# A Research on the Teaching Mode of "English Teaching Methodology" Based on SPOC Blended Teaching

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**Abstract:** *SPOC blended teaching model is a new teaching model which combines online self-directed learning with offline classroom teaching. The author explored and reformed the existing teaching mode of "English Teaching Methodology" and tried to use blended teaching mode in this course. By encouraging teacher-student interaction and student-student interaction, the teaching effect was improved, and relatively good results were achieved. However, it is found in practice that due to the limitations of teachers' comprehensive ability and students' autonomous learning ability, the application of this model in the curriculum needs to be optimized and improved.*

*Keywords: English Teaching Methodology, SPOC, Blended Teaching, Teaching Mode*

## 1. Introduction

Blended teaching mode, often called "hybrid", "flexible", "mixed", or "flipped" teaching, combines face-to-face teaching and flipped online teaching. From the qualitative aspect, blended teaching mode should be a thoughtful integration of face-to-face teaching and online teaching. From the dimension of quantity, the proportion of online teaching in Blended teaching mode should be between 30% and 79%, usually around 50% [1]. If a course spends 80% or more of its teaching time online, it is considered fully online, not blended.

For decades, scholars at home and abroad have explored the possibility of blended teaching mode and SPOC mode. The use of technology for training and education has a long history of more than 30 years abroad. Blended learning first appeared in staff training in the early 20th century and was adopted by educators for its achievements[2]. With the advancement of science and technology, there are many online tools and platforms that support blended learning or teaching, which are constantly receiving attention from educators and researchers. The most representative definition is the Sloan Consortium's definition of blended learning as a combination of online learning and face-to-face teaching, and blended courses tend to have 30% to 80% of the course content delivered online[3]. There is a trend for researchers to apply blended instruction to different classrooms and fields.

Some studies, from the perspective of teachers, aim to help teachers better use blended teaching in their daily teaching. Ellis, Steed, and Applebee's[4] conducted a qualitative study to analyze teachers' concepts of blended instruction and blended learning and how they used these concepts to help them design blended instruction. Obstacles of Ocak qualitative case analysis Four university teachers' teaching summary Better development of mixed teaching needs to solve eight common problems, including complicated teaching, lack of organization and effective communication, lack of time, lack of system support, change of teachers' roles, and lack of complex technical and electronic means.[5].

To sum up, studies on SPOC blended teaching mode at home and abroad are more focused on the application of different fields, mainly in the field of education. SPOC blended teaching mode has become a research hot spot. Studies at home and abroad have discussed the influence of SPOC blended teaching mode on education and its implementation form in education. Compared with the traditional general teaching practice, SPOC blended teaching mode shows its advantages in education. For example, learning materials are richer and more interesting, students can exchange learning experiences online or face to face, solve problems under the guidance of course teachers, and actively improve their interest in learning and self-directed learning ability. At the same time, there are also some problems that need to be solved urgently in this mode, such as the construction of network teaching platform, the design of offline classroom activities, the interaction between teachers and students, how to help

students improve their vocational skills under SPOC mode, teachers' evaluation and the study of student evaluation mode. In addition, it is a time-consuming job for teachers to choose appropriate online resources among the abundant teaching materials. These problems have attracted the attention of researchers, and some solutions have been proposed.

## 2. The Necessity of Reforming

With the continuous progress of Internet technology and the launch of various innovative mobile phone assisted learning software, students' learning methods have undergone earth-shaking changes. In the past, students mostly relied on teachers to acquire new knowledge in class. And now, an endless stream of learning software meet the students' learning needs. The traditional teaching mode obviously cannot meet the strong demand of students to learn new knowledge under the new situation. Therefore, it is necessary to optimize and reform the teaching mode on the basis of the original traditional teaching mode, combined with the current students' learning habits.

### 2.1. Course Background

"English Teaching Methodology" systematically teaches the theory of English teaching, the view of language and linguistics learning involved in the teaching process, and the teaching model and method formed on the basis of it. It focuses on teaching the communicative method and task-based method, makes students familiar with the national English curriculum standards, and instructs students how to prepare lessons, write lesson plans and conduct classroom management. Practice teaching methods and techniques from the aspects of language knowledge and language skills. Through the study of such courses, students can master certain basic theories of education and basic teaching skills, that is, they can choose and use appropriate teaching methods and skills according to the actual needs, have the ability of classroom management and evaluation, and to select the teaching materials. This course can lay a good foundation for students to engage in the teaching profession, and can better meet the needs of teacher professional development and teaching. In the teaching of this course, teachers should not only focus on the theoretical knowledge of the course system, but also spend a lot of time to train students' practical ability. The integration of theory and practice is one of the major learning focuses of this course. In the actual teaching process, we found the problem of uneven allocation of theoretical and practical time. Therefore, this problem has become one of our urgent problems to be solved.

