

Original Paper

The Practice of “Online + Offline” Mixed Teaching Mode in Primary School English Curriculum and Teaching Theory

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Abstract

With the rapid development of information technology, the field of education has also ushered in earth-shaking changes. Mixed teaching mode, namely the combination of "online + offline" teaching mode, has become an important direction of education reform. This paper aims to explore the practice of the mixed teaching mode of Primary School English Curriculum and Teaching Theory based on the learning activity view of primary school, in order to provide a new perspective and method for English teaching in primary schools.

Keywords

primary school English curriculum and teaching theory, mixed teaching, online + offline

1. The Implementation status of Primary School English Curriculum and Teaching Theory

“Primary School English Curriculum and Teaching Theory” is a customized compulsory course for primary school education professional students. It not only covers the combination of theory and practice, but also is committed to solving the problems encountered in practical teaching. The core goal of this course is to enable students to deeply understand the theoretical knowledge, principles and methods of English teaching in primary schools, so as to deepen their understanding of the teaching nature, ideas and objectives, and master the core qualities of the English subject.

The course content is divided into two parts: theoretical learning and practical application. In the theoretical section, students will learn the basic knowledge of pedagogy, psychology, linguistics and English curriculum standards. In practice, through case analysis, simulation classroom and other forms, students can conduct in-depth discussions on the problems in primary school English teaching, and summarize the rules and principles with universal guiding significance. In teaching practice, although students have mastered certain theoretical knowledge and are familiar with the English Curriculum Standards for Compulsory Education (2022 edition), they are still insufficient in applying the theory to

practice. For example, students may lack the embodiment of the current educational concept in teaching design, grasp of the current situation of primary school English classroom, and understand the learning situation deeply enough.

In order to solve these problems, the curriculum has carried out a series of teaching reforms to update students teaching ideas, improve their teaching ability, and make classroom teaching more close to the actual needs of primary education. In order to enrich the teaching mode and improve students independent learning ability, the course adopts diversified teaching methods such as flipped classroom, case teaching, and mixed online and offline teaching. These methods not only promote students cooperative learning, but also develop their teaching skills and comprehensive language use ability. Through these training, students are able to design teaching activities, write teaching plans, make micro-lessons, and conduct simulation teaching under the guidance of the English Curriculum Standards for Compulsory Education (2022 Edition).

In addition, the course also focuses on cultivating students English language literacy, teaching innovation literacy and academic writing literacy. By analyzing and interpreting educational policies and refining academic views, students will have the ability to independently write instructional designs and academic papers. The cultivation of these qualities aims to help students adapt to the needs of future education work, and lay a solid foundation for them to become primary school English teachers with correct career ideals, understand the educational concept of "five education", patriotism, cultural confidence and international vision.

2. Overview of the Mixed online + offline Teaching Model

Mixed teaching mode is a teaching method that combines traditional teaching methods with modern information technology. In this mode, teachers will make full use of computer information technology and Internet technology to build an online network education platform. Through this platform, teachers can upload all kinds of learning materials, such as related videos, PPT of key and difficult knowledge, to the Internet for students to access and learn at any time. Students can preview through these materials before class, initially master the classroom knowledge, and record the problems encountered in the process of self-study.

In class, the teacher will emphasize the key content according to the students preview, explain the knowledge points that are difficult to understand in the process of self-study, and answer the students questions. This model enables offline teaching activities to make up for the lack of online learning and play the role of real-time supervision to ensure the integrity of the curriculum. Teachers can observe students responses and ask questions, and adjust their teaching strategies in time to better meet students learning needs.

Mixed teaching mode is a teaching method that seamlessly connects the advantages of traditional teaching with modern information technology. It not only retains the advantages of teacher-student interaction and face-to-face communication in traditional teaching, but also makes full use of the

convenience and universality of modern information technology. Through this mode, students can learn independently through the network platform before class, while in class, they can better understand and master the knowledge through teachers detailed explanation and real-time interaction. This teaching method is helpful to realize efficient teaching and improve students learning effect.

3. The Positive Role of the Mixed Online and Offline Teaching Model

In the mixed teaching mode of "online + offline", teachers assume the responsibility of guide and organizer. In the planning and implementation of teaching activities, teachers will carefully sort out and optimize the course content according to the teaching objectives, and guide students in a more scientific and efficient way. Teachers actively summarize and analyze the problems commonly encountered by students in the online learning process, and use the offline teaching links to provide students with opportunities to answer questions and solve doubts. For the "online + offline" mixed teaching mode, teachers should not only collect and organize rich online learning resources, but also provide targeted guidance to students in offline classes, so as to effectively play the key role of teachers in the teaching process.

