Design and Application of Management Secretarial Practice Teaching Based on Hybrid Learning Mode

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ABSTRACT. *With the continuous improvement of the new curriculum improvement process in China, the hybrid learning model has been applied to the teaching field to achieve better application results. This article will briefly explain the basic concepts of mixed learning, combined with the hybrid learning process, design and apply the mixed learning model for management secretarial practice teaching, and find that satisfactory results have significantly improved the quality of students' learning.*

Keywords: hybrid learning model; management secretarial; practical teaching
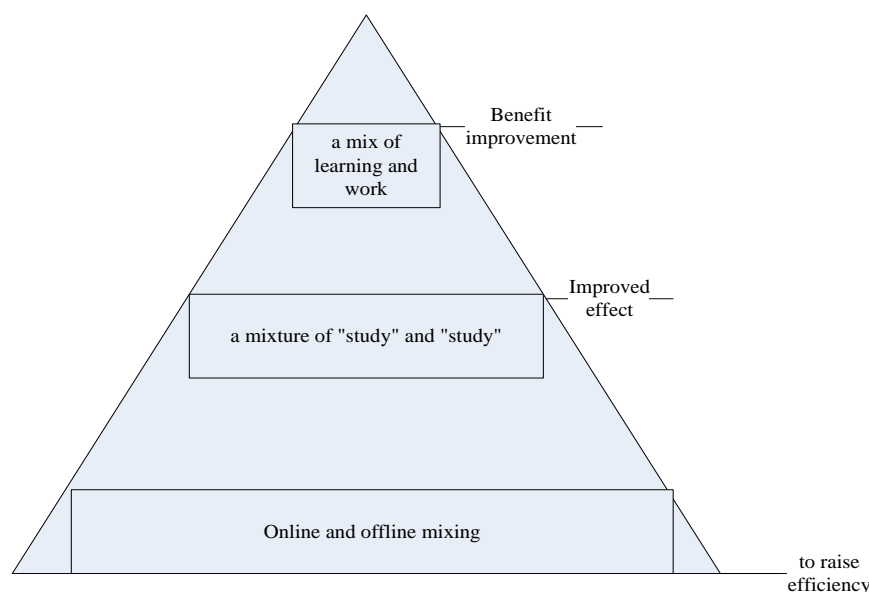
1. Introduction

In recent years, the importance attached by colleges and universities to practical teaching has been self-evident. Whether it is from the society's demand for talents[1], or from the requirements of college students' own employment, it has promoted the emphasis of teaching on the teaching of practice. Especially in the popularization of higher education today, for most ordinary colleges and universities, application-oriented talent cultivation is the mainstream, and practical ability is one of the important criteria for testing talents[2]. The application practice teaching of the hybrid learning mode has received great attention and attention. How to develop practical teaching design becomes very important. This article will explore this.

2. Overview of the basic concepts of mixed learning

Blending learning (B-learning) is an expanding concept. It originated in the field

of corporate training and was further promoted after being introduced into the field of education. Its basic concept is to properly balance "mixing" in a timely manner in a variety of learning situations, emphasizing higher learning efficiency, optimal learning effects and benefits. Today, when E-Learning technology and environment continue to mature[3], when people find the shortcomings in E-Learning's open and convenient teaching and learning process, the hybrid learning mode combining the advantages of network teaching and traditional teaching has attracted the attention of the industry. It not only reflects the initiative, enthusiasm and creativity of the students' learning process, but also pays attention to the leading role of teachers in guiding, inspiring and monitoring the teaching process. It is timely and appropriate for students of different levels and characteristics, with appropriate learning techniques and learning styles. Appropriate ability to the appropriate learner.

Blended learning is an interaction between teaching and learning. It extends and extends both teaching and learning. In the current practical teaching application[4], mixed learning mainly reflects the mixture of online and offline, the mixture of "learning" and "study", and the three levels of learning and work (see Fig.1).

Fig.1 Mixed learning hierarchy

3. Management of secretarial professional practice teaching introduces mixed learning mode

3.1 Research phase

The research phase is the pre-teaching preparation phase. This stage is mainly to understand the basics and characteristics of the learning objects (existing knowledge, learning ability, expectations, etc.), based on the analysis of the results of the analysis to form actual needs and learning objectives, and ultimately form the learning content[5].

3.2 Organizational stage

The organizational stage is the selection of learning resources and learning tools, the selection and application of teaching methods and forms in different contexts. This stage is mainly to combine the advantages of traditional teaching and online teaching to provide appropriate learning situations for students of different traits.

3.3 Implementation phase

The implementation phase is the main stage of teaching and learning. This stage is mainly composed of classroom teaching and online teaching. On the one hand, students can actively and actively prepare for classroom learning in the network environment, and test the effectiveness of classroom learning. At the same time, they can carry out certain creative learning and development. On the other hand, teachers can use classroom teaching and network interaction to guide and inspire. And effectively monitor the progress and effectiveness of teaching.

