

Research on New Strategies of Network Teaching in Special Period

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ABSTRACT

Affected by the spread of the epidemic during the special period at the beginning of the year, in order to ensure that the teaching progress is not affected, the Ministry of Education requires all primary and secondary schools and universities to "suspend classes without suspension", and teachers from all universities actively responded. At that time, the new strategy of online teaching became the primary concern. This article analyzes the current situation of the "online + offline" hybrid teaching resource management mode of colleges and universities under the background of the epidemic, and puts forward research recommendations for the new strategy of online teaching.

Keywords: *Suspension of classes without suspension, "online + offline" hybrid, teaching mode, new strategies for online education*

1. INTRODUCTION

In the early stage of the outbreak of the epidemic in a special period, the media responded to the call of the National Health Commission to lead the whole people to actively and effectively participate in the protest through a large number of rich and comprehensive relevant information, and strive to inspire our people's confidence in defeating the virus in the shortest time. There are currently more than 40 million college students in Mainland China, Hong Kong, Macao and Taiwan, of which more than 10 million involve inter-provincial movement. Therefore, the inter-provincial movement of people in the opening season in March is one of the most concentrated and wide-ranging personnel activities. Affected by the new crown virus pneumonia epidemic, the Ministry of Education issued a notice to postpone the start of school in the spring of 2020 [1]. The specific start date depends on the development of the epidemic.

to the heavy workload of teachers and the lack of professional guidance from the teaching management department in the inspection process of various online courses, which makes it difficult to play a more effective role in sharing teaching resources due to insufficient teaching resources on some online course pages [2]. Compared with traditional offline teaching, some teachers lack the information technology for making online courses, which is also one of the causes of course quality problems.

2. THE MANAGEMENT STATUS OF "ONLINE + OFFLINE" TEACHING MODE IN COLLEGES AND UNIVERSITIES IN SPECIAL PERIOD

2.2. Lack of The Environment of the University Teaching System

The lack of an environment in the teaching system of colleges and universities can hardly support the advantages of the "online + offline" teaching model for the essential improvement of teaching quality. Relevant departments of university teaching management and university educational affairs supervisors are jointly responsible for objectively exploring, formulating, and controlling the operation of the teaching system systems, supplemented by timely and appropriate adjustments, so that it can match the changing new mode of teaching reform, and only then can the current "ideal and reality" be changed. The status quo of the gap.

2.1. Insufficient Teaching Resources for Online Courses

The specific manifestation is the lack of online course categories and the temporary lack of quality. This is due

2.3. In-Depth Understanding of Teaching Leaders, Teachers and Students

Teachers are the main force in implementing the reform and practice of the "online + offline" teaching

model, but many front-line teachers currently hold a questioning, wait-and-see attitude, and even subjectively resist behaviors and attitudes [3]. Therefore, it is particularly important for the teaching

2.4. The Quantitative Standards for "Online + Offline" Teaching Work Are Not Yet Complete

The promotion and practice of the new model needs to be supplemented by the establishment and support of corresponding supporting quantitative rules and regulations. At present, there are no rules for teachers' online teaching activities and behavior assessment system, which greatly restricts teachers' enthusiasm for online teaching, which indirectly affects the vigorous development of the "online + offline" teaching model in the current society [4].

2.5. There is also the problem of "1+1<2" in "online + offline" teaching

The "online + offline" teaching model is not simply a physical superposition of online and offline teaching, but a comprehensive and deep integration of teaching mode, teaching methods, teaching theory, teaching evaluation and teaching environment [5]. From this, it can be seen that teachers with weak teaching design ability have a little difficulty in achieving the expected teaching effect, which may be counterproductive, and ultimately "1+1<2".

3. ON THE ADVANTAGES AND DISADVANTAGES OF THE "ONLINE + OFFLINE" TEACHING MODEL

One of the biggest advantages of traditional offline classrooms is "face-to-face" teaching. The teaching experience accumulated by the teachers for many years makes the teacher-student interaction and the sense of experience far stronger than online during the course, and it is easier to ensure the quality of teaching. With the continuous improvement of the informatization level of the whole society, many software platforms can realize live broadcast and online teaching, such as Tencent Classroom, DingTalk, QQ group, ZOOM and enterprise WeChat [6]. These softwares can ensure that students and teachers can achieve text and voice interaction through the same software, especially when sharing a screen to teach, students can see the teacher's computer screen in real time. At the same time, teachers can easily switch between PPT courseware, electronic textbooks, professional software, and network resources, which can better reflect the advantages of Chinese multimedia technology teaching.

management department to carry out training, demonstration and practical results display of the "online + offline" teaching model for teachers.

In the "online + offline" teaching model, the teaching forms in teaching are quite diverse, and both online and offline teaching have become effective forms of knowledge explanation. And information technology has become an effective carrier of teaching. Under this form, it is easier for teachers to focus on teaching innovation and the level of knowledge explained in different channels. In addition, most teachers cannot effectively balance the teaching innovation and teaching focus in the "online + offline" hybrid teaching model. Especially when the classroom teaching time is relatively limited, the teaching content is relatively large, and the specific application of information technology is involved. Although the "online + offline" hybrid teaching format can exert the advantages of enhancing teaching innovation, it cannot provide sufficient support for the improvement of teaching effectiveness. From the perspective of students' knowledge learning, if teachers cannot clearly identify the focus of teaching and consciously select the corresponding teaching methods in combination with the focus of teaching, students will also become very blind in knowledge learning.