### 2.2. The Current Situation of "English Teaching Methodology"

#### 2.2.1. Large Number of Large Classes

Wang Qiang proposed that "English Teaching Methodology" strives to embody the student-oriented educational thought. Based on students' learning experience and cognitive basis, it inspires students' thinking, gives play to their creative ability, helps them build new cognition and ideas, and cultivates their ability to analyze and solve problems through discussion, inquiry, practice and reflection[6]. Classroom learning not only provides students with one or more teaching modes and methods, but also provides a platform and opportunity for students to explore and practice. However, due to the reasons of the allocation of teachers and the number of students, it is difficult for teachers to take into account the theoretical and practical requirements of most students in class. In most classes, a teacher has to take care of about 40 students, so it is difficult to give detailed and comprehensive guidance to each student. At the same time, it is not possible to timely accept the feedback of each student and evaluate their performance. Therefore, teachers can not adjust the teaching methods and content in time, and the teaching effect is greatly reduced. Students will also have negative emotions towards classroom learning because of the lack of participation in class.

#### 2.2.2. Difficulty in Improving Teaching Effect

In the traditional teaching mode, teachers generally adopt the mode that teachers talk and students listen. Teachers, as the center of traditional classroom teaching, transfer knowledge to students in one direction, while students accept knowledge passively. The drawbacks of such a teaching model are obvious. First of all, due to the differences in learning ability, cognitive level and classroom concentration among students, students' initiative is ignored or even repressed for a long time, and the efficiency of knowledge taught by teachers will be greatly reduced. In the long run, problems in the classroom cannot be solved, the classroom atmosphere will be affected, and students will not be able to keep up with the teacher's teaching progress, and the teaching effect will be greatly affected.

### 2.2.3. Lack of Opportunities to Practice

The teaching focus of English Teaching Methodology is to combine theory with practice and bring theoretical knowledge into classroom design and practice effectively. In the traditional teaching mode, the study and discussion of theory take up most of the time of a class, and the teaching goal is mainly to impart knowledge, ignoring the importance of practice. As a result of teaching all knowledge in the classroom, teachers need to spend a lot of time teaching theoretical knowledge, leaving little time for discussion and practice, and even less time for each student. After a semester, a lot of theoretical knowledge learned by students cannot be put into practice, and they cannot find out possible problems in practice and adjust them in time, which has a bad impact on students' future career planning and development.

### 2.3. Advantages of SPOC Blended Teaching Mode

### 2.3.1. Share the Pressure of Classroom Teaching

SPOC blended teaching mode subverts the traditional teaching mode. Students learn the knowledge from short videos and relevant materials on online teaching platforms in advance, record questions and doubts, and spend their class time solving problems and taking part in discussions. Due to the particularity of online teaching resources, students can learn the key and difficult points in knowledge repeatedly and carefully study the difficult parts in accordance with their own cognitive level and learning ability. The promotion of this teaching model changes the status of students in the classroom and makes the student-centered classroom learning that we advocate become a reality. Since students have independently learned the theoretical knowledge part of the class in advance, teachers can spend more time in class to solve the problems raised by students. The classroom interaction mode will change from simple one-way interaction between teachers and students to interaction among students. This interactive mode has a positive effect on students' in-depth understanding of knowledge, and teachers can focus more on supplementing additional knowledge.

### 2.3.2. Stimulate Students' Learning Initiative

Constructivism emphasizes the initiative of learners and believes that learning is a process in which learners generate meaning and construct understanding based on original knowledge experience, which is often completed in social and cultural interaction[7]. At the same time, the theory emphasizes that learners should take the initiative to complete information processing and meaning construction in the cooperation and conversation with teachers and other students in a specific context, so as to acquire learning knowledge. In the course of classroom teaching, teachers organize students to discuss in groups and cooperate with each other to complete learning task. On this basis, teachers can also observe the discussion process of each groups to know the progress and completion of students' online learning. In this mode, students' self-directed learning process is effectively supervised and their autonomous learning ability is stimulated. By organizing different classroom discussion activities such as brainstorming, teachers can activate the knowledge gained online by students and apply it to solve practical problems. In the process of constantly learning and applying knowledge, students' learning ability may be greatly improved. Students also feel more involved in group discussions and sharing. This creates a virtuous circle of learning.

