The teaching mode of "online and offline" mixed first-class writing course integrating "ideological and political theories teaching in all courses"

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Abstract: First-class teaching content should be advanced, innovative, scientific and systematic, which is the core of first-class curriculum construction. Combining "ideological and political theories teaching in all courses" (IPTTAC) with professional knowledge, integrating "IPTTAC" elements into teaching and creation, taking socialist core values as the breakthrough point, while imparting professional knowledge, cultivating students' ability of rational thinking and distinguishing right from wrong. The teaching mode of "online and offline" mixed first-class writing course is to fully integrate traditional teaching with online learning. Teachers provide students with necessary teaching guidance, while students are the key subjects of learning, and the interaction between teachers and students has been fully and comprehensively strengthened. Based on the actual situation of the university, this paper makes full use of the advantages of online teaching, and through investigation and research, explores a "online and offline" mixed first-class writing course teaching mode that integrates "IPTTAC" to optimize teaching quality, improve teaching effect and improve students' writing ability.

Keywords: Ideological and Political Theories teaching in All Courses, Online and offline, Writing course

1. Introduction

The concept of "ideological and political courses teaching in all courses" (IPTTAC) is a comprehensive educational concept that explores the integration of "IPTTAC" into all aspects of curriculum teaching and reform in the process of building a pattern of education for all staff, the entire process, and the entire curriculum. It aims to align various courses with "IPTTAC" and regards "cultivating virtue and talent" as the fundamental task of education. Curriculum is a small problem, but it can solve a big strategic problem [1-3]. The teaching effect of writing class will directly affect the quality and ability of students [4].

The main teaching goal of college writing courses is to cultivate students' writing ability. However, in the actual teaching process, both the teaching materials and the syllabus continue the traditional writing concept, emphasizing theory and neglecting writing practice has become a common problem of college writing courses [5]. Single online teaching also has the disadvantages of high dependence on equipment and environment. Based on the actual situation of the university, this paper makes full use of the advantages of online teaching, and through investigation and research, explores a "online and offline" mixed first-class writing course teaching mode that integrates "IPTTAC" to optimize teaching quality, improve teaching effect and improve students' writing ability.

2. Necessity analysis of "IPTTAC" combining "online and offline"

First-class teaching content should be advanced, innovative, scientific and systematic, which is the core of first-class curriculum construction. In the design of teaching content, it is necessary to keep a solid theoretical foundation, keep pace with the times and absorb the latest scientific research achievements and cutting-edge theoretical knowledge in the field of this discipline according to the latest trends of discipline development [6-7]. First-class curriculum construction is based on the principle of breadth first, organically integrated with "IPTTAC", which comprehensively and generally teaches the basic principles involved in the curriculum, and cultivates students' patriotic feelings and computational thinking ability. Interactive flip classroom to cultivate students' problem analysis and language expression ability, virtual simulation experiment to cultivate students' computational thinking ability,

expert new technology lecture to cultivate students' innovative ability, subject competition and other teaching forms.

The course takes cultivating ideological consciousness as the soul, cultivating practical ability and innovative spirit as the foundation, organically combining "IPTTAC" with professional knowledge, integrating "IPTTAC" elements in teaching and creation, taking socialist core values as the breakthrough point, while imparting professional knowledge, cultivating students' ability of rational thinking and distinguishing right from wrong, internalizing their feelings of loving the party and patriotism, deepening students' understanding of Chinese history and culture, and enhancing cultural confidence [8].

3. Implementation of "online and offline" mixed first-class writing course teaching mode integrating "IPTTAC"

3.1 Before class

According to the standard of "online and offline" mixed first-class writing course teaching, the online and offline mixed teaching is organized. From the time dimension, the whole learning process of writing course is divided into three stages: before class, during class and after class [9]. Online resources are used for autonomous learning, and offline teaching is organized by flipping the classroom and project teaching. Teaching activities and specific contents are set in a way from shallow to deep, which reflects the ladder of ability training, and "IPTTAC" and innovation are appropriately added, as shown in Figure 1.
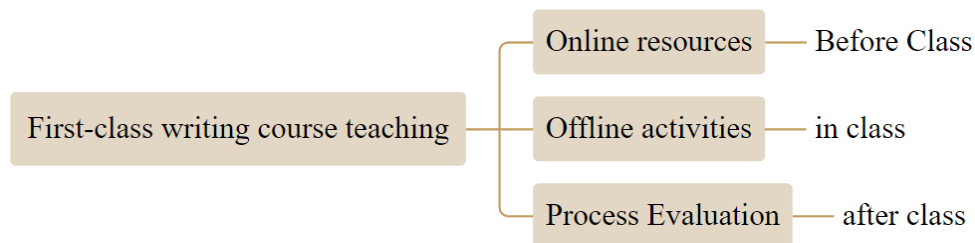

