The Research on The Characteristics of Blended Teaching from The Perspective of Deep Learning

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Abstract: In the blended teaching based on the modern educational technology entering the classroom, teachers should give priority to let students master the method of reaching the deep learning and develop the habit of active learning. In order to ensure the realization of deep learning, we need to choose appropriate teaching methods basing on grasping the characteristics of blended teaching accurately to encourage students to learn actively.

Keywords: Deep learning; Blended teaching; Problem situation; Transition

Blended teaching from the perspective of deep learning is the due choice of the development of the integration between the modern educational technology entering into the classroom and the traditional teaching. In the teaching process, teachers make overall arrangements on the process of teaching and learning according to the relevant requirements of the curriculum standards, the teaching material compilation and the characteristics of students' learning. Basing on the students' accurate grasp of the learning theme and objectives, teachers create corresponding problem situations to promote students' thinking development and strengthen students' learning experience and feeling to enable students to master the skills and methods of solving problems, which can be transferred in the new practical situations to solve new problems.

1. The Connotation of Deep Learning

"Deep learning" was first proposed to aim at the machine learning. In the middle of 20th century, American scholars Ference Marton and Roger Saljo conducted an experiment which combined the deep Learning with students' reading learning. In 1976, they published the paper *On Qualitative Difference in Learning. I - Outcome and Process* and formally proposed and elaborated the concept of "deep learning". In 2005, Li Jiahou and He Ling introduced this in detail, which was the first article in China that systematically elaborated on "deep learning". They believed that deep learning means that learners can critically learn new ideas and facts on the basis of understanding learning, and integrate them into the original cognitive structure, contacting many ideas and transferring the original knowledge to new situations to make decisions and solve problems.Guo Hua believes that the research and practice of deep learning not only establishes the correlation between students' individual experience and human history and culture, but also implements the dominant learning position of students in teaching activities. It can be seen that the deep learning is a kind of the processive learning, which not only pays attention to the final result of learning but also pays more attention to the learning process of learners. Professor Ray Pecheone also pointed that the deep learning mainly includes six aspects: mastering core academic content, solving complex problems with critical thinking, working together, communicating effectively, learning to learn, and developing academic insights."

Based on the above, this paper believes that the representations of the deep learning in the learning process are as follows: the deep learning is a learning that aims at the learner's thinking and the development of problem-solving capability. In the process of learning, learners can actively and critically learn new knowledge and break the original knowledge barriers, and actively mobilize the original knowledge in the brain to integrate with the new one to construct a new knowledge system, which can be used to solve practical problems in learning or new practical situations.

In summary, deep learning has the following characteristics:

1.1 The Initiative of Learning

Traditional teaching is mostly "teaching state" where simply teachers speak and students listen, and students' learning activities often passively participate or accept under the request of teachers. Teachers' excessive containment leads to the loss of students' dominant

learning position and the weakening of thinking ability, which makes difficult to guarantee the learning effect. In contrast, deep learning theory advocates that learners can actively participate in learning activities and complete corresponding learning tasks, making teachers' attention transform from "how to teach" to "how to learn", from understanding "what " to "why" and "how ", so that students' dominant learning position can be highlighted to break the state of passive acceptance of knowledge, and learn learning rationally and critically.

1.2 The Hierarchy of Content

In traditional teaching, teachers are almost the only source for students to acquire relevant knowledge besides textbooks. The channels for students to acquire information are relatively closed. Since students only learn what teachers teach, the effect of active learning is also affected to a certain extent. With the rapid development of economy and technology, knowledge taught by teachers can no longer meet the learning needs of students. We began to optimize the content of classroom teaching, expand the classroom capacity, and pursue the hierarchy and logic of knowledge to achieve the optimization of learning effect.

