

Exploration and Practice of Online and Offline Hybrid “Golden Course” Construction

——Take Preschool Education Activity Design Courses as an Example

Junyan Zhang

Nanyang Institute of Technology, Nanyang 473000, Henan, China.

Abstract: In order to improve the quality of higher education personnel training, the ability to build a group of innovative, challenging and high-level “golden courses” in the undergraduate stage of the new era has become the focus of general attention in universities. Conform to the development trend of the times, use the online teaching technology and results of Internet + and smart + technology to establish a series of online and offline pre-school education curriculum systems to create a hybrid online and offline “golden class”, which is more conducive to college students to fully complete their expectations. The curriculum tasks and learning objectives. This article will take preschool education activity design courses as an example, through the analysis and exploration of the development status of preschool education activity design courses and the development methods of online and offline hybrid teaching methods, to build a high-quality curriculum system for preschool education majors provide reference and strong support.

Keywords: Online and Offline Gold Classes; Blended Teaching; Preschool Education

The preschool education in our country has always attracted much attention, and preschool education is the foundation of all follow-up education. Doing a good job in pre-school education and cultivating a group of outstanding educators for pre-school education is the purpose of pre-school education. The professional course modules at the undergraduate level mainly include professional theory modules, practical design course modules and practical teaching course modules. To reasonably create high-quality “golden course” content, the diversity of ways to complete the course design, the innovation of the form, and the challenge of the content all require continuous reform of the teaching model and close integration with the development of the times. The design of preschool education activities is a key course to lay the foundation and guide development in the professional curriculum system. It requires a combination of professional theoretical knowledge and professional literacy training. This course aims to train students to improve their comprehensive literacy, have a deep understanding of job tasks, discover where they are good at, and make up for the lack of plates. The course needs to integrate experiment and practice, develop the latest developments around preschool education, and pay close attention to the latest research theoretical results at home and abroad. In today’s society, to thoroughly achieve the above goals, online and offline models are indispensable.

1. Current status of pre-school education curriculum design

1.1 Event design lacks the combination of theoretical knowledge

The design of preschool education activities includes all the basic theoretical knowledge subjects in preschool education. It is a

subject with strong practicality and comprehensiveness. It is necessary to thoroughly examine students' understanding and application of professional knowledge. However, in the actual completion process of students, they often just stay at the stage of completing the task, and do not think deeply about the concept of the course when designing activities. On the one hand, because students did not integrate the design of pre-school education activities with related theoretical courses, they could not grasp the essence of pre-school education; on the other hand, because the students did little pre-school education practice, some practical operations were detailed. It is difficult to pay attention to the problem, which makes it difficult to carry out the event design course deeply.

1.2 The activities lack diversity and are not comprehensive enough

The activities designed by students for preschool children are very single, without comprehensiveness and practical application, and cannot help preschool children quickly adapt to social life. The main reason is that the forms of education received by students are too solid, and the received lack of innovative teaching content, it is difficult to self-improve and put forward design schemes with innovative thinking. In addition, students simply absorb the content of the class and cannot have a more comprehensive and in-depth understanding of the physical and mental development of preschool children, and the design content cannot conform to the normal development model of preschool children.

1.3 The event design is too formal

The design of preschool education activities should start from the life of preschool children and end with the life of preschool children. The design of students is difficult for preschool children to achieve and is not conducive to the development of preschool children. The root cause is that students' understanding of the design of preschool education activities is not comprehensive enough, they only focus on rich forms and ignore the significance of activities for the development of preschool children.

2. “Golden lesson” concept

The Minister of Education put forward the concept of “golden class” for the first time at the 2018 Undergraduate Education Work Conference. He suggested that the difficulty of the course should be appropriately increased, and the breadth and depth of the course should be expanded. The “golden course” considered by the Director of the Department of Education Wu Yan is of high-level, innovative and challenging nature. He believes that the high-level nature refers to the appropriate combination of knowledge, quality, and abilities to exercise students' thinking and ability to solve problems. Regarding innovation, it means that the content of the school's curriculum must be innovative; students' learning effectiveness must be personalized; for challenge, it means that the teaching task must have a certain degree of difficulty. He proposed that five types of “golden lesson” can be built: offline, online, online and offline hybrid, virtual simulation, and social practice “golden lesson”.

