Cloud Classroom, Keeping the Teaching of Ideology and Politics up to date, Journal of Hubei Correspondence University, 29 (7), 49-50.

[5] Cui H.L. (2017). Research on the Mixed Teaching Model of Ideological and Political Course and the Cultivation of Innovative Talents in Higher Vocational Education, Journal of Huainan Vocational and Technical College, 17 (17), 24.

[6] Pan D. (2015). Construction and Application of "Cloud Classroom" in Colleges and Universities, Information System Engineering, 28 (4), 145-145.

[7] Wang Y., Yang N. (2017). Design of Hybrid Teaching Mode Based on Cloud Classroom - Take Huashiyun Classroom as an Example, Audio-visual Education in China, 38 (4), 85-89.

[8] Liu H.M., Qu A.L., Liu B. (2016). Exploration of Cloud Classroom Teaching Model in Higher Vocational Colleges of Education Informatization, Journal of Beijing Agricultural Vocational College, 30 (3), 92-96.