

The Leading Path of Personalized Learning Theory in the Classroom Revolution of Applied Undergraduate Colleges in the New Era

Mo Tian-sheng

Office of Academic Affair, Guangzhou College of Technology and Business, Guangzhou Guangdong
510850

Keywords: personalized learning theory; applied undergraduate college; classroom revolution

Abstract: Personalized learning is mainly based on the level of teachers and students. Based on the teaching angle, individualized teaching according to material is realized, and independent learning is realized based on learning and teaching. This paper is based on the classroom teaching of applied undergraduate colleges under the background of new era, applying the realization path of personalized learning theory, based on the brief analysis of personalized learning, and discussing the theoretical application strategy of personalized application in classroom application of applied undergraduate colleges.

1. Introduction

The “individualized” undergraduate classroom learning model can shape students' creativity and thus help students develop their creative ability[1]. However, “personalized” undergraduate classroom learning requires personalized classroom teaching and learning objectives, requires diverse teaching methods and a relaxed and democratic classroom teaching atmosphere, and requires personalized teaching evaluation as a guarantee. With the development of information technology, network personalized learning in the field of educational technology has received more and more attention. Constructivist ideas are widely used in teaching[2]. Educators put more emphasis on the main role of students. With learners as the center, it is possible to achieve the learning goals for students themselves. It is necessary to supervise themselves and individualized learning. Therefore, this thesis develops a research on the classroom revolution of applied-oriented undergraduate colleges in the new era.

2. Overview of the theoretical connotation of personalized learning

2.1. Personalized Learning Theory

“Personalized learning” refers to both the individualized learning of the student group or the collective, and also refers to the individualized learning of each student,[3] that is, each student shows different advantages in different aspects of the learning process in the undergraduate class, such as in the learning goal. The content, learning style, learning methods, learning style, and learning strategies fully reflect the characteristics and specialties of the individual. From the perspective of teaching, the essence of “individualized learning” is “teaching students according to their aptitude.” English teachers should change their teaching concepts, establish a teaching concept that takes into account the comprehensive and individualized personality, respects the objective differences of students in the classroom teaching, and teaches students in accordance with their aptitude, so that each student can develop their own comprehensive application ability. From a learning perspective, “personalized learning” is self-directed learning[4]. “Personalized learning” is implemented in the classroom teaching, which means that under the guidance of the teacher's organization, based on their original English knowledge and personality characteristics, and based on their own internal needs, they can find their own personality to develop uniquely. Fields or characteristics (such as oral English, English translation, etc.), and even in one aspect of a certain field, independently choose appropriate learning content and methods when conditions permit, in

order to obtain full and healthy development of personality. Allowing students to carry out “personalized learning” can fully reflect the characteristics of undergraduate classroom teaching, so that each student can actively participate in undergraduate classroom learning, and each person can achieve different degrees of development on the basis of their original unique fields, without Strongly strive for all students to achieve a unified level of development in all areas, and its purpose is to enable students to finally form their own unique learning style.

2.2. Personalized teaching system theory

In 1968, American psychology professor Keller proposed the theory of personalized system teaching. The purpose was to avoid the lecture-style teaching and rigid schedule, allowing students to advance at their own pace, and asking students to show his mastery of the teaching materials. In accordance with the principle of teaching students in accordance with their aptitude, they attach importance to the individual abilities and interests of the educational objects[5], especially their individual learning difficulties, but they do not necessarily need to conduct individual teaching activities. Teachers should prepare a large number of learning units for each of the course materials they teach, each learning unit. It should be combined with the corresponding materials in the textbook. Teachers must clearly know how to divide a subject into a number of relatively independent units, how to present them, and how to judge the situation mastered by students.

After preparing the study notes for each unit, the teacher must ask the students to learn at each step by unit. The students must accept the questions in each unit. If the examination is qualified, they will be allowed to enter the next unit. You must repeat this unit and take another test. The test unit can be opened at any time when the students think they are ready, but if you can use live demonstrations, conversations and study with the course Suitable videos have a role in improving learning interest[6].