3. Online and offline combination method

3.1 The hybrid model of the flipped classroom

The pre-school education activity design course based on flipped classroom is composed of three parts: “Moodle + micro-class”, flipped classroom, and “experiment + practice”. The specific practical process is: take “moodle + micro-class” as the basis, establish curriculum content that is more adaptable to students' requirements, and use the openness of the moodle network platform to build an environment that can provide them with independent learning. Eventually, students can learn independently; in the process of flipped classroom teaching, teachers explain the important and difficult points of the knowledge they have learned, and expand on this basis, and carry out personalized teaching for different students with different content. Finally, the professional knowledge learned in the form of “experiment + practice” is applied and sublimated, so that students can better understand and apply what they have learned, and use a variety of practical forms to fully and thoroughly integrate knowledge, and train students to be practical the ability to find and solve problems in operation and innovative thinking in activity design.

First of all, in the “Moodle + micro-class” part, teachers can upload various courses on the platform for students to conduct targeted learning, and combine with the app to carry out some necessary teaching. Then upload relevant course guidance materials and teaching materials such as course outlines, videos or PPT courseware on the platform, and teachers need to upload and arrange after-class exercises and questions and answers and other feedback in time after class. Teachers can also

make full use of the community, and more facilitate mutual inquiry between teachers, students and students.

Secondly, in the flipped classroom part, it is necessary to make full use of the resources of the platform and organically combine the resources with flipped classrooms, with the goal of deepening the depth of learning, and the means of developing teaching research and cooperation to integrate the theoretical knowledge in the books. Teachers can use cases to teach in the classroom, which truly transforms education from a boring theory to a model that combines theory and practice.

Finally, in the “experiment + practice” part, according to the nature and characteristics of the preschool education activity design curriculum, combining the preschool education market demand and industry requirements and the professional needs of preschool education students, integrating relevant resources, based on preschool education related software technology, to build a complete and comprehensive multi-level experimental curriculum system that suits the needs of students and conforms to social development. In practice, through field inspections and investigations in many local kindergartens, more direct and targeted talent training programs and curriculum programs have been designed and implemented.

3.2 Internet + education

The curriculum design of pre-school education activity design requires that the study of theoretical knowledge should be taught before class, and students can complete the theoretical part of the study independently. In the classroom, under the guidance of the classroom, students conduct collaborative learning and group inquiry to master knowledge. In the teaching process of pre-school education activity design, teachers can adopt various forms to improve students' classroom participation; use smart terminals to control the rhythm of class in real time, and use various interesting functions in the software to enhance the interaction and interest of the classroom sex; teachers also need to discuss and guide students at any time after class to help students solve difficult and complicated diseases.

4. Rich evaluation methods

The assessment content of pre-school education activity design courses is mainly composed of two parts: the final exam paper and the usual performance. The two parts each account for 50% of the final score. To create a “golden class” and prevent the evaluation mechanism from being biased, it is necessary to establish multiple forms of evaluation methods in the process of evaluation. First of all, it is possible to establish diverse and open testing and evaluation standards based on students' online and offline learning performance. Evaluation indicators for online learning can include: viewing time and review rate of learning videos, completion and accuracy of homework, completion rate of discussions, and online test scores, etc.; evaluation indicators for offline learning can include: student's attendance rate, class response performance, completion of homework, and final exams, etc. The use of software to detect and observe students' learning conditions, and the use of examinations to examine students' learning results will be more conducive for students to attach importance to the course and promote the creation of a “golden class”.

5. Conclusion

Pre-school education activity design courses are the core courses of the pre-school education curriculum system. The learning of this course closely follows the development needs of pre-school education. To create a “golden course” for preschool education activity design courses, it is necessary to flip the hybrid classroom model, “Internet + education”, and enrich the evaluation mechanism, so that the teaching of the course is welcomed by students and has a profound effect on the development of students. To achieve the true “golden lesson” standard.

References

1. Yang H. Research and practice of online and offline hybrid golden course teaching mode——Taking the application of “Internet+” modern agriculture as an example. *Journal of Changchun Institute of Technology* 2020; (21): 130 -133.
2. Chen S. The teaching practice of creating online and offline hybrid golden courses. *Education Teaching Forum* 2019; 32(15): 183-184.
3. Yang X, Chen P, Liu X, *et al.* Practice and discussion of “MOOC + flipped classroom” mixed teaching in application-oriented colleges and universities——Taking the course teaching of “probability theory and mathematical statistics” as an example. *Education Modernization* 2019; 6(61): 216-220.