### 2.3.3. Cultivate Students' Critical Thinking

Critical thinking ability mainly refers to the analysis, elaboration, evaluation, reasoning and explanation of theories, concepts and methods. From the perspective of emotional tendency, critical thinking ability also refers to the respect for facts, objective evaluation, exploration and careful judgment[8]. For students who are used to traditional teaching mode, classroom learning means that they mainly listen to lectures mechanically, passively accept classroom knowledge, and lack interest in classroom knowledge and desire to explore actively. While absorbing new knowledge, students do not classify, analyze and judge the knowledge. They simply regard the final exam result as the feedback of learning effect, and neglect the cultivation and application of comprehensive ability, especially critical thinking ability. For example, when learning the five indicators of comprehensive language use ability in *Compulsory Education Curriculum Standards*, students simply remember that they are language knowledge, language skills, learning strategies, emotional attitude and cultural awareness, but do not investigate the reasons why emotional attitude and cultural awareness are included in comprehensive language use ability, or even they do not realize the existence of this problem[9]. This will not only fail to promote the cultivation of students' ability, but even solidify their original concept of learning. As students in the direction of English education, they should update their learning concepts, cultivate their

critical thinking ability, and lay a foundation for their future careers.

### 2.4. Problems in the Implementation of SPOC Blended Teaching Mode

In the process of promoting SPOC blended teaching mode, there are still many problems that need to be solved.

(1) The quality of online teaching resources varies, and teachers need to spend a lot of time collecting, sorting out and observing the quality and effectiveness of those resources. Many people mistakenly think that the blended mode is to reduce the burden on teachers, but in fact, the selection and control of extracurricular resources increase the workload of teachers.

(2) The supervision of students' self-directed study is still one of the difficulties of blended teaching mode. Each student's ability to focus and learn is different, and learning online can be influenced by many other factors, such as the temptation from advertisements, websites and games when using the computer or mobile phone. Many online learning platforms offer solutions to this problem, such as a question-answering session at regular intervals to check students' progress. However, it is still very difficult to rely solely on students' self-control and independent learning ability to complete daily online learning.

(3) The heavy learning pressure in college may make students resisting the combination of online and offline learning mode. Under the pressure of a large number of study tasks, students may want to put most of their knowledge learning in the classroom. In this regard, we should communicate with students to let them understand the advantages of blended teaching. After a period of practice, we should test and give feedback on the learning effect, so as to dispel students' concerns in this aspect.

### 3. Design of "English teaching Methodology" Based on SPOC Blended Teaching Mode

At present, the teaching material of "English Teaching Methodology" in the School of Foreign Languages of Guangzhou Institute of Science and Technology is the second edition of the *Course of English Teaching Method* edited by Wang Qiang. The main contents are English language learning, teaching design, classroom management, English skill teaching, teaching evaluation and other contents. The course consists of 12 chapters and plans 32 class hours. The course attaches importance to the combination of theory and practice, so the teachers redesigned the teaching activities according to the characteristics of the course. According to the students' cognitive level and English foundation, combined with different online and offline activity modes, the teacher team replanned the teaching and discussion time to achieve better teaching results. The before, during and after class activities of this course are carried out on the Super Star Learning platform and offline classrooms.

The following is a detailed analysis of the teaching design of before, during and after class activities.

### 3.1. Before Class: Self-directed Learning

Based on the characteristics of the Super Star Learning platform, the author sets up four modules for the course of "English Teaching Methodology": online resource library, chapter video, interactive discussion area and chapter test. The resource library and chapter video belong to the teaching resource module. At the same time, the author optimized the teaching PowerPoint, condensed and optimized the important and difficult points of each chapter, extracted the teaching objectives of chapters, made chapter tests as the task points of online learning and uploaded them to the platform. Table 1 below shows the blended teaching activities arrangement and online learning time arrangement of each chapter.

As can be seen from the above table, the online learning time of each chapter is about 30-45 minutes. In order to deal with the problems of inattention and low efficiency of students' self-directed learning, the author specially designed task points and inserted them into the video watching process. The content of these task points is related to the video. Students must answer the task point questions correctly in order to continue watching the video. This means that students have to watch the video carefully and do not let their mind wander during this period in order to watch the entire video segment and get the corresponding online learning weight bonus points.

