Research on the Blended Teaching Mode of College English from the Perspective of Curriculum Ideology and Politics and the Diversified Implementation Path

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Abstract: With the network-based learning sweeping the globe, educational informatization has become an inevitable requirement and trend of educational reform and development in the information age. Under this background, the blended learning mode, which combines online learning and classroom learning, is rising day by day and is gradually respected. The diversified learning environment, diverse learning methods and blended learning theory are the products of the contemporary educational informatization concept put into practice. Curriculum ideological and political education(IPE) is the general trend of higher education(HE) reform in the new period. At present, college english(CE) IPE has hidden curriculum function, which accords with the goal of curriculum ideological and political construction. College English course can effectively impart knowledge and lead the value through online and offline mixed teaching by grasping the advantages of media and changing traditional teaching methods. This study uses a mixed research method to investigate teachers' understanding, which not only enriches previous research at the research method level, but also provides empirical data support for speculative research, and provides a reference path for senior high school English teachers to integrate curriculum ideological and political. Finally, the research results point out the difficulties and challenges of integrating curriculum IPE into English teaching(ET), and provide empirical data support for the implementation of the concept of curriculum IPE in China.

1. Introduction

At the present stage, college teaching has always regarded "cultivating morality and cultivating people" as the core goal, put IPE throughout the course teaching, implement the education work in an all-round way, and strive to create a new situation in the cause of HE[1]. College education should not only impart professional knowledge and practical skills to students, but also make full use of the perfect college education system model to guide students to form a healthy ideology, so as to better promote the realization of the dream of the great rejuvenation of the Chinese nation[2]. English is the universal language of the world. The reform and development of ET should not only focus on learning from foreign countries, but also on tapping the cultural value of the country and realizing the external expression of Chinese thoughts and values[3].

Over the past 40 years of reform and opening up, great achievements have been made in the reform of CE teaching mode and teaching content, but there are still some problems in the cultivation of English talents[4]. For example, English teachers still only pay, ignoring the dynamic development of students' thoughts, and paying little attention to the influence of western culture and its values on students, and will not actively intervene and guide students to look at western culture critically. At the same time, a new teaching mode-blended learning mode, which development of the Internet and the concept of educational informatization, has gradually emerged[5].

In the era of the fourth industrial revolution, we should pay close attention to the problems that the Ideological and political theory(IPT) courses in China's university need to face. With the proposal of "golden class" at the first undergraduate education work conference of China's university in the new era held by the Ministry of Education on June 21, 2018, it is urgent to

accelerate the reform of the IPE[6]. Reform of IPE, and innovate the teaching system of IPE, the state has continuously given guidance documents and new requirements from various aspects[7]. In the mixed teaching mode, we should implement multiple evaluation methods, explore from the perspective of students, pay attention to the process of students' learning, play a good control and supervision role in students' autonomous learning, improve students' autonomy in learning, cultivate students' subjectivity in English learning, and also help students understand their own learning situation, adjust in time, in order to cultivate comprehensive development Social talents with comprehensive quality provide good conditions[8].

This study explores students' blended learning status from the students' point of view to understand their learning situation, so as to clarify which aspects students need supervision, which aspects are suitable for evaluation, and how to implement evaluation, etc., enrich the evaluation subject, improve the evaluation content, pay attention to the evaluation process, and unify the evaluation standards, providing valuable suggestions for improving the evaluation methods and providing new ideas for the comprehensive construction of the evaluation system.

2. The Concrete Construction of Blended Teaching Mode of Ce from the Perspective of Curriculum Ideology and Politics

2.1 Blended Teaching

With the development of science and technology, distance learning has become popular in education. With the continuous progress of science and technology, people have begun to reflect on the learning mode in a pure technology environment. Each teaching mode can reflect one or more teaching theories or learning theories. Mixed teaching is to take learners as the main body, give full play to the leading role of teachers, combine traditional classroom with modern learning methods, and achieve the optimization of learning objectives[9]. Therefore, constructivist learning theory believes that the four elements of learning are "situation", "cooperation", "conversation" and "meaning construction", emphasizing "teacher leading - student main body". As a basic language course, CE course broadens the channels for students to understand the world[10].