In the mixed teaching model, the students are not only the recipients of knowledge, but also the active participants in the learning process. They can not only deeply understand and master the knowledge content in the textbook, but also make use of the rich learning resources provided by the Internet to extend and explore the knowledge at a deeper level. This teaching mode encourages students to actively explore in the learning process and obtain additional learning materials through the network platform, so as to optimize and update their knowledge system.

In this process, students are given more autonomy, and they need to complete the preview of knowledge independently before class, which includes not only reading the textbook, but also conducting in-depth research through network resources. In the preview stage, students need to think positively, identify and sort out their own doubts and problems encountered in the learning process. Subsequently, in the physical classroom, students are encouraged to actively communicate with their classmates or teachers to discuss and solve problems together. This interaction not only promotes knowledge sharing and understanding, but also enhances the spirit of cooperation and teamwork among students. Through this way of learning, the subject status of students has been truly respected, and their learning enthusiasm and initiative have been significantly improved. Students are no longer passively accepting knowledge, but become active explorers and thinkers. This teaching mode not only improves the learning efficiency of students, but also enables them to more easily and firmly grasp the theoretical knowledge of primary school English teaching, which lays a solid foundation for their future study and life.

In the context of the new era, students majoring in primary education do not lack of understanding of Internet technology. Most of them can use mobile phones or computers to retrieve the required information, which provides convenient conditions for the implementation of hybrid teaching mode.

Students rely on online learning platforms, such as super new learning and core, to learn independently, and can learn repeatedly and think deeply about difficult to understand, which helps to solve key and difficult problems in learning and thus improve learning efficiency. In addition, teachers can make more reasonable offline teaching plans according to students feedback, making the time allocation of offline teaching more scientific and reasonable. Based on this teaching mode, teachers can put more energy into the in-depth exploration of knowledge and the cultivation of students comprehensive ability and quality of English teaching, so as to effectively improve the effectiveness of classroom teaching.

In this process, students ability to obtain information through the Internet is not limited to simple search, but also includes the screening, evaluation and integration of information. They learned how to distinguish the truth from the mass of information and how to use network resources to learn effectively. The cultivation of this ability is of profound significance to their future study and life. At the same time, teachers also pay more attention to the personalized needs of students when making offline teaching programs. Through data analysis and learning progress tracking, tailored learning plans for each student to ensure that the teaching content matches the actual grasp of students.

In addition, the mixed teaching model also encourages students to conduct more exploration and practice outside of the classroom. Through the online platform, students can participate in virtual classroom discussions, interact with classmates and teachers, and share their insights and questions. This interaction not only enhances the students interest in learning, but also promotes the development of their critical thinking and communication skills. Teachers play the role of guide and facilitator in this process. Through carefully designed curriculum content and activities, they stimulate students enthusiasm for learning, guide them to actively explore knowledge, and develop the ability to solve problems.

4. The Specific Application of Online + Offline Hybrid Teaching Mode

As one of the core courses of primary school education major, "Primary School English Curriculum and Teaching Theory" not only aims to deepen students understanding of English teaching theories, principles and methods in primary schools, but also aims to deepen their understanding of the nature, ideas and objectives of teaching, and master the core qualities of English subject. In the teaching practice of "Primary School English Curriculum and Teaching Theory", the hybrid online and offline mixed teaching mode is adopted. The implementation of this mode is to make full use of the advantages of modern information technology to adapt to the new trend of educational development.

First, students should study independently online before class. This link requires students to use the network platform, such as core, super star learning, to receive and process learning tasks. Teachers carefully select and push learning tasks suitable for difficulty, which are designed to stimulate students interest in learning and ensure that they can gradually build a preliminary understanding of the English teaching content through independent learning. Students can use their spare time to watch elaborate micro videos. These videos not only contain rich teaching content, but also integrate vivid examples

and situations to help students learn theoretical knowledge in a relaxed and happy atmosphere, and consolidate the knowledge learned through interactive exercise training.

In the process of self-preview before class, students can systematically sort out the knowledge system, initially master the teaching content, and have a preliminary understanding of the teaching content. The careful design of this link not only helps students to participate in the discussion in class, but also promotes their deep understanding of the core literacy of English subjects. In this process, teachers need to actively prepare lessons, and carefully design micro-courses. The production of micro-courses should be based on the key pedagogy, psychology and subject knowledge involved in English teaching, so as to ensure that students can grasp the key points and difficult points of teaching during the preview before class.

In addition, teachers should make a learning list, guide students to watch the multimedia courseware and learning videos carefully, and gradually complete the theme discussion, exercises and other contents according to the list tasks, so as to realize deep learning. The learning list is not only a task list, it also contains guidance and suggestions for the learning process to help students maintain direction and efficiency in self-directed learning. In this way, students actively conduct independent preview online, laying a solid foundation for the subsequent offline classroom teaching. This hybrid teaching mode not only improves the flexibility and interactivity of teaching, but also greatly improves the teaching effect and students learning experience through the effective combination of online and offline.

