

Research on the Practice of Blended Teaching-Taking "Tie-tie Method" in Business Etiquette Course as an Example

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Abstract. Under the background of Internet economy, traditional teaching can no longer meet the needs of students for the quickness, interest and diversity of knowledge. Blended teaching combines the advantages of traditional learning mode and network learning, integrates face-to-face teaching and online learning, can fully mobilize students' subjective initiative in learning, teaching and learning will achieve a win-win situation. Taking the teaching of "tie-tie method" in business etiquette course as an example to discuss the teaching method of blended teaching. Practice has proved that blended teaching method has a positive effect on stimulating learning interest and improving learning effect.

The Concept of Blended Teaching Model

In the 1980s, with the emergence of radio and television teaching, hybrid teaching mode has begun to emerge. In recent years, with the deepening of education informationization and the rapid development of the Internet, the teaching mode based on the rapid dissemination of information has been further improved and optimized, which can make full use of the sharing advantages of Internet data and information resources in the teaching process. From the teacher's point of view, because some curriculum resources can be placed on the Internet for sharing, thus reducing the repeatability of teaching; from the student's point of view, teachers can extract teaching resources suitable for their own learning methods and learning level from the teaching resources provided on the internet, so as to achieve personalized learning. This kind of teaching mode combines the advantages of traditional learning mode with those of network learning, and integrates face-to-face teaching and online learning. It can not only give full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflect the initiative, enthusiasm and creativity of students as cognitive subjects in the learning process, so as to enable both teachers and learners to learn. To achieve a win-win situation, this win-win situation is actually the best embodiment of Internet plus traditional education advantages.

Advantages of Blended Teaching

The traditional teaching mode is dominated by teachers. The contents and methods of learning basically follow the teachers' thinking. Students are in a relatively passive situation in learning. Under this kind of teaching mode, it is difficult to achieve a wide range of good teaching effect, and even harder to say to cultivate talents with initiative thinking ability and innovative consciousness. Blended teaching mode has the advantages that traditional teaching methods are difficult to have. This model can make full use of the highly centralized information of the Internet, share resources and information, and greatly expand the scope of teaching. Secondly, students can choose appropriate teaching resources and learning methods according to their own situation, so students' learning initiative has been enhanced. Thirdly, because the network is not limited by time and space, it greatly expands students' learning opportunities. The problems in learning can also be solved quickly by online consultation or group discussion. Therefore, the blended teaching mode fundamentally changes the relationship between traditional teachers and students, and establishes a brand new teaching and learning mode of mutual cooperation.

Design of Business Etiquette Hybrid Education Course Resource Platform

The blended teaching mode based on the Internet must first do a good job in the construction of the network platform. Teachers upload curriculum-related resources to the network, and students can easily access the curriculum resources through their accounts.

The design of learning system of function module of hybrid teaching network integrated platform under the background of Internet. The curriculum resource platform includes two parts: curriculum resources and teaching activities. The curriculum resource module includes courseware, micro-lessons, cases, books, reference, web disk, documents, pages, external chains and labels. The teaching activity module is divided into ten options. There are five options: objective, experiment, homework, test and examination. In the process of module design for each teacher, each project module can be built according to the needs of the course under the established framework. If you can upload all the five chapters of courseware to the system, so that students can preview before class and review after class; upload reference videos of business sitcom to facilitate students' reference before sitcom group performance; collect a large number of business etiquette videos and cases to upload to the corresponding module, so that students can understand the important and difficult knowledge of each chapter[3].

Developing Students' self-regulated Learning Ability by Rain Classroom and Other Network Platforms. Establish students' awareness of blended learning. The blended teaching mode adopted in teaching must first establish students' awareness of blended learning. Therefore, it is very important to take students' learning interest as the guide and enrich the content continuously in the module construction. For example, in the announcement part of rain classroom, besides announcing the daily information of course learning, it can also include the latest lecture information and academic frontier dynamics in this part. It can not only enrich the course teaching, but also improve students' interest in learning and broaden their horizons. Taking business etiquette course as an example, a "case base" is constructed in the course resource platform. Video cases such as image etiquette, office affair etiquette, reception and visiting etiquette, catering etiquette, foreign etiquette and job-seeking etiquette are introduced to enable students to learn business etiquette knowledge intuitively through specific video cases. In the project-based teaching, a number of situational training projects have been set up to enable students to cooperate with each other in groups, play roles according to the situation issued by teachers, and display the results in online learning. The realization of all these learning methods depends on the students to establish a good sense of blended learning, so that both teachers and students can cooperate tacitly and lay the foundation for further study.

Forming students' blended learning strategies. An important task of blended teaching mode is to promote students to form their own blended learning strategies. Blended learning strategies are divided into two parts: holistic learning strategies and partial improvement strategies. To adopt this kind of teaching mode, first of all, students need to set up an overall learning strategy. Specifically, in blended learning, students must make clear learning objectives, formulate detailed learning plans, and achieve teaching objectives by stages (such as the beginning, middle and end of the term, etc.). Local improvement strategies mainly refer to the problems and puzzles encountered in the process of learning to develop learning habits that can be solved through online consultation or group discussion. Overall learning strategies and partial improvement strategies are very important components of blended learning, which must be well grasped in the learning process.