Figure 1: Implementation strategy of "online and offline" mixed teaching in writing course

Under the core vision of "IPTTAC", the combination of "online and offline" teaching mode actually expands the resources of "IPTTAC" as a whole and gives students diversified choices. First of all, in the process of "online and offline" integrated teaching, teachers should play an important role in guiding and guiding; At the same time, teachers should also guide students to use various online platforms so that they can use their knowledge independently. In order to ensure the overall effect of this course, teachers should strictly guide students to register and log in according to their real names, and actively use this learning platform to log in and study, and actively feedback questions to students.

The requirements for the preparation stage of flipping the classroom before class are as follows: PPT is required to be prepared in groups to explain the writing, and PPT must contain exercises; Require PPT graphics and texts to be merged; Each group is guided by their own explanations, and two short test questions are prepared, with unlimited questions, and students interact with each other during the explanation.

3.2 In class

In addition to publishing the knowledge points of literary genres in the learning platform, teachers can also record the literary genres that cannot be taught in limited hours as knowledge points or short videos and post them to the learning platform. The course can be open to all professional students, and students can use network resources to strengthen their study in their spare time to make up for the lack of literature they have learned.

The construction of first-class courses should pay attention to "insisting on educating people with morality as the central link, and running" IPTTAC "through the whole process of education and teaching, so as to realize the whole process and all-round education". How to organically combine "IPTTAC" with specialized courses and integrate the shaping of values and ideological guidance into teaching is an important challenge for university teachers at present. In view of the specific design operation level, we should master the "abstract+concrete" operation steps for content communication. The key core theory of

each course is generally manifested as the summary and concise of abstract concepts, viewpoints and experiences, which is highly challenging for undergraduate students who are new to the content, and it is not easy to understand and easy for students to have the psychology of "persuasion". Therefore, it is also necessary to take students' understanding and concerns as the center, understand the specific content of students' inner needs and interests, and take this direction to integrate with the course content to actively guide students and realize "IPTTAC".

For writing courses, after making full use of online resources to complete the knowledge accumulation necessary for related learning, it is a process from perceptual to rational to extract effective writing methods from reading materials and master writing skills, so it is necessary to guide students to achieve higher learning goals by means of offline teaching by teachers [10]. The coming of "internet plus" era has brought great changes to university education. Online and offline teaching mode is a brand-new teaching concept, which can effectively mobilize students' learning enthusiasm. Use three ways: before class, during class and after class, to build an interactive flip classroom with students as the main body and teachers as the main body. Therefore, on the basis of traditional paper textbooks, teaching plans and PPT teaching courseware, the course group builds and uses online classrooms to implement teaching. Case teaching can arouse students' thinking through cases. Read these interesting facts to improve your interest in writing.

3.3 After class

Make use of online materials to review and consolidate knowledge points, complete knowledge point assignments with good quality and quantity on time, make specific design according to the design parameters, design methods and division of labor of members determined by discussion, and complete large-scale project assignments in group cooperation, which requires certain innovation. On this basis, through the online learning platform, teachers can grasp the students' learning situation in real time, and effectively monitor and track them, so as to achieve the purpose of individualized learning. In the "autonomous learning" stage, students can watch the teaching videos recorded and uploaded by teachers themselves, and at the same time, they can learn PPT resources by themselves. On this basis, in view of some outstanding problems existing in the current online learning, this paper puts forward corresponding countermeasures, and puts forward corresponding countermeasures.

3.4 Evaluation effect

Construct a multi-course evaluation system of "online and offline" mixed first-class writing course teaching. Curriculum evaluation is mainly based on process evaluation, combined with summative evaluation, and reflects that dual-innovation education gives certain bonus points for participating in curriculum-related competitions. The specific evaluation system is shown in Figure 2.
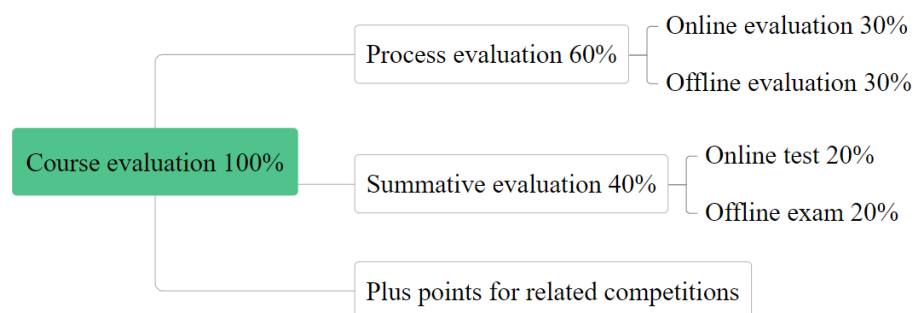