3.4 Evaluation stage

The evaluation phase is the feedback phase of the teaching process. This stage is actually a dynamic evaluation process from research, organization to implementation. Through the evaluation and feedback of teaching and learning, we will further balance the traditional teaching with the network teaching and achieve

better learning results. For example: network learning, interactive discussion and exchange process evaluation reference, practical results, testing and other results evaluation reference.

3.5 Continuous learning phase

Continuous learning is a higher level of blended learning. This stage is actually the extension and extension of learning. It is not the end of the time of course study, but the course learning as a process of continuous, gradual, deepening and expanding. Relying on e-learning and non-scheduled classroom learning, continually deepening and updating knowledge Continuous learning generally requires a series of courses or majors[6].

In summary, according to the general process of the hybrid learning model, it can be seen that it is not a complete innovation, but more in combination with the advantages of both network teaching and traditional teaching. Therefore, the introduction of the mixed learning mode of management secretarial professional practice teaching, can be re-integrated on the basis of previous traditional teaching and network teaching experience, rational and appropriate design and reconstruction. For example, the existing traditional teaching forms, online teaching content and methods, etc., can be directly used for reference. More is to reorganize the design according to the mixed learning process, such as the "suitable person" traits exploration, the balance of the teaching situation "mixed", etc., will be the focus and difficulty in practice.

4. Management secretarial professional practice teaching application of mixed learning mode and effect

A few years ago, the school's Blackboard platform was used to establish an online learning platform, uploading a large variety of learning materials, and focusing on networked and open learning models. However, while online self-learning brings convenience to students' learning, it also causes some students to have problems such as unclear learning objectives and insufficient internal motivation. At the same time, teachers may also have difficulty in controlling the overall teaching because they do not communicate face-to-face with students in time.

The progress and leading role cannot be fully revealed. The final internship effect is good for some students, but for other students, it may not even be as good as traditional teaching.

In response to this situation, the course team members conducted a number of teaching reforms in conjunction with the actual situation of the course, and finally decided to introduce a hybrid learning model, from online learning to classroom learning, based on common goals of "learning" and "study"

The mix, the proper and appropriate "mixing" of the whole process of teaching and learning. First, before the start of a new round of courses, the course team will carry out relevant research and analysis work. This includes a multi-angle survey of the basic knowledge of the course, the focus of the course opening, and the need to open the course on the Blackboard platform course website, combined with feedback from previous students on the course and from time to time. The special interviews of the business employers summarize the basics and characteristics of the students, analyze the conformity and applicability of the learning content, and achieve common learning goals.

Then, in the organizational stage, combined with the results of the survey, a variety of learning situations and forms are opened. For example, on the Internet, the course syllabus, course calendar, internship guide and other course information, multimedia courseware, lesson plans, reference case library, teaching videos and related network resources are concentrated on the course website (as shown in Figure 3). Learn online online. Open various forums in online courses: general discussion and Q&A, topic discussion and internship log (as shown in Figure 4). In particular, the theme discussion area, setting up a variety of topics related to the management software internship course, using the discussion and communication between teachers and students, this is a highlight of this course. In the practice teaching methods and form selection, consciously interspersed with various classroom teaching sessions to achieve "mixing" between online and offline. In addition, in the internship organization, the method of student grouping, teamwork, and the realization of the same internship goal, the choice of internship cases, the analysis method and the realization of the way to design, etc., to better stimulate students' interest and internal motivation .

Then, in each stage of the internship, a step-by-step, hierarchical classroom

instruction (including unified lectures and partial explanations) will be implemented. For example, at the beginning of the internship, the software tools and internship requirements and main contents of the internship will be explained in a unified manner. During the internship process and at the end, the various problems found will be explained to different students and explained in different levels. In the process, the teacher's lectures are mainly used as the main line, so that students' learning has a layered and sense of direction. At the same time, students' online self-learning is the main task, which makes students more proactive. Through the interaction between online and offline, teachers and students' "learning" and "study" are properly "mixed" at the right time.

After half a school year of mixed learning mode introduced into the management of secretarial professional practice teaching, it is found that students' internship results, students' internship satisfaction and other major indicators have significantly improved. Unlike previous internships, students' freedom is too large, and some students will be lazy. Some students will learn to drill into a dead end. After having appropriate and appropriate teachers to control the overall progress and direction of the internship, the students' Learning enthusiasm is easier to motivate, learning efficiency is significantly improved, and learning is better.

5. Conclusion

The evaluation throughout the internship process is also carried out at different levels, including the network and the classroom, the process and the results. On the Internet, students' learning process, such as learning content, interactive communication, testing, and the introduction of a hybrid learning model into management secretarial practice teaching, can achieve better professional teaching results, and can be promoted in the course of higher vocational colleges.

Acknowledgement

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