The classroom teaching of "Primary School English Curriculum and Teaching Theory" should be combined with offline knowledge explanation and discussion. First of all, teachers should plan the content of key and difficult points in advance according to the feedback of students pre-class preview, and adjust and optimize classroom teaching activities, such as task-based group activities, knowledge in-class test, group homework demonstration, group discussion, etc. In these activities, the offline discussion is that the teachers organize the students to actively and enthusiastically discuss the key and difficult contents based on the group learning tasks, and finally show the group homework. Teachers play the role of guides and facilitator in the discussion, ensuring that each student has the opportunity to express their views and provide appropriate tips and help when necessary. After the discussion, the teacher will guide the students to reflect to deepen the understanding of the subject discussed.

Secondly, according to the students discussion results and homework presentation, teachers can make serious comments, and also encourage students to make mutual comments, and sort out and summarize the problems and key and difficult knowledge encountered in English learning. In the comment section, the teacher not only points out the advantages and progress of the students, but also sincerely puts forward suggestions for improvement to help the students realize their own shortcomings. In addition, teachers will encourage students to evaluate each other. Through this interactive learning method, students can get inspiration from their peers assignments, and also learn how to objectively evaluate the work of others. Through this process, students can not only consolidate what they have learned, but

also develop critical thinking and cooperation.

When planning the homework, teachers should devote careful thinking and careful arrangement, to ensure that the homework content can effectively consolidate the knowledge that students have learned in class, and further expand their understanding. In addition, teachers can carefully organize online testing activities to let students test their learning results in a virtual environment, so as to deepen their mastery of knowledge points. Before assigning homework, teachers should upload a series of carefully selected videos explaining English teaching knowledge based on the classroom content, which should cover the core concepts and key skills of the course, so that students can watch them carefully in the online environment and complete their learning tasks independently.

Combined with the knowledge points and language skills involved in this lesson, teachers should design a series of challenging homework, aiming to further consolidate and improve the students knowledge system. These assignments should be closely linked to the classroom teaching objectives to ensure that students can combine theoretical knowledge with practical application. At the end of the class, teachers should upload multimedia courseware, learning videos and related test answers used in the class on the online teaching platform. These materials should be detailed and easy to understand to help students review and consolidate what they have learned after class.

At the same time, teachers should ask students to complete the online tests, which should fully cover the core content of each section to ensure that students can truly master the knowledge. Online testing can not only save paper and time, but also achieve paperless "green teaching", which is in line with the concept of sustainable development in modern education. The automatic review function of the online platform can quickly and accurately detect the accuracy of students exercises, provide immediate feedback for students, and help them correct their mistakes in time and make in-depth reflection. This teaching feedback mechanism has achieved remarkable results and can provide valuable data support for teachers, so as to optimize the subsequent teaching activities and ensure that the teaching process is more efficient and targeted.

5. Discussion

After the implementation of the online + offline hybrid teaching mode, generally speaking, this mode has been widely recognized and praised, but there are also some places that need to be improved. Students generally believe that the hybrid teaching model provides more flexibility and autonomy. Online courses enable them to study according to their own schedule, no longer limited by the time and place of traditional classes. In addition, interactive functions on the online platform, such as discussion areas and instant Q & A, also enhance their sense of participation and interaction.

However, the students also reflected some problems. For example, some students say that they are easily distracted during online learning, especially in the absence of a learning atmosphere. In addition, technical problems are also a challenge that cannot be ignored, such as unstable network and poor platform operation, which all affect their learning experience. The teachers spoke highly of the

innovation and diversity of the mixed teaching mode. They believe that this model not only enriches the teaching methods, but also improves the classroom efficiency. Through online preview and review, students discuss in depth and targeted. At the same time, teachers also said that online teaching needs more technical support and training to ensure the maximum teaching results.

In view of these feedback, the interactivity and participation of online learning can be enhanced, and online discussions and group activities can be organized regularly to encourage students to actively participate. At the same time, online interaction links, such as truthful time voting and online testing, are added to improve students participation. Secondly, more technical support and training can be provided, and teachers and students can be provided with more online teaching platform operation training to ensure that they can be skilled in using various functions. In addition, the school will set up a technical support team to solve technical problems in time to ensure the smooth progress of online teaching. Strengthening the supervision and management of online learning is also an important step to making more detailed learning plans and schedules to help students better arrange their online learning time. At the same time, regular online tests and homework are conducted to ensure that students can complete their study tasks on time.

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