College English courses should put morality first, stress ability first and reflect the spirit of the times. That is to say, through the study of English courses, we should not only train students' basic skills of listening, reading, writing and translating, but also cultivate students' awareness of cross-cultural communication, experience the similarities and differences between Chinese and western cultures, cultivate students' critical thinking and enhance their patriotic consciousness. First, it is instrumental. College English course is the expansion and promotion. That is to further deepen the study of basic English in senior high school, and further train and strengthen the skills of listening, speaking, reading, writing and translation in senior high school ET, so that students can better communicate with others in their study, work and life, and at the same time lay the foundation for students to continue learning English and learn other related scientific and cultural knowledge in English in the future. Secondly, it is humanistic. As a discipline of humanistic education, CE course undertakes the task of improving students' comprehensive humanistic quality. Third, it is speculative. College English is also responsible for developing students' dialectical thinking and cultivating their innovative ability. Language is not only a tool for communication, but also a tool for thinking. When students learn English to understand the diversity of world culture, they will also be impacted and collided by different cultures and values. The cultivation of thinking ability is conducive to helping students form noble character and correct outlook on life and values. To carry out ideological and political HE, we can help students improve their ideological and spiritual pursuit and shape their good moral character by elaborating the meaning and concepts. Therefore, under the background of the ideological and political concept of curriculum, university should adhere to the guidance of "cultivating morality and cultivating people", integrate and optimize teaching resources, and teachers of all disciplines should pay attention to exploring the internal teaching resources of the discipline, and strive to implement the ideological and political concept of curriculum, so as to promote the continuous improvement of the quality and efficiency of HE.

2.2 College English Course and IPT Course Are Highly Integrated

As an important language course at the university level, college public English has its own instrumental and linguistic advantages, and its humanistic and speculative education has an important influence on students. In the process of implementing blended teaching, mobile technology is used to assist teaching, fully considering the differences of each individual in intelligence, learning ability and in-depth learning motivation, adapting to each student's learning needs as much as possible, enabling students to learn at their own pace and improving teaching effect. The phased detection of learning effect is helpful for teachers to check and fill in the gaps in the teaching of this subject in time, and to constantly feedback and correct them, forming a closed loop of knowledge construction, which is a key step for learners to construct knowledge. Humanistic education can promote students' spiritual civilization and strengthen their ideological and moral construction. Research on the Blended Teaching Mode of College English Supported by Mobile Technology; In cooperation with English teachers in a university in Sichuan, which covers various topics such as cultural exchange and information technology. Create a suitable language learning environment, lay a good foundation of English language, improve cultural literacy and cultivate students' language application ability through training in vocabulary, listening, speaking, reading and written expression.

In this ET mode, teachers only need to issue sign-in instructions on the platform, and students can use their own mobile terminals to sign in on the learning platform, which effectively saves teachers' class roll call time. At the same time, because both teachers and students have made sufficient preparations before the class starts, teachers do not need to simply explain words and grammar as in the previous teaching mode, but can upload specific teaching materials to the learning platform, through which students can deepen their impression of these learning contents and complete online detection. Based on the ideological and political concept of curriculum, university should consciously guide students' behavior habits and ideas in the process of curriculum teaching, and fully integrate IPE into public elective courses and professional compulsory courses, so as to fully play the educational role of college curriculum and realize the curriculum goal of combining curriculum teaching and value guidance, And then establish a college curriculum teaching guidance system with IPE concept as the core.