The reason why the teaching system is personalized, because it can learn at the students' own pace, mainly relying on themselves, accepting many examinations and a lot of feedback on their progress in learning. This method has developed many variants. The basic framework includes: 1). Establishing specific and clear teaching objectives Students decide their own learning progress, and the time required to achieve proficiency varies, but they all achieve the desired goals. (2) The teaching content is compiled into the major unit textbooks, and then the large unit is subdivided into small units. Each unit has specific objectives and formative evaluation exams, and this is used as the design basis for teaching activities. (3) Teaching activities are taught before the teacher begins, suggesting effective learning methods and triggering learning motivation. (4) Teachers provide teaching materials so that students can study alone. (5) After self-learning, students can ask the teacher to give a test evaluation test when they realize that they have reached the predetermined level. (6) After the student accepts the evaluation test, the teacher gives the score until the evaluation test is passed before the next unit can be studied. (7) At the end of the semester, all students are required to participate in summative assessment.

3. The need for personalized learning

3.1. Psychological basis

Psychology generally interprets the definition of personality as the sum of a person's relatively stable psychological characteristics, mainly manifested in one's temperament, character, ability and so on. It includes both personality and personality. Because each learner's genetic factors are different, the growing family and social and cultural backgrounds are different, and the resulting personality is not the same [7]. The individuality difference of learners is an objective existence that cannot be ignored. The famous American psychologist Carter conducts observation and test on various life situations and behavioral events, and uses the mathematical analysis of factor analysis method to extract 16 basic characteristics or 16 personality factors. The different combinations of these 16 personality factors in one person constitute a unique personality different from others. This personality factor not only affects the way people treat people in life, but also affects people's

behavior in learning. Therefore, the learning quality of each learner will be different.

3.2. Individual learning needs

American psychologist Maslow divides needs into physiological needs, security needs, belonging needs, love needs, cognitive needs[8], and self-fulfilling needs. Each need reflects the uniqueness of the individual. Field-dependent individuals hope to get clear guidance from teachers, and field-independent individuals hope to have more autonomy in learning. Education should provide a suitable learning environment based on the personality characteristics of learners, so that the potential of each learner can be fully utilized.

3.3. Social development needs

Achieving equality in education is the unremitting pursuit of mankind in the long history. But what is equality in education, and everyone has the right to school and the opportunity to attend school is equal to education? The answer is no. Equal schooling rights and schooling opportunities are only the threshold for achieving equality in teaching[9]. There are many standards for achieving equality in education, and individualized learning is the key and core to achieving equality in education. Personalized learning emphasizes people-oriented, respects students, and faces all students is the starting point for the fair development of education; personalized learning emphasizes pertinence, teaches students according to their aptitude, and treats each student fairly; the individualized learning emphasizes the cultivation and promotion of subjectivity. The internal dynamic mechanism of individual development guides each student's independent development to be more positive in education equity, which is the ultimate goal of educational equity. Social development is inseparable from human development, and human personality development has profound social and historical significance.

4. Personalized learning theory teacher guidance

4.1. Help students solve problems in learning

Students are mainly in learning. The success and happiness in learning marks the quality of life of students and affects their growth. Lang Lang has long said: "If we imagine happiness as a way of being, then, education The way is to make people happy." However, in fact, students have more common problems in learning. It is the unshirkable responsibility of teachers to help students overcome obstacles in learning and improve the quality of learning and quality of life.

4.2. Learning guidance is an important task of teaching

At present, the phenomenon of high scores and low energy can still exist. This shows that there is a condition between knowledge learning and ability development. One of the important conditions is the learning method. Teaching students to learn methods is an important strategy for cultivating abilities. Many excellent teachers This is proved. For example, the teacher uses orientation, self-study, discussion, Q&A, self-test, self-contained six-step teaching method to guide students to learn, and also teaches students a variety of collective learning methods to cultivate applied talents.