Cultivate students' diversified and blended learning styles. Under the background of internet, the blended teaching mode emphasizes the diversified blended learning mode, which mainly includes three main learning methods: guided learning, research learning and task learning. "Guided" learning method mainly refers to setting questions to guide students to learn in the process of teaching. It can set up problems through hypothetical situations or lead problems through case introduction, so as to set suspense and stimulate students' interest in learning. "Research-based" learning is after a certain accumulation of learning, teachers put forward in-depth learning topics, clear the corresponding learning objectives, and give certain solutions, so that students can refer to suggestions and put them into practice to solve problems, compared with "guided" learning,

"research-based" learning is more difficult, students will gain more. "Task-based" teaching method means that after the accumulation of theory and practice to a certain stage, teachers assign tasks, teachers no longer give any hints, completely by students according to what they have learned to determine problems and corresponding solutions, and solve problems independently [2]. Overall, it is the most demanding of the three hybrid learning methods. These three kinds of blended teaching methods complement each other in the process of students' learning and promote each other in practice.

Exploration of the Hybrid Teaching Model: Taking the Teaching of "Tie-tie Method" in Business Etiquette Course as an Example

Taking the teaching task of "Business Etiquette" course "Tie-tie Method" as an example, this paper explores the practical teaching effect of blended teaching. This semester, we teach the marketing class and the sophomores of e-commerce class. We use the rainy classroom developed by Tsinghua University as a teaching aiding tool in classroom teaching, and the curriculum resource platform of our school as a platform for students' online learning. Before class, students can learn the preview tasks issued by teachers through rain classes. Rain classes have the functions of recording online learning time, discussing problems, submitting homework and scoring. It is convenient for teachers to supervise students' autonomous learning and provide technical support for the effective development of flipping classes. In addition, students can also independently view teaching resources such as courseware and micro-videos through the course resource platform.

Before class: Teachers arrange online learning homework one lesson ahead of time, requiring all students to complete online learning before the next lesson. Teachers upload relevant micro-videos, reference books, related link websites and courseware to the course resource platform. Teachers notify students to learn courseware and videos about tie system on time by issuing announcements in rainy classes. Students are independent. Complete the online learning, record the students' online time data on the platform. Each group completes group learning after class. Through group learning and mutual assistance within the group, all members can master the five tie systems and submit their learning experience. Students can timely feedback the problems they encounter in learning through rain classes. Teachers should pay attention to rain classes before class and give guidance to students who encounter problems.

In class: Teachers explain five kinds of tie systems and the important role of personal image in business etiquette. Teachers demonstrate five tie systems on the spot. Students can issue bullet curtain at any time through rain classes. They can ask questions by bullet curtain when they don't understand. Students discuss and learn in groups. Teachers take part in the process of group learning, and then compete in groups. The fastest and correct students will get personal formative scores. In the feedback evaluation stage, students' mutual evaluation and teachers' evaluation are combined. Students evaluate and discuss the problems encountered in the process of tie-wearing and which tie is the most practical. Finally, teachers comment on the overall situation of students' performance. For the places where students do not have enough knowledge, teachers can give on-the-spot guidance and show and explain by excellent students to stimulate students' participation and enthusiasm for learning.

After class: Teachers clarify the importance of personal etiquette in business contacts, especially the details of tie waiting clothes reflect a person's taste and professionalism, and encourage students to practice more after class. The curriculum resources of the curriculum resources platform are used as learning aids for students to consult at any time.

Through the implementation of blended teaching, students' learning initiative is greatly enhanced compared with the previous way of passive acceptance of knowledge taught by teachers. The form of training and competition in class stimulates students' enthusiasm for after-class learning, which is conducive to their mastery of knowledge of the practical course of business etiquette.

Conclusion

After the implementation of blended teaching mode, obvious teaching effect has been achieved, and most of the students have positive affirmation. Blended teaching makes theoretical knowledge visualized, vivid, practical and life-oriented. Through classroom learning, students' comprehensive quality and social etiquette ability have been improved, laying a solid foundation for future employment and development. Of course, to advocate blended learning now is not to completely deny traditional teaching, but to try to change the past tendency of "accepting learning too much", and to advocate a kind of blended learning that both teachers and students are willing to accept, a more harmonious way between teachers and students, a better way of teaching effect. In the exploration of hybrid teaching, there are still some problems, such as the higher requirement of Hybrid Teaching for network, the problems of students' inability to watch videos with mobile phones, the slow speed of students' online learning, the perfunctory use of pre-class learning tasks by students with weak autonomous learning ability when teachers' supervision is not in place, the low utilization rate of curriculum resources and so on. Question [4]. It is necessary for teaching workers to study and explore the corresponding methods to overcome the existing problems while applying them in practical teaching.

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