4. RESEARCH SUGGESTIONS ON NEW STRATEGIES FOR ONLINE TEACHING

The "online + offline" teaching model itself is very difficult, and there will be some specific deficiencies in the teaching level under the influence of various factors. This requires teachers to do a good job of teaching planning. In addition to establishing new teaching concepts, they must also combine online and offline teaching conditions, needs and characteristics, and choose more scientific teaching methods. Through the application of a variety of effective and innovative teaching methods, on the one hand, it makes up for the shortcomings of the "online + offline" teaching model, and on the other hand highlights the advantages and value of this teaching model, making online and Offline teaching can better complement and integrate.

During the epidemic, studying the management status of the "online + offline" teaching model in colleges and universities will help ensure that college students complete their studies. Based on this, the following suggestions are put forward from three aspects: clarifying the overall teaching focus, conducting teaching interaction in multiple dimensions, and enhancing the connection between online and offline teaching based on teaching tasks:

4.1. Clarify the Overall Teaching Focus

In online and offline mixed teaching, the teacher should clearly design the focus of the overall teaching work, focus on teaching, and highlight the level of teaching under the new model, which is also a very effective teaching method. For example, in the teaching of the "Contract Law" course, teachers can select teaching content based on key knowledge such as contract invalidity, the difference between contract cancellation and contract termination, and the statutory circumstances of contract cancellation, design teaching plans, and make online course videos. Link the online course explanation in online teaching with the traditional key subject knowledge explanation. The significance of clarifying the overall teaching focus is to help teachers choose online teaching content more easily, and it can also help students clarify the specific focus of knowledge learning. In the "online + offline" new teaching model, many teachers unconsciously focus on teaching innovation, and the teaching content has been enriched to a certain extent, but it does not mean a higher level of teaching [7]. As the driver and initiator of teaching activities, teachers should use the form of online teaching to further emphasize the key points of teaching. With the continuous improvement of the level of teaching, the "online + offline" hybrid teaching model can also be better developed and operated, and the efficiency of students' knowledge learning can also be improved.

4.2. Teaching Interaction from Multiple Angles

In the "online + offline" mixed teaching model, teachers should pay attention to the adoption of interactive teaching methods. Based on the concept of multi-angle interaction, it is also very desirable to apply interactive teaching methods to improve the frequency and quality of teaching interaction. Multi-angle interaction emphasizes the good unity of student-student interaction, student-based interaction, and teacher-student interaction. To this end, teachers can create some pre-study tasks in advance, so that students can solve related pre-study tasks on the basis of student-based interaction by familiarizing themselves with textbooks or collecting relevant materials on the Internet. In actual teaching, teachers can use multimedia teaching equipment to show specific teaching problems, and they can also use multimedia teaching equipment to show solutions to related problems. By guiding students to discuss and give feedback in group cooperation, student-student interaction and teacher-student interaction can also be effectively linked. Relying on the continuous improvement of the frequency and quality of teaching interaction, teachers can better grasp the current situation of online and offline hybrid teaching models,

and at the same time can form a more accurate understanding of students' knowledge learning and application status. More importantly, in the multi-angle teaching interaction, teachers can guide students from more levels, which can also give better play to the online and offline hybrid teaching mode.

4.3. Relying on Teaching Tasks to Strengthen Online and Offline Teaching Links

In the online and offline hybrid teaching mode, teachers should pay attention to the enhancement of the actual connection between online and offline teaching, and ensuring that there is a close connection between different teaching forms is also a necessary condition for ensuring the effective operation of the new teaching mode. To this end, teachers can enhance the connection between online and offline teaching through the creation of specific teaching tasks, the resolution of teaching tasks, and the effective use of online and offline teaching methods. For example, teachers can construct corresponding courses on the online teaching platform in advance, and embed specific teaching tasks [8]. In the offline teaching stage, teachers can guide students to solve specific teaching tasks together, and rely on the solution of teaching tasks to drive the offline teaching process. In this situation, specific teaching tasks have become an effective carrier connecting online and offline teaching, and the connection between online and offline teaching can be better enhanced. Relying on specific teaching tasks to enhance the connection between online and offline teaching can also effectively cultivate students' knowledge application ability. For example, heuristic teaching in classroom teaching and guiding students to explore the solution of teaching tasks can highlight online and offline. The advantages of blended curriculum teaching, teaching tasks as a connecting medium can also make online and offline teaching more complementary.

5. CONCLUSION

Based on the advantages of controllable and efficient online education, it can remedy the shortcomings of offline development education in flexibility, enrich offline education research materials, and improve the quality of classroom teaching. However, the advantages of online education platforms require excellent services, complete software and hardware facilities; in addition, as the providers of online resources, teachers need to improve their computer operation skills and provide students with various texts, images and multimedia High-quality teaching materials in various forms. Only under this premise can the "online + offline" teaching management

model be able to carry out sustained and healthy development.

The "online + offline" teaching model not only ensures that college students complete their studies at home, but also becomes a new important method and method for teaching in our country's primary, secondary, and tertiary institutions. Therefore, during the new crown virus epidemic, colleges and universities should emphasize the adjustment of the time for college students to participate in online classes, so as to realize the vital interests of the majority of students. It is precisely because of the irreplaceability and advantages of offline education that, under the current situation, offline education is still the main mode of teaching in colleges and universities. However, due to its unique advantages, online education will also make it online for a long time in the future. Online teaching and offline teaching will be presented in a situation of complementing each other, achieving each other, and complementing each other, becoming a new bright spot in college education in the post-epidemic era.

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