

# Research on the Application of "Dividing + Platform" Mixed Teaching Mode in Preschool Education of Higher Vocational Education——Take Kindergarten Activity Design as An Example

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**Abstract:** The emergence of new crown pneumonia in 2020 has brought the advantages of online teaching into full play. The teaching model of "Kindergarten Activity Design" has aroused teachers' thinking-why not use the resources of "Internet teaching platform" in teaching what? The hybrid teaching model of "division + platform" conforms to the trend of contemporary teaching reform and the learning characteristics of current higher vocational students. It can not only play the guiding role of teachers' "teaching", but also stimulate students' interest in autonomous "learning", and is reasonable the process of "separating" teaching and learning has greatly improved the teaching quality of this course.

## 1 Introduction

"Kindergarten Activity Design" is the core course of pre-school education in higher vocational education, which integrates theoretical knowledge such as pedagogy and psychology, and also applies the knowledge of art courses such as dance, piano, and painting. The information of the course is large and comprehensive. Strong is a very practical course. The traditional teaching model focuses on teacher teaching or teacher demonstration, students see or imitate, so that students often cannot understand and use the knowledge of this course well, single classroom teaching cannot achieve good teaching results. In recent years, the informatization of education has broadened and enriched preschool education and teaching resources. The emergence of new coronary pneumonia in 2020 will give full play to the advantages of online teaching. Under such an opportunity, the teaching mode of the course "Kindergarten Activity Design" has also aroused our thoughts. Continuing the traditional teaching mode can no longer meet the learning needs of students. If the resources of the "network teaching platform" can be integrated and used in the teaching of this course, then the learning effect of the students will certainly be greatly improved. However, higher vocational students have poor self-learning ability, weak self-control ability, superficial online learning, and limited ability to select online resources. Single online learning is more difficult for higher vocational students. The "division + platform" mixed teaching model just solves the problems of traditional teaching and online teaching, and combining the advantages of the two teaching methods can better promote students' learning.

## 2. "Bilateral + Platform" Mixed Teaching Mode

The mixed teaching mode of "pairing + platform" here mainly refers to the characteristics of the course of "Kindergarten Activity Design", which is mainly based on "single-room splitting". When this course is taught, half of the course is the time is for the teacher to teach the related theoretical knowledge of the activity design. The teacher only teaches the essence of the course. For example, when it comes to the content of the "art field" teaching plan design, the teacher first spends half of the course time to explain the "art field" clearly First, it includes two parts: "art" and "music". The design of the activity mainly includes four basic parts: activity goal, activity preparation, activity process, and activity summary. Then give the students a small task, such as "invite students to

design an activity in the field of art, and show the activity." At the same time, teachers upload relevant learning resources to the "online teaching platform", these platforms can be "Superstar Learning Link", "MO Class", "Dingding", "zoom", "Easy to Split" and other online teaching platforms. According to the number of students in the class, students can study independently or form groups to discuss and study. In the other half of the course, students can study and discuss based on these network resources, and teachers can guide or summarize the students' discussions and study in the next class. According to the learning tasks mentioned above, teachers can comment on the activities designed by students. The comments can be between "students and students", between "teacher and students", or between "groups". This is both a discussion the process is also a process of independent learning.

### **3 Principles of Designing A Hybrid Teaching Model of "Division + Platform"**

The biggest test of the course "Kindergarten Activity Design" can be said to be the integration of the entire pre-school education professional knowledge, and the students' own abilities are limited, and it is easy for teachers to overtake the integrated knowledge for students in the teaching process. Therefore, when using the "division + platform" mixed teaching model, we must pay attention to positioning the teacher's own role, and follow the principle of "student-oriented, teacher-led". Secondly, it is the principle of "dilemma" between teachers and students. The whole learning process is divided into two, the learning process should be half of the course time for teachers to teach key and difficult knowledge, and half of the course time for teachers to guide and help students choose the appropriate online teaching platform resources for this course, and according to the content taught in the classroom and the assigned learning tasks are studied. Half of the time is the process of students' autonomous learning, a process of knowledge reconstruction and internalization, and a process of integrating courses in other related fields.

