

# ***Research on Mixed Teaching Mode Based on Excellent Resource Sharing Courses***

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**Abstract:** With the constant infiltration of the concept of education and teaching reform and the proposal of new curriculum teaching standards, more and more teachers have increased their attention to the mixed teaching model, and have expanded and extended the teaching content by taking high-quality resource sharing courses as an important carrier of effective teaching methods. Through the application of high-quality teaching resources, we can help students expand their learning horizons and enrich their subject knowledge reserves, practically implement various relevant teaching policies, and change the traditional single teaching method, in order to bring students a better sense of knowledge learning experience, and achieve the ultimate teaching purpose of enhancing students' core literacy.

## **1. Introduction**

The excellent resource sharing course can further enrich the content of the subject teaching. Teachers need to play its role to the utmost and innovate and enrich the teaching link in combination with the latest education concept, fully consider the students' actual learning situation and personalized learning needs, so as to accumulate teaching experience in the process of practice and constantly improve their own education and teaching level.[1] Teachers have conducted in-depth research on the mixed teaching mode, closely combined it with the existing teaching mode, and integrated the two. During the classroom teaching, the mixed teaching mode will play a role in various forms, in order to effectively improve the teaching efficiency of the subject and optimize the teaching effect.

## **2. Current situation of mixed teaching**

### **2.1. Teachers' educational methods and ideas have a certain tradition**

In the process of teaching, the subject teachers failed to have a deep and comprehensive understanding of the excellent resource sharing courses, and applied them flexibly to the actual classroom teaching. Their own education methods and teaching ideas have a certain tradition, and they failed to completely separate themselves from the teaching cognition of fraction theory. During the actual classroom teaching, they did not fully use the mixed teaching mode, nor conduct in-depth analysis on it. Even some teachers have a certain resistance to the mixed teaching mode. They think that the traditional blackboard writing teaching is enough to cope with the basic examination, and

there is no need to change the teaching mode, otherwise it will affect the optimization of the teaching effect and the improvement of the quality of the subject, and this wrong idea will lead to serious obstacles to the development of teaching reform. In addition, teachers did not communicate and interact with students at a high frequency in class. They did not understand students' personalized development needs and learning status. The teaching objectives they formulated were seriously divorced from students' actual conditions. In addition, the classroom atmosphere they created was relatively dull, which led to the failure to improve the teaching quality of the discipline.

## **2.2. Students' sense of classroom participation and learning interest are not fully mobilized**

Because teachers did not enrich the teaching content in class and make full use of quality resources to share courses, the subject classroom teaching was boring and boring, and teachers occupied more time, paid too much attention to the teaching of theoretical knowledge, and failed to let students carry out relevant practice. In addition, students did not get more time to conduct in-depth exploration and exchange of the knowledge they learned, so they knew little about what teachers said. There are many problems, and the accumulation of problems will seriously affect the improvement of students' academic performance, and will hinder the development of their ability. In addition, students' interest in classroom participation and learning has not been fully mobilized. They often feel powerless when learning classroom knowledge, and their learning efficiency is far from meeting the standards of teaching reform.

## **3. The significance of research on mixed teaching mode based on quality resource sharing courses**

### **3.1. Helping to improve the efficiency of discipline teaching**

The application of excellent resource sharing courses in the process of subject classroom teaching can effectively enrich the content of teaching. During the classroom teaching, subject teachers will organically integrate the content of corporate discipline teaching, help students further expand their vision of learning, and leave more time for students to review and integrate classroom knowledge to completely change their own fractional teaching ideas and spoon feeding education model.[2] It injects a new vitality into the traditional dull and boring classroom atmosphere. It can adjust the teaching content according to the students' learning interests and the actual learning situation, and use the active application of mixed teaching mode to replace the traditional teaching mode, so that the quality of classroom teaching can be further sublimated. In this process, teachers themselves should constantly explore effective ways to improve the level of education and teaching and vocational education from various aspects, learn many teaching methods, and enrich their own teaching experience, so as to effectively improve the efficiency of subject teaching, and set a good learning example for students.

### **3.2. It is conducive to the overall development of students**

During classroom teaching, subject teachers actively apply high-quality resource sharing courses, and deeply study the mixed teaching model, which can take into account the needs of students' learning and development, innovate their own teaching methods under the guidance of the educational ideas generated in the context of education and teaching reform, and take teaching students basic subject knowledge as the main foothold. It helps students to further enrich their various abilities and related skills, and lays a solid foundation for their future development. It also allows students more time to conduct in-depth exploration and independent research on what they have learned, optimize

and improve the teaching atmosphere, so that students can obtain more diversified learning resources, constantly meet their growing personalized development needs, and promote their all-round development. In addition, the teacher gave the students patient and scientific guidance, which can help students solve many problems encountered in the learning process, effectively enrich the links of classroom teaching and the content of education, so students can get a better sense of classroom learning experience, which is conducive to further improving students' learning efficiency.

#### **4. Mixed teaching strategy of excellent resource sharing courses**

##### **4.1. Carrying out layered teaching design and effectively transferring knowledge**

With the continuous development of education and teaching, in order to comprehensively improve the knowledge level and comprehensive quality of students' learning, in this respect, teachers can carry out hierarchical teaching design to enable students to learn knowledge within their own acceptable range to have a deeper understanding and mastery of hierarchical knowledge. In the process of carrying out teaching activities and hierarchical design, teachers need to fully analyze learners and learning content. Only when teachers can fully understand the students and the teaching content, can they better master the classroom teaching rhythm in the process of curriculum development, divide the students at different levels, and better promote the students' knowledge and absorption through the hierarchical teaching mode, and this way can also achieve the effective integration of resources.

