

Application of "PBL+TBL" Mixed Teaching Mode in Pedagogy Teaching

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Abstract: *With the increasing use of Internet technology, the traditional education and teaching model has been impacted again and again, and in recent years, it has also been impacted by the COVID-19, as well as the national policy of vigorously promoting the combination of quality education and smart education. In the teaching process, there are more and more student-centered teaching methods for teachers. This paper proposes the application strategy of "PBL+TBL" mixed teaching mode in pedagogy curriculum teaching to cultivate students' high-level thinking and improve their independent learning ability.*

Keywords: *PBL and TBL Teaching Methods, Mixed Teaching Mode, Pedagogy Curriculum*

1. Introduction

In traditional teaching, some teachers neglect the subjectivity of students, which leads to students' inactive participation in answering questions in classroom teaching and poor teaching effect of teachers. Now, teachers use the "PBL+TBL" mixed teaching method in teaching, and combine the teacher's guidance to students' questions and answers and students' independent inquiry to learn. This teaching method can fully mobilize students' enthusiasm for learning, and discuss and explore problems collectively in groups, resulting in a good learning atmosphere in the education and teaching classroom, and students are also very active in the classroom.

2. The Significance of PBL and TBL Teaching Modes

2.1. Definition of PBL and TBL teaching mode

PBL teaching mode is originated from medical education in the 1950s. PBL is the abbreviation of English Problem Based Learning. The project inquiry teaching method is the core learning method of research learning and comprehensive practical courses. In short: PBL teaching mode is a problem-based learning, student-centered, inquiry based process. The TBL teaching model is a creative teaching theory and strategy widely used in many countries in the world. Because of its remarkable effectiveness, it has been praised as the most important and successful teaching reform in the past decade. The specific forms and names of group cooperative learning in various countries are different, such as "cooperative learning" in European and American countries and "cooperative education" in the former Soviet Union.

2.2. Advantages of PBL and TBL teaching modes

PBL and TBL teaching mode is to stimulate students' learning motivation first. In the era of so much information, how can students quickly and accurately find the knowledge they want in the pedagogy curriculum? PBL and TBL teaching can train students to actively seek knowledge, and can also use their brains to select high-quality answers. Secondly, cultivate students' sense of cooperation, because PBL and TBL teaching generally focuses on group activities, students can actively share and discuss knowledge in groups, which not only improves students' interest in learning, but also exercises students' self language expression ability. The last is to improve students' autonomous learning ability. In PBL and TBL teaching, students are student-centered. Whether they study in self exploration or in group cooperation, students can fully self learn the knowledge they lack.

3. The difference between "PBL+TBL" mixed teaching mode and traditional teaching

3.1. Differences in teaching objectives

The teaching objective in traditional teaching is to develop students in an all-round way and cultivate students' quality education of morality, intelligence, physique, beauty and labor based on the national education program. However, in most traditional teaching, it is very boring, students lose interest in learning knowledge, and teachers only set classroom teaching goals to complete teaching tasks.[1] In the PBL and TBL mixed teaching mode classroom, teachers teach in real situations in real life. In the classroom, teachers are driven by practical problems, allowing students to build their own knowledge system in the game practice to complete the teaching objectives. Students can feel the interest in learning in learning, and the learning effect is far beyond the expected learning objectives of teachers.

3.2. Differences in teaching process

First of all, the traditional teaching is subject based teaching in the teaching process, and there are few cross points between each subject. In the teaching process, the content of the traditional teaching has been formulated by the teacher. When teaching, the teacher is just a role of imparting knowledge. In the process of teaching, the teacher will directly teach according to the knowledge in the book, without too much extensibility, and also develop the habit that students only wait for the teacher to answer in the classroom, instead of thinking on their own initiative. However, in the process of PBL and TBL mixed teaching, it breaks the boundaries of disciplines and integrates multiple disciplines in one scene, which is more practical. And PBL and TBL teaching is student-centered. In the classroom, students are asked to ask questions and determine the content by themselves. Teachers do not "teach" in the teaching process, but guide students to explore and find solutions to problems themselves, so that learning can be more profound.