Figure 2: Multi-curriculum evaluation system

The online and offline methods are adopted to evaluate all the work, including teachers' evaluation, group self-evaluation and mutual evaluation, students' self-evaluation and mutual evaluation, so as to improve students' professional quality and comprehensive ability and make due contributions to qualified builders and successors of socialist construction in the new era in China.

Under the influence of the student-centered teaching concept, whether knowledge is finally mastered by students is far more important than whether knowledge is smoothly disseminated. Through timely monitoring and feedback on students' learning situation, not only can students have a sense of learning gain, but also can promote the subsequent teaching activities to be carried out more pertinently.

4. Application effect

In order to verify the effectiveness of curriculum reform, some pilot classes were selected for curriculum reform in our school, and the writing scores of 10 teachers' classes were compared and analyzed under the principle of giving consideration to arts and sciences.

Through the follow-up questionnaire survey of senior students and graduates, students report that the application of "online and offline" mixed first-class writing course teaching has enlivened the classroom atmosphere and stimulated learning interest; Rich online course resources meet the learning needs at anytime, anywhere and on demand; Teachers are patient and timely in answering questions online; The practical ability has been improved in an all-round way, which has provided a strong boost for the subsequent professional courses. The satisfaction of students' evaluation of teaching in recent four semesters is shown in Figure 3.
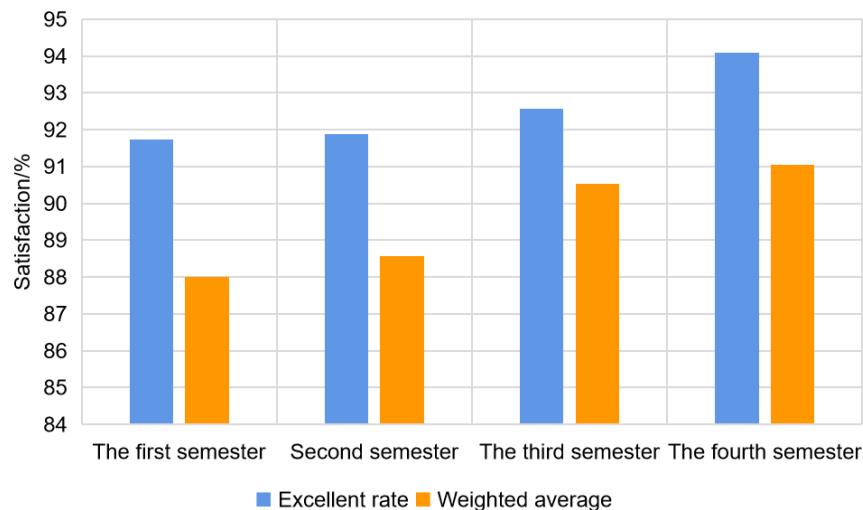

Figure 3: Students' satisfaction with teaching evaluation

It can be seen that the average score is above 90, and the excellent proportion of the fourth semester reaches 94.089%, which shows that students are very satisfied with this course. The idea of "online and offline" hybrid first-class curriculum construction is put forward from the aspects of curriculum construction objectives, teaching contents and methods, and curriculum assessment methods, which effectively utilizes online teaching resources and pays attention to the evaluation method of process assessment, and effectively improves the teaching effect of the course.

5. Conclusions

The main teaching goal of college writing courses is to cultivate students' writing ability. However, in the actual teaching process, both the teaching materials and the syllabus continue the traditional writing concept, emphasizing theoretical narration and neglecting writing practice has become a common problem in college writing courses. In the process of "IPTTAC", it is very necessary and crucial to actively and effectively expand extensive educational resources and form a joint force of online teaching and offline teaching. In order to further promote the efficient development of "IPTTAC", it is necessary to fully and comprehensively grasp its key significance and then carry it out scientifically in the practice of integration. In the future, more diversified teaching methods and assessment elements will be introduced into the course teaching, and more practical experience will be gained from the aspects of teaching interest, practicality and scientificity, so as to comprehensively improve the quality of personnel training.

Acknowledgments

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