3. A Study on the Current Situation of College English Mixed Teaching Model from the Perspective of Curriculum Ideology and Politics

3.1 A Questionnaire Survey of College English Mixed Teaching Model

Based on the theoretical basis of mixed teaching of IPT in university, the mixed teaching mode of IPT course in university is constructed so that the mixed teaching mode can be better combined with the IPT course in university in the teaching process, and the mode is constantly explored and improved from practice. In order to further investigate the current situation of mixed teaching of IPE, this questionnaire survey includes the current teaching mode of IPE, students' learning interests, teaching effects and other issues, which can be roughly summarized as follows: 1) the basic situation of participating students; 2) The form of IPE; 3) The current situation of mixed teaching mode of IPT course in university; 4) Students' evaluation of the mixed teaching mode of IPE; 5) Suggestions on the development of mixed teaching mode of IPE. In the 692 questionnaires, the proportion of male and female students is 45%: 55%. The proportion of male and female students is balanced. The proportion of professional and engineering students is relatively large, and the proportion of freshmen is relatively large. As shown in Figure 1.
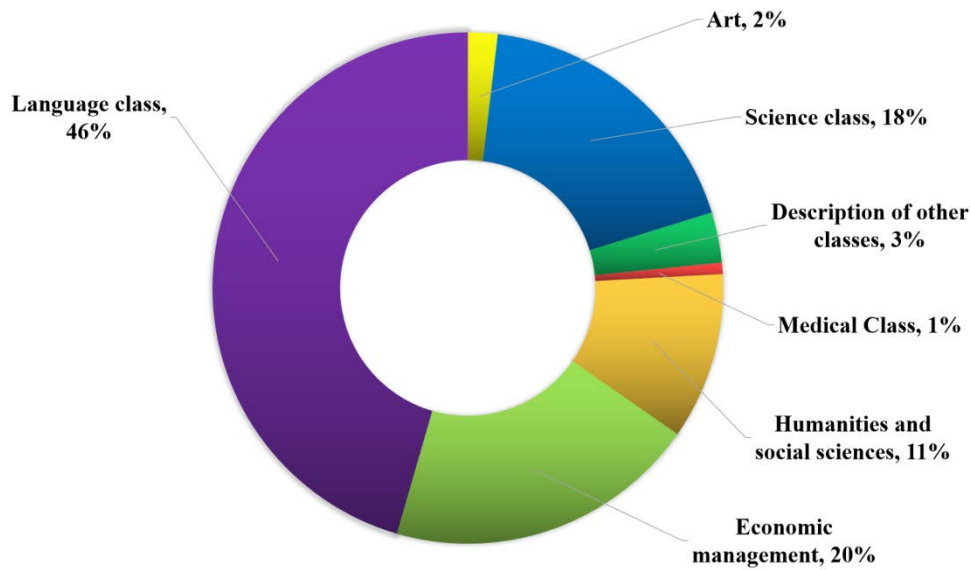
Fig.1 Proportion of Professional Categories of Students Participating in the Questionnaire

In the form of IPE, the question: "What form is the IPT course in your school now?" The survey results are shown in Figure 2.
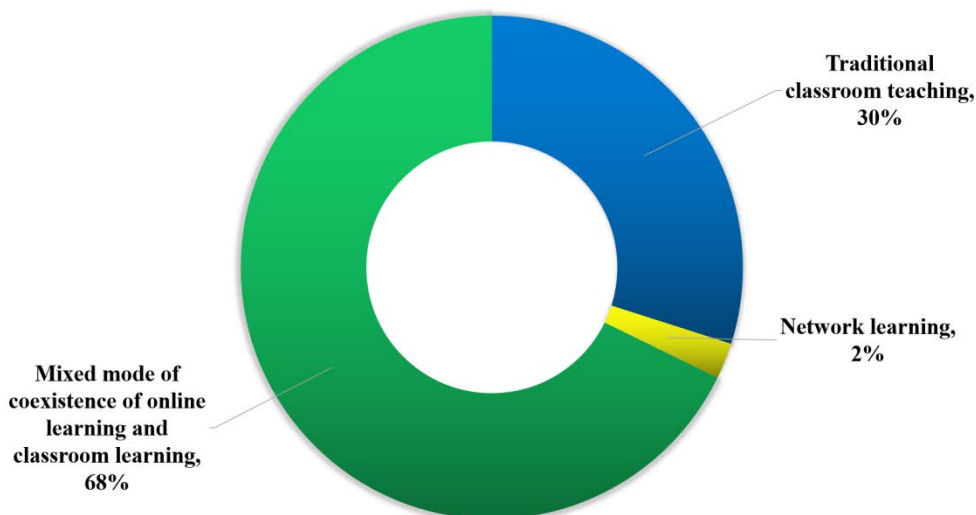