3.3. Differences in teaching evaluation

In traditional teaching, some teachers usually evaluate students directly based on the results. For example, in the classroom, teachers will ask students questions. If students answer correctly, teachers will directly say: "The answer is correct, please sit down!" [2]If the answer is wrong, the teacher will only say that the answer is wrong, and even worse, the teacher will criticize why the students did not answer incorrectly. And teachers will still take the test scores as the standard to measure students, without seeing other advantages of students. On the contrary, PBL and TBL teaching will pay more attention to staged evaluation. In the evaluation process, teachers will explain clearly what is the point of evaluating students, and guide students if they answer incorrectly. Only in this way can we take students as the center, respect the subjectivity of students, and achieve equal interaction between teachers and students, mutual respect and mutual learning.

4. Notes on "PBL+TBL" Mixed Teaching Mode in Course Teaching

4.1. Teachers prepare lessons carefully before class

Because of the mixed teaching of "PBL+TBL", students are highly active in thinking in the classroom, and they will think and ask questions about many problems. Teachers need to be more patient in the teaching process. In the face of questions raised by students, they should not attack the enthusiasm of students to ask questions, and teachers should answer questions in time. Therefore, teachers need to fully understand and sort out the knowledge of students and teaching content, and also master the knowledge background and knowledge structure of the teaching. [3] As for students' problems in the classroom, teachers should combine cases and theories to solve problems for students in many ways. In the classroom, teachers should also highlight students' dominant position and strengthen students' understanding of education and teaching knowledge, so that teachers can have a clear idea. For example, in education and teaching, students propose how to teach students in accordance with their aptitude in primary education? Teachers need to know where this problem comes from, and propose specific measures and countermeasures that can be controlled.

4.2. Teachers strengthen classroom management

In the process of teaching, teachers should combine teaching examples with the hot spots at that time to arouse students' interest, improve their enthusiasm, enable students to think on their own initiative, ask questions and discuss issues, and express their personal views. For students who have unique views on problems, teachers should timely praise and encourage other students to participate, and when they encounter valuable answers, teachers can also provide targeted guidance. For classroom management problems in the teaching process, we can reduce the result orientation in traditional education, thus strengthening the process orientation, strengthening students' learning content in the teaching process, and achieving the extension of learning content. In classroom teaching, teachers analyze and solve problems raised by students themselves, broaden and deepen knowledge, and enable students to fully understand. For example, in the course of teaching, teachers need to invite students to the platform to explain to teachers and other students, and also need to solve the questions raised by other students, fully reflecting the student-centered teaching principle.

4.3. Teachers prepare teaching carefully

In the preparation of teaching content, teachers should combine each teaching with the development of the times, and also combine the actual cases in the teaching courses. The requirements for teaching case query should be targeted, and the key content of this course should also be highlighted. It is also necessary to increase students' attention and interest in discussion, and teaching should also consider multi-dimensional, fully display the perspective and phenomenon of problems, which can also improve students' abilities in many aspects. In addition, the teaching content should also be brief and concise, so that students can discuss and understand more without occupying too much class time. Therefore, teachers need to spend a lot of time in preparing teaching and elaborately prepare the teaching content for presentation to students.

5. Application Strategy of "PBL+TBL" Mixed Teaching Mode in Course Teaching

5.1. Establishment of student groups before class

In the mixed teaching of "PBL+TBL", group discussion is very necessary. Teachers must properly arrange the grouping of students before class to provide a favorable guarantee for the implementation of follow-up learning activities. First of all, under the guidance of teachers, students should make reasonable group distribution. For example, teachers should know students' personality characteristics, basic abilities and interpersonal relationships when making distribution; Secondly, teachers should reasonably arrange the number of groups, follow the principle of homogeneity between groups and heterogeneity within groups as much as possible, so that teachers can reasonably allocate teaching resources, help students to form diversified teams, and eliminate obstacles within groups; Finally, it is about the interpersonal relationship of students in the process of team formation. It is necessary to avoid the relationship between boys and girls or the good friends in a team, and to avoid the phenomenon that the team members are isolated or only one person works hard in the group activities, while others do not. The purpose of guiding students to form groups before class is to create a good learning atmosphere and establish a foundation for subsequent learning.