## **4. The Design of the Mixed Teaching Mode of "Division + Platform"**

### **4.1 Preparation Stage before Class**

The teaching of "Kindergarten Activity Design" requires rich teaching resources, so teachers should first understand the students' learning level and ability before class, and provide learning resources according to the students' conditions. In the stage of teaching preparation, according to the characteristics of the course, the teaching content is reasonably arranged, and the content is divided into five major sections, namely health, language, science, society, and art. According to teaching needs, teachers should find the teaching plans, activity videos, and learning websites related to the activity design related to the five major sections in advance, and upload them to the "online teaching platform", such as kindergarten morning exercises, music for transitional links, and activity design for children's art activities Materials, story texts or story videos needed for activities in the language field, etc. Prepare curriculum resources according to the actual situation and requirements of the kindergarten teaching activities organization, and avoid the lack of pertinence and reference of the teaching resources provided. At the same time, the content of the courses taught by teachers should correspond to the network teaching resources provided to students for independent learning, and should be inspiring and interesting, and can arouse students' interest in learning and discussion.

### **4.2 Course Implementation Stage**

The course "Kindergarten Activity Design" focuses on cultivating students' ability to write lesson plans and organize activities in the five major areas of kindergarten. The traditional teaching methods are mostly the design methods and main points of teachers' classroom explanation of teaching plans. In the aspect of activity organization, they are mostly in the form of video observations. The content is complex and students lack the practical experience of kindergarten and cannot digest them in a short time. Relying on the mixed teaching model of "division + platform", these problems can be solved, and students have enough time to digest and understand the

knowledge in the course. Teachers should pay attention to the important and difficult points in the teaching process, and teach the essence of the course to the students. The teaching method of the teacher is guided, and the content of the lecture is framed, leaving students with opportunities for exploration and discussion. For example, when talking about the design of the "Kindergarten Topic Network Diagram", the teacher first clarifies the concept of the "topic network diagram". How is the "topic network diagram" formed and what is its function? When the basic framework is clear, this is half the time allocated to teachers. In the other half of the course, students will use the "online teaching platform" to conduct independent learning discussions based on the key information given by the teacher, and design their own "topic network diagram". The teacher will play a guiding role during this time.

#### **4.3 After-school Reflection Phase**

When using the "division + platform" mixed teaching mode, I found that the biggest problem in the teaching process is the use of mobile phones. Due to the poor self-control of vocational students, many times the use of mobile phones is not used to find learning resources for learning, but to use them. For chat and video, when using this mode for teaching, standardizing the use of mobile phones by students is a very critical link. Secondly, the mixed teaching mode of "division + platform" is a novel teaching mode. In addition to traditional teaching, teaching also relies on modern information technology. Teachers must use this teaching mode smoothly and teachers' professional qualities are also required. Continuous improving. Thirdly, although the guidance of teachers is important in the hybrid teaching model of "division + platform", the process of students' own learning is more important. Therefore, in teaching, teachers should find ways to stimulate students' interest in learning and guide students to form independent learning. good habits. Fourth, the dichotomy form, dichotomy time, and ratio settings of the "opposite" course also need to be set according to the characteristics of the course and the current level of the students, and teaching cannot be simply "five to five points".

#### **5. Conclusion**

In short, if we can really make good use of the hybrid teaching model of "division + platform" in the practical teaching process of "Kindergarten Activity Design and Guidance", it will definitely improve the professional ability of teachers and students in higher vocational schools. Professional teachers of preschool education in higher vocational colleges should also closely follow the trend of the times, respond to the call of national education informatization, and actively introduce the "division + platform" hybrid teaching model into other courses of preschool education majors, promote teaching reforms, and improve teaching efficiency. Create a new type of classroom.

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