Fig.2 The Present Form of Ce Theory Course is Developed

From the data, we can see that it is consistent with the conclusions obtained from references. 67.79% of IPE have been carried out by mixed teaching mode, but 29.91% of IPE are still carried out by traditional classroom teaching, and a small part of them occupy 2.31% by network learning mode. It can be seen that the mixed teaching mode is gradually being developed and popularized in IPE.

It can be seen that the majority of the scores of the IPE with mixed teaching mode have been composed of three parts: simple classroom sign-in and performance, usual homework and final exam, which have been replaced by various parts. The scores are more complicated, but for students, it is no longer just to attend classes and complete the final exam. This diversity of scores makes students' study more comprehensive, and the corresponding scores obtained also come from each part of their study. This shows that in the process of blended learning, learners only pay attention to teachers' resource sharing and ignore the role of peers and themselves as the main body of learning, and their participation and recognition are low. Therefore, teachers can pay attention to this element in the evaluation method, provide score rewards, and encourage learners to share more excellent

resources in the network platform for learners and teachers to learn.

3.2 Strengthening the Construction of College English Textbooks

The development of mobile internet technology and hybrid teaching provides a better solution to the contradiction between traditional teaching methods and learners' diversified learning needs. Teachers and students, students and students should communicate and question each other in the process of exploring some problems together. They choose appropriate teaching strategies according to students' learning conditions. Through meaning construction and repeated training, they guide students to understand words, grammar and sentence structure from understanding to mastering, until skilled use, and turn language knowledge into language skills. The teaching design itself is a project to systematize education and teaching. The particularity of mixed teaching lies in the diversity of teaching elements such as the form of teaching activities, teaching methods, teaching environment, teaching evaluation, etc. The teaching design of mixed teaching follows the systematic principles, and regards many teaching elements as subsystems. In the teaching design, each subsystem is relatively independent and interdependent, Form an organic whole.

The pre-school stage is the learning preparation stage, in which teaching objectives and learning tasks are formulated according to different teaching contents such as vocabulary, reading and written expression, and students enter the stage of independent knowledge exploration by different tasks. In this stage, the powerful functions of mobile devices are fully utilized, and teachers guide learning groups or individual learners to learn advanced materials, skills training, homework completion and learning effect detection, etc., while the knowledge internalization stage is the whole teaching activity, in which teachers help students sort out knowledge points under the creation situation, and scatter the information obtained in the previous stage. College ET evaluation should closely focus on teaching objectives, organically integrate formative evaluation and summative evaluation, and realize the diversification of evaluation methods. With the help of online means, teachers can record and track many data of students' online learning at any time, such as whether students watch online videos independently and submit homework, etc., as an important assessment basis in teaching. By effectively designing ET tasks, teachers form a "learning community" with students, and integrate the ideological and political teaching content into the student performance assessment, and truly combine the ideological and political goals with the CE curriculum training goals, and the ideological and political effects are quite good.

4. Conclusions

The evaluation method is an important means to measure them and runs through the teaching activities, so it is very important to adopt scientific and reasonable evaluation method. In general, students are satisfied with the environment, task arrangement and course effect of CE hybrid teaching. Students can basically consciously participate in the links of pre-class guidance, classroom teaching and post-class consolidation, and form an excellent learning atmosphere for teachers and students to interact online and offline. To sum up, it has become an educational trend "online+offline" mixed teaching in CE teaching in the Internet era. This research is based on university, and on the basis of combing and summarizing the existing research, based on the analysis and design of the influencing factors of mobile learning, a goal-oriented mixed teaching model is constructed, and it is applied to ET with mobile technology. The research results show that the model can be effectively applied to English blended teaching, and the teaching effect of blended teaching mode supported by mobile technology is remarkable.

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