5.2. Self study task and discussion

After the pre class group is properly arranged, the teacher should assign tasks to students according to the educational content of each class and the teaching purpose in the syllabus before each class. For the pedagogy curriculum, teachers can use the guidance design to assign tasks according to the chapter problems in the pedagogy curriculum. Teachers use the platform or relevant learning software before class to distribute videos to students before class. Students preview the learning content through the videos in the guidance, and learn relevant theories and teaching methods of pedagogy by themselves. In the learning process, teachers can ask and answer questions for students before class according to the platform or software, which not only ensures students' enthusiasm for active exploration before class, but also maximizes the combination of practice for independent learning. In addition, teachers can not only have questions and answers, but also review and predict questions for learning before class. Students can complete the pre class learning questions independently as much as possible without group discussion. This can accurately grasp the students' individual self-learning achievements, timely find out the students'

problems and mistakes according to the results of students' feedback, and teachers can adjust the content of teaching. We will also learn about students' personality characteristics.

5.3. Group cooperation and exploration

Group cooperation is the foundation in the mixed teaching of "PBL+TBL", and students have mastered the basic content of learning according to the teacher's guidance before class. In addition, when thinking and exploring according to the problems, students will also think of new problems, which requires each group to discuss the problems within the group. In the process of communication and discussion, students can know the answers to the questions in the early guidance part, and can also solve the problems of group members in the communication, which can enhance the long-term memory of pedagogical knowledge in students' minds. Then in the classroom teaching process, teachers collect offline cases and scenes about pedagogical principles in practice from students during classroom introduction. This interesting introduction directly arouses students' interest in learning pedagogy. While attracting students' attention, it also arouses students' enthusiasm to participate in the class, discusses quickly in groups, and creates a good learning atmosphere. According to the practical cases presented by the teachers, in combination with the knowledge and principles of pedagogy, the group can discuss within the time limit in the classroom. First, they can find problems, analyze problems, solve problems, display results and a series of cooperative explorations, fully affirm the students' subjectivity, and actively encourage students' participation.

5.4. Summary evaluation and operation

During the learning process, students will discuss and share problems in groups to show their achievements, followed by inter group discussions and teachers to share their achievements. After the results of the last three are displayed, each group can conduct intra group evaluation, inter group evaluation and teacher evaluation. The first is the intra group evaluation, which is divided into three parts: learning attitude and behavior, progress and contribution to the team. The evaluation is based on the 5-point system. The second is about the inter group evaluation. In the inter group evaluation, you can score from the evaluation field of members' progress and sharing questioning activities. The last is the teacher evaluation. In the evaluation process, teachers should evaluate students in many aspects and dimensions according to their pre class preparation, class answers, group research, etc., and fully respect their personality and seriously evaluate students. In addition, it is about students' homework after class. When assigning homework to students, teachers must expand the teaching content of this lesson and actively mobilize students' interest and initiative in learning educational courses.

6. Conclusion

To sum up, the "PBL+TBL" mixed teaching mode is a new teaching method in the education and teaching curriculum, which provides a theoretical basis for education and teaching, and the effect of applying the "PBL+TBL" mixed teaching mode to the education and teaching curriculum will be significantly improved. In the course teaching, it is an important means to promote students to become high-quality talents required by the society, not only to improve students' awareness of independent learning and the ability of group cooperation and inquiry, but also to improve students' comprehensive ability in many aspects.

Acknowledgement

Fund project: Jilin Province 2021 vocational education and adult education teaching reform research general topic "Research on hybrid teaching mode of high-quality resource sharing courses based on PBL+TBL "model" (project approval number: 2021ZCY125).

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