*Table 1: Course Online/ Offline Activities Arrangement.*

| UNIT | SPOC BLENDED MODE | STUDY/VIDEO DURATION | TASK |
|---|---|---|---|
| Unit 1 Language and Language Learning | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 48 mins | 3 |
| Unit 2 Communicative Principles and Task-based Language Teaching | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 46 mins | 4 |
| Unit 3 The National English Curriculum | Self-directed study/ Chapter quizzes/ Class teaching/ Class discussion | 30 mins | 2 |
| Unit 4 Lesson Planning | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 31 mins | 2 |
| Unit 5 Classroom Management | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 26 mins | 3 |
| Unit 6 Teaching Pronunciation | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 35 mins | 2 |
| Unit 7 Teaching Grammar Unit 8 Teaching Vocabulary | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 38 mins | 2 |
| Unit 9 Teaching Listening | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 45 mins | 2 |
| Unit 10 Teaching Speaking | Self-directed study/ Chapter quizzes/ Class teaching/ Class discussion | 30 mins | 3 |
| Unit 11 Teaching Reading | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 41 mins | 2 |
| Unit 12 Teaching Writing | Online video learning/ Chapter quizzes/ Class teaching/ Class discussion | 46 mins | 2 |

*Table 2: Distribution of Online and Offline Activities.*

| ITEM | PERCENTAGE |
|---|---|
| Assignment | 15% |
| Discussion | 15% |
| Sign-in | 5% |
| Online video watching | 10% |
| Chapter test | 10% |
| Online study time | 15% |
| Class performance | 30% |

Table 2 below shows the weight of online learning for the course. The author improved the calculation method of students' grades in the previous English teaching method, and added more weight of online teaching and extra points for learning according to the characteristics of SPOC blended mode. As can be seen from the table, the author divides online students' learning performance into chapter tests, chapter videos, check-in, discussion, chapter learning times and homework. In this way, students' learning performance can be digitized, so that students can more intuitively understand their learning state, and timely compare and adjust their learning duration and time. On the premise that there are generally more than 30 students in a class, such quantitative assessment is more convenient for teachers to observe the learning situation of individual students, and it is also more convenient for teachers to collect and count all students' self-study time. The platform can also export the learning situation of students, so that teachers can timely see the learning effect of students, so as to continuously improve the teaching method and teaching quality.

### 3.2. During Class: Summarize and Supplement Knowledge

The during class period takes the form of offline classroom teaching. This part is the supplement and deepening of self-directed learning before class. In classroom teaching, the author will focus on explaining the key and difficult points of chapters to help students solve the problems encountered in pre-class learning. At the same time, the author will put forward questions according to the characteristics and cognitive basis of students in the class, and require students to conduct group discussion and individual demonstration, and complete the learning and practical tasks. In class, the

author not only uses offline communication and discussion, but also tries to use the form of online topic discussion. The author posted the discussion topic on the Super Star Learning platform, where students can share their thoughts and opinions by typing on their mobile phones. This model breaks through the time limit, changes the limitation that only a few people can present their ideas in class, and allows more students to join in the discussion. This mode enables more students who are shy to express themselves to have their own stage, encourages students to express themselves step by step, and exercises students' expression ability and thinking ability. Students generally support this model, saying that it does not affect the concentration in class, and even improve the enthusiasm of learning.

### 3.3. After Class: Consolidate Practical Knowledge

After class, the author assigned corresponding assignment tasks to students. After students complete the assignment according to the requirements, they need to take the group as a unit to correct and evaluate the assignment. In the process of completing and correcting assignment, students will apply their knowledge comprehensively. The goal of this course is to train students to become qualified English teachers. In order to achieve this goal, students need not only a large amount of education-related knowledge, but also hands-on experience, so that students can be physically and mentally prepared for their careers. Through the behavior of correcting assignment, students can personally understand the problems that may occur in the practical application of knowledge, so as to optimize their own theoretical system and more fully realize their own problems and shortcomings. At the same time, students can write learning reflections through the Superstar platform, review and evaluate the whole learning process, evaluate the teaching effect of teachers, and provide reference for teaching.