1.3 The Synthesis of Methods

Since today's society develops faster and faster, the channels for students to acquire knowledge and information are more and more diversified, and the information they acquire is more and more complex. They begin to be no longer satisfied with only learning an article or a formula, but strive to pursue the breadth and depth of knowledge. Only relying on traditional teaching methods can no longer serve students well. Therefore, our teaching needs to realize the transfer and integration of methods, achieving the integration of interdisciplinary and cross-field, and even extending classroom learning to extracurricular learning to reflect the "openness" of education space to maximize the mobilization of our knowledge accumulation and learning experience, realize great education to assure the deep learning.

2. The Characteristics of Blended Teaching from the Perspective of Deep Learning

The combination of deep learning and blended teaching mainly aims at the problems such as the lack of dominant position of students, the disorganized knowledge system and the weak ability of transfer and application in the current teaching process,. It is required that teachers first determine certain topics, select corresponding teaching materials, and carry out teaching and learning in fascinating problem situations to let students master relevant knowledge and problem-solving methods, and gain profound experience and feelings in this process and promote the development of critical and creative thinking of students to realize deep learning.

Based on this, this paper extracts the following characteristics:

2.1 Initiative

Under the guidance of a certain theme and with the help of a specific situation, blended teaching stimulates students' interest in learning, arouses their learning enthusiasm, and promotes their learning drive. In this way, students can actively participate in exploring and learning, obtain active experience and perception, and identify their strengths and weaknesses according to the established goals.

Blended teaching from the perspective of deep learning is one of the key paths of thinking development. Students' subject consciousness and active learning are the only way to develop their thinking, and blended teaching provides an opportunity for students to wake up their subject consciousness. In the case of clear theme and task requirements, blended teaching creates a real situation and adjusts the sequence and rhythm of teaching content according to teaching requirements to arouse students' thinking activity and enthusiasm, further unblocking the internal correlation between subjects, learning and life, and forming new learning steps and paths that meet students' needs. It also promotes students to do independent, cooperative and exploratory learning actively and lays a foundation for the development of divergent and creative thinking of students.

2.2 Contextuality

The contextuality of blended teaching should be distinguished from that of traditional pre-class teaching. The lead-in of traditional teaching focuses on stimulating students' interest in the classroom learning content and activities, and generally ends with the end of the lead-in. The blended teaching's lead-in runs through the whole learning process, allowing students to personally participate in, experience and feel in real situations, hoping to have emotional resonance with the author in a specific and rich atmosphere to achieve the purpose of deep grasp of content and emotion.

Blended teaching from the perspective of deep learning is the realistic demand of pursuing the unity of instrumentality and humanity. Under the guidance of three-dimensional goals, blended teaching pursues this unity more, and thus becomes the booster of it. Students also learn and develop their own qualities and improve their own quality in the specific situation of blended teaching. Blended teaching is also committed to the transition from knowledge to accomplishment. The first thing is to refine the study topic, and then create the

necessary situation, where students are guided to analyze and solve problems and further to effectively achieve the learning task. Its learning process is similar to that of comprehensive learning, which not only highlights the dominant position of students, but also improves the quality of students in all aspects.

2.3 Integration

Blended teaching needs to integrate learning topics, learning tasks and learning methods. On the basis of studying all the materials, it extracts the learning theme, and then selects and establishes the corresponding learning objectives, learning tasks, and so on and finally determines the appropriate teaching methods and evaluation methods according to the needs of the creation of situations, clear requirements to ensure the smooth realization of teaching objectives and to achieve mastering the method to solve problems and using it to solve new problems.

Blended teaching from the perspective of deep learning is the due choice of curriculum standard orientation and teaching material use. The application of blended teaching method follows the relevant requirements of the curriculum standards issued by the Ministry of Education, and the needs of the textbook compilation style and the psychological characteristics of students' specific learning. Teachers make an overall arrangement of the learning theme, teaching content, teaching method, situation creation, activity design and reverse evaluation and other element of each course to form a more complete and systematic structure of teaching content, which makes students earn and think.

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