For example, in the process of teaching computer basic courses, teachers can rely on rich in and out of class learning resources and mature teaching system to carry out teaching. We should also pay attention to the effective integration of learning resources inside and outside the class, and effectively transfer knowledge to students through the mixed learning mode of integrating resources. At the same time, teachers can also adopt the hierarchical teaching mode under the mixed learning theory. In the teaching process, they can rely on the students' mastery and interest in knowledge, and divide different levels so that students can more easily accept the knowledge involved in the process of learning basic computer courses. The implementation of different depth and breadth of teaching content for students at different levels can meet the learning needs of students, which is more conducive to students' understanding and acceptance of knowledge.

##### **4.2. Integrating resources and carrying out effective teaching activity design**

In order to better promote the mixed teaching in the form of integrating resources, teachers should carry out more diversified teaching activity design in this respect, so that students can feel the diversity of knowledge learning in the process of learning, have full interest in knowledge learning, and improve their knowledge mastery level under the guidance of fun. The integration of learning resources inside and outside the class can also enable students to broaden their horizons in the learning process and improve the effectiveness of teaching activity design.[3]

For example, for the practical college computer course, the learning resources inside and outside the class are relatively rich, so teachers should effectively integrate the learning resources inside and outside the class in the teaching process, so that these resources can be transmitted through a mature teaching system, and the traditional classroom and online learning classroom can be effectively integrated through a mixed teaching mode to improve students' full interest in computer learning courses.

### **4.3. Selecting content and integrating resources for teaching**

In the current education and teaching, teachers select teaching content by combining their own cognition and students' learning needs, and discuss and collect the selected content. In this process, many teachers do not pay much attention to the integration and utilization of education and teaching resources, which leads to certain limitations of students' thinking, cognitive content and consciousness, and students' enthusiasm for learning is not very high. Therefore, in order to effectively improve this situation and let more excellent teaching resources be shared, teachers began to find important ways and methods suitable for students' learning by selecting teaching content, and can guide students in combination with their cognitive conditions, so that students can quickly integrate and sort out the learned resources, and master more knowledge through discussion.

For example, when sharing the excellent resources of mathematics discipline, teachers can guide the teaching content in combination with the teaching situation of class mathematics. For example, in the process of teaching, teachers guide students to collect and discuss through group cooperation, and conduct a comprehensive analysis of a point in mathematical knowledge. Students dig and explore knowledge according to the selected mathematical content, and comprehensively integrate their mathematical knowledge. In this way, students will have a more comprehensive understanding of mathematical knowledge, and they can also learn a lot of knowledge outside of books in the process of sharing quality course resources.

### **4.4. Formulating a mixed evaluation system after class**

The mixed curriculum evaluation system is an important part of current teaching, and also an assessment of students' learning effect, which is very meaningful for students. Therefore, in the process of teaching, teachers can use the combination of online and offline methods to guide students to participate in the development of assessment standards, and effectively integrate their feelings, so that students can find their own problems and confusion in the learning process according to the assessment standards, and find improvement methods through discussion with teachers and other students. So the quality of high-quality resource sharing can be rapidly improved, which is also an important part of current education and teaching.

For example, in the process of sharing English curriculum resources, teachers should combine the shared resources with students' classroom performance to formulate corresponding evaluation criteria. For online teaching content, students will be more inclined to read, read aloud and other content, while offline content is writing and cognitive content. Therefore, when formulating the assessment criteria, it is also necessary to carry out from the online and offline aspects. On line, students are required to be able to express clearly and accurately in English, while offline, students are required to maintain correct grammar when writing, and be able to use it accurately. Students can also fully recognize and improve their English learning conditions according to the evaluation criteria to maximize the sharing advantages of English resources in quality courses.

### **4.5. Taking the form of knowledge point integration to combine online and offline**

With the development of society, shared resources have flooded people's daily life, such as shared bicycles, shared toys, etc., so there are also high-quality resource sharing courses in the education industry. The excellent resource sharing course is a relatively open course, which can not only provide convenience in resources for students in school, but also promote the sharing of social education resources to a certain extent, which is conducive to improving the quality of the whole people, providing more people with learning opportunities and getting rid of the label of illiteracy. Therefore, when conducting research on mixed teaching mode, teachers should always implement the concept

of sharing, so teachers can take the form of integrating knowledge points and fully combine online and offline education to improve the knowledge reserves of students and social personages.

For example, when teachers share medical courses, they can integrate medical knowledge points and conduct teaching and guidance through online and offline combination. On line, teachers can first explain some theoretical knowledge about medicine to enrich students' knowledge reserves. Before teaching, teachers should fully do research, share on the basis of high-quality resource sharing courses, and integrate knowledge points, and then conduct public teaching. Offline, teachers should guide based on practice. The classroom can open some public welfare courses to help medical students and social personages improve their medical literacy and practical ability. Through the combination of online and offline teaching, students can learn specific knowledge more deeply and enjoy the convenience provided by the society while improving their own ability.

## 5. Conclusion

In the process of classroom teaching, teachers made scientific and reasonable adjustments to the teaching objectives and links in combination with students' actual performance, learning needs, teaching status and educational achievements. We should consider students' cognitive development laws and knowledge reserves to plan development plans for them, flexibly and efficiently use high-quality resource sharing courses and hybrid teaching mode, so that students can constantly improve their learning ability and core quality while consolidating their basic knowledge of the subject, specifically solve the problems that occur frequently during teaching, and create a good learning atmosphere and situation for students, in order to encourage them to participate in the classroom with a more positive attitude.

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