### 3.4. Performance Evaluation Method

In the course evaluation, the author use online learning evaluation, offline classroom performance evaluation, student mutual evaluation and final evaluation to evaluate objectively and fully students' completion of the course task. The author tries to break the traditional evaluation mode, eliminate the subjective and biased factors in the evaluation, and strive to achieve fairness, justice and openness, so that students can live up to the efforts of themselves at every stage, make students feel positive learning motivation, and promote the virtuous cycle of learning and teaching.

## 4. Implementation Effect and Reflection

The author conducted a questionnaire survey among 100 students of this course in order to give better feedback on the teaching effect. Table 3 shows the reliability and validity analysis of this questionnaire.

As can be seen from the above table, the reliability coefficient value is 0.986, greater than 0.9, indicating that the reliability quality of the research data is high. For the α coefficient of deleted items, the reliability coefficient does not increase significantly after any item is deleted, indicating that the item should not be deleted. In summary, the reliability coefficient of the research data is higher than 0.9, which indicates that the data reliability is of high quality and can be used for further analysis.

It can be seen from the above table that the KMO value is 0.924 and which is greater than 0.8. The research data is very suitable for information extraction (the validity is good reflected from the side).

*Table 3: Reliability and Validity of Questionnaire.*

| NUMBER OF TERMS | SAMPLE SIZE | CRONBACH'S ALPHA |
|---|---|---|
| 34 | 100 | 0.966 |
| KMO VALUE | | 0.924 |
| BARLETT'S SPHERICITY TEST | Approximate chi-square | 4880.240 |
| | *off* | 561 |
| | P value | 0.000 |

### 4.1. Teaching Efficiency

In the questionnaire, students rated the content of the questionnaire, with the lowest score being 1 and the highest score being 5. The score given by the students in terms of curriculum objectives and themes is 4.526 points, which reflects that the teacher has explained the teaching objectives and themes

well and the students are clear about the main teaching objectives of the course.

*Table 4: Students' Online Learning Performance.*

| NUMBER | 0-70 | 70-90 | 90+ | MAX | MIN | AVERAGE | SD | VAR | PASS RATE | EXCELLENT RATE |
|---|---|---|---|---|---|---|---|---|---|---|
| 32 | 1 | 1 | 30 | 97.25 | 69.80 | 91.91 | 5.24 | 27.42 | 100 | 96.88 |
| 28 | 1 | 2 | 25 | 97.12 | 54.68 | 92.92 | 8.48 | 71.86 | 96.43 | 92.86 |
| 29 | 0 | 16 | 13 | 99.28 | 80.22 | 89.49 | 4.00 | 15.97 | 100 | 100 |
| 20 | 0 | 2 | 18 | 97.96 | 81.41 | 94.44 | 3.93 | 15.46 | 100 | 100 |
| 27 | 2 | 2 | 23 | 97.39 | 66.88 | 92.21 | 7.25 | 52.56 | 100 | 92.59 |

From the Table 4 above, we can see that students have a high degree of completion in online learning and are highly motivated in learning. Only a few students get an online score below 70. This indicates that including the completion degree of online teaching activities into the calculation of ordinary grades is helpful to improve students' learning enthusiasm.

In the class discussion section, a total of 13 topics were sent out and 414 responses were received. The average number of participants in each class is more than 25. It has improved the traditional classroom teaching mode in which a class has only a few interactions. In the questionnaire, 56% of students think they are very satisfied, 30% think they are relatively satisfied, and only 1% think they are not satisfied. This shows that online discussion can effectively improve students' participation and satisfaction in class.

In the process of answering candidates, the average number of answering questions in the class is 12.4 times, and the average number of students participating in the individual presentation is 43. Students' cooperation in questioning and personal presentation has improved compared with traditional teaching. In the survey, many students said that they were more bold than before to present their own opinions, no longer timid when showing in class, because of more practical activities, they become more confident. Table 5 shows students' comments on blended teaching mode. The students who participated in the survey had a positive comments on blended teaching. They generally believe that blended teaching is of great help to build self-confidence and improve practical ability.

*Table 5: Comments on Blended Teaching Mode.*

| SUBMISSION TIME | COMMENTS |
|---|---|
| 16:45 | A little bolder |
| 16:53 | Familiar with class and teaching plan writing process |
| 17:02 | It promotes the cognition of language learning |
| 17:34 | Practice gives me more confident |
| 17:45 | Gave me the courage to speak on that stage |
| 16:02 | Understand how to combine theory with practice |

In the final examination of this course, students' teaching skills, teaching methods, teaching skills, language control, classroom management and other aspects are examined. Table 6 below shows the final grades of students in one of the classes. 59.3% of students scored 90-99, 25.9% scored 80-89, 7.4% scored 70-79, and only 7.4% scored 60-69. Therefore, I can assume that the teaching effect of "English Teaching Methodology" is relatively ideal, and the expected teaching effect and teaching objectives are basically achieved.