5. Application-oriented undergraduate college classroom application personalized learning theory

5.1. Hierarchical multi-level teaching objectives

The undergraduate classroom teaching is divided into reading and writing classroom teaching and listening and speaking classroom teaching. Reading and writing is the individualized behavior of students. Students reading new texts need to use their previous knowledge, experience and personalized emotions to infer and feel the text. New meaning. This determines that the goal of literacy teaching is only to consider the key points and difficulties of the textbook is not enough. It

should also have a great "elasticity" and be flexible according to the actual situation of the students. We can formulate corresponding individual goals according to the students' level of knowledge and personality, and allow the teaching objectives to be adjusted at any time based on the teacher's macro-control. Teachers and students can work together to set goals. Different students can have different goals, so that students at all levels can enjoy the happiness of success and stimulate students' interest in learning college English.

For example, in the case of English teaching, some students' learning objectives may be the understanding and mastery of the course content chapter[10], so as to absorb the thoughts and essence of the article; some students' learning objectives may be good words and sentences appearing in the text and Grammar points, in order to pass the CET-4 test; some students' learning objectives may be the mastery of the writing method and writing skills of the English article, so that they can write better English essays by learning and so on. The school or relevant departments should formulate the basic learning objectives of the college English curriculum before the course is opened. On the basis of this goal, formulate different learning requirements and learning objectives that are compatible with the individualized learning of the students, and institutionalize the individualization. Learning provides protection.

Of course, it is very difficult for undergraduate teachers to meet each student's individualized learning goals and requirements within a limited time of classroom teaching. Therefore, undergraduate teachers can provide students with a variety of multimedia learning resources of different requirements and levels, such as English courseware, audio-visual materials, etc., so that students can click on self-study outside the classroom according to their needs or interests. In addition, the school can also open various types of elective courses related to college English learning objectives and college English skills according to the requirements of students or learning objectives, in order to make up for the lack of unified classroom teaching in training students' "personalized learning". Good to create conditions for students' personalized English learning.

5.2. Emphasis on the development of students' individuality

After long-term exploration and research, people find that there are not two identical things in nature, and there are no identical individuals and personalities in society. In the activities of students in their own time, the understanding of things by different individuals cannot be exactly the same. Therefore, teachers should respect the individuality of students in the teaching process and pay attention to the development of students' individualized learning ability[12].

First of all, a teaching model based on students should be established in the teaching process. Teachers should try to stimulate the students' subjective consciousness, cultivate students' interest in the course content learning, and guide students to find their own personalized learning methods, improve learning efficiency, and thus creatively use their own knowledge content. For example, students who are not interested in the knowledge of course knowledge can provide some background information and introduce some simple and interesting stories or movies to improve students' interest in learning. However, students with poor knowledge base can have more Encourage, improve the confidence and enthusiasm of their learning, and cultivate students' ability to learn independently and solve problems independently.

Secondly, in the teaching process, teachers should apply a variety of teaching methods according to the individual differences of students. Teachers can't ask every college student to speak fluent and beautiful English, because some students only have a basic understanding of their learning goals. At this time, the methods used by teachers in classroom teaching should take into account the needs of various students. At the same time, in the teaching process, teachers should avoid indoctrinating teaching, guided by the main, giving students enough space to develop personalized learning. For example, in English listening and speaking classroom teaching, teachers can give students some open topic discussion, which means that there is no standard answer to these topics, students can give full play to their imagination and creativity, give their own personalized views and answer. This kind of teaching mode can enhance students' self-reliance and creative spirit, and is conducive to the development of students' individuality.