*Table 6: Final Grade of Class A.*

| SCORE | 90-99 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | BELOW 40 |
|---|---|---|---|---|---|---|---|
| NUMBER OF STUDENT | 16 | 7 | 2 | 2 | 0 | 0 | 0 |
| PERCENTATGE | 59.3% | 25.9% | 7.4% | 7.4% | 0% | 0% | 0% |
| ANALYSIS OF SYNTHESIS | DIFF | 0.09 | DISCRIM | 0.16 | RELIABITY | 0.83 | |

The students' evaluation of this course is 93.222 points, which is higher than the evaluation of traditional teaching mode. 96% of the students expressed their willingness to continue to use the SPOC blended teaching mode, believing that this mode has strong practical value, relaxed teaching atmosphere, full interaction and communication, so that students are more interested in this course.

### 4.2. Problems and Solutions in Teaching Process

### 4.2.1. Teachers' Comprehensive Ability

We generally divide teachers' comprehensive ability into general teaching ability and teaching management ability. The former includes the ability to collect teaching materials, the ability to organize teaching materials and language expressions. The latter includes the ability to organize classroom teaching, the ability to teach students according to their aptitude, the ability of teaching feedback and teaching diagnosis. At the same time, teacher ability also includes observation, memory, thinking ability and so on. Today, with the rapid development of science and technology, students can get access to excellent teaching cases from various channels, which requires teachers to constantly develop their personal abilities, including the ability to use various teaching methods, expansion ability and educational innovation ability. Constantly excavate the teaching materials, innovate the teaching means, and improve the scientific research ability.

In SPOC blended teaching mode, the biggest challenge teachers face is how to balance classroom teaching and online teaching. It is imperative to promote online autonomous learning. Faced with the impact of a large number of excellent teaching resources on the Internet, teachers need to constantly improve themselves and the quality of teaching, so that classroom teaching can become the icing on the cake of online learning. This requires teachers not only to strictly select online teaching resources, but also to optimize and improve offline classroom discussion topics, classroom atmosphere, etc., and strive to bring offline classroom teaching with personal characteristics to students.

### 4.2.2. Students' Ability to Learn Independently

Students' online learning is influenced by many factors, such as social factors, family factors, learning motivation factors and so on. In the aspect of social factors, the involution problem in normal profession affect students' interest in learning the elective courses of English normal major. Due to the impact of the coronavirus epidemic in the past three years and the "Double Reduction Policy" in primary and secondary schools, the teaching staff in educational institutions have been transferred to primary and secondary schools and take up many positions. Facing the more severe employment situation of English teachers, students are bound to have a great impact on their body and mind. In terms of family factors, parents' words and actions have a profound influence on children. In the formation of students' learning concepts, if parents pay too much attention to the scores, and ignore the formation of good learning habits, the lack of normal family education guidance, will lead to students to develop bad learning habits, and even produce weariness psychology. In terms of learning motivation factors, some students lack the motivation of learning purpose, and some even have the grade-only theory, believing that everything will be OK as long as they pass the exam. As a result, students tend to treat online independent learning more negatively, ignoring the importance of independent learning ability for the cultivation of personal learning ability. The cultivation of independent learning ability is not only conducive to the cultivation of students' ability to find and solve problems, but also to the improvement of students' critical thinking ability and willpower, which is beneficial to students' long-term learning and career planning.

### 5. Conclusion

SPOC blended teaching mode is the mainstream teaching mode during and after the epidemic. It combines the advantages of online self-study and offline face-to-face classroom teaching, and enables more students to participate in classroom activities through teachers' reasonable classroom organization, giving full play to students' subjective initiative. In the activities before, during and after class, teachers flexibly use a variety of online and offline resources to provide students with more and more options for learning, enrich the previous single teaching and evaluation mode, and bring changes to the learning of students in application-oriented universities. As classroom designers, teachers should deepen research on various effective forms of teaching activities, make good use of Internet resources, keep pace with the time, and constantly bring different vitality to online and offline classes. Teachers should do the teaching reflection after class and grasp the feedback of students, timely adjust the teaching arrangement and progress, so as to build a good teaching model.

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