5.3. Diversified evaluation concepts and evaluation criteria

Taking the application of English teaching in undergraduate colleges as an example, the "individualized" college English teaching model requires personalized evaluation concepts, evaluation methods and evaluation criteria. The new evaluation concept focuses on process evaluation and personality evaluation of different individuals, attaches importance to the incentive, guidance and feedback functions of the evaluation[13], realizes the comprehensive evaluation of the students, and promotes the comprehensive and individual development of the students through the functions of evaluation and other incentives. Personalized learning evaluation focuses on the process, progress and results of individualized learning, and has different evaluation criteria for different students, highlighting individual differences. For example, in the graded teaching mode, different evaluation criteria are adopted for different levels of students. The final evaluation criteria for A-level students is through the National English CET-4; for B-level students, only the National English CET 3 is required; Students are only required to pass the school's course exams; and so on. At the same time, in the course examinations of the school, different test papers or different scoring methods can also be adopted, and students' differences in learning performance and performance can be considered. The evaluation of college students' English subjects should also pay attention to the comprehensive ability of listening, speaking, reading, writing and translating in English language proficiency. Different students have different requirements for English skills and learning objectives. Focus on the ability to listen, some focus on the ability to speak, and some only require written standards to write standards, teachers should be based on the student's learning objectives in the evaluation. Only the "personalized" evaluation that takes the difference can ensure the smooth progress of "personalized" college English teaching.

6. Conclusion

By introducing personalized learning theory into the classroom teaching reform of applied undergraduate colleges, the role of teachers is more important in personalized learning. Only by giving appropriate guidance to students can achieve the effect of individualized learning, so that students can truly learn. Develop the applied talents needed by the society.

Acknowledgments

Achievements of the first batch of industry-university cooperative education project stage in 2018 —teaching reform and exploration of SQL database technology based on flipped classroom (project No.: 201801193064)

References

- [1]Chen C M . Intelligent web-based learning system with personalized learning path guidance[J]. Computers and Education, 2008, 51(2):0-814.
- [2]Westergaard J . Effective group work with young people: delivering personal learning and development in the guidance group context[J]. Institute of Career Guidance, 2009.
- [3]Ishikawa K , Ohmichi H , Umesato Y , et al. The guideline of the personal health data structure to secure safety healthcare: The balance between use and protection to satisfy the patients' needs[J]. International Journal of Medical Informatics, 2007, 76(5-6):412-418.
- [4]Deed C , Cox P , Dorman J , et al. Personalised learning in the open classroom: The mutuality of teacher and student agency[J]. International Journal of Pedagogies and Learning, 2014, 9(1):66-75.
- [5]Powell W , Kusumapowell O , Ebrary I . How to teach now : five keys to personalized learning in the global classroom[J]. Ascd, 2011:178.

- [6]Liu C M , Sun Y J , Zhang Y . The Research and Application of Adaptive Learning System in Learning Programs[J]. Applied Mechanics and Materials, 2013, 347-350:3109-3113.
- [7]Allison Z , Diane U , Greg C . Learning Personalized: The Evolution of the Contemporary Classroom[J]. 2015.
- [8]Zhang M , Zhu J , Wang Z , et al. Providing personalized learning guidance in MOOCs by multi-source data analysis[J]. World Wide Web, 2018(Jan).
- [9]De Bra P , Smits D , Kees V D S , et al. GRAPPLE: learning management systems meet adaptive learning environments.[J]. Intelligent and Adaptive Educational-Learning Systems / Ed. A. Peña-Ayala, 2013, 17:133-160.
- [10]Hung, Chun-Ming. A Learning Style Perspective to Investigate the Necessity of Developing Adaptive Learning Systems.[J]. Journal of Educational Technology & Society, 2013, 16(2):188-197.
- [11]Balakrishnan B . Motivating engineering students learning via monitoring in personalized learning environment with tagging system[J]. Computer Applications in Engineering Education, 2018, 26(3).
- [12]Netcoh, Steven. Balancing freedom and limitations: A case study of choice provision in a personalized learning class[J]. Teaching and Teacher Education, 2017, 66:383-392.
- [13]Wang X H , Wang J P , Wen F J , et al. Exploration and Practice of Blended Teaching Model Based Flipped Classroom and SPOC in Higher University.[J]. Journal of Education & Practice, 2016, 7.