

Explore the application of PAD teaching mode in art teaching -- Take tie-dye making as an example

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Abstract: Housing price is influenced by multiple factors. The existing housing price forecasting model usually belongs to the so called single predictor model, whose prediction accuracy is not ideal and the over-fitting phenomenon often happens due to the data noise. To resolve these issues, this paper proposes an ensemble learning-based housing price prediction model incorporating various predictors. To evaluate the effectiveness of the proposed model, extra trees, random forest, GBDT and XGB algorithms are selected for the benchmarks. The dataset used is the California housing price available over the web. The results demonstrate that the proposed method can improve the predicting accuracy and stability compared with other four single prediction models.

1. Introduction

Since the implementation of the new curriculum reform, various reforms in the field of education have never stopped, and quality-oriented education has become a kind of education mode recognized at present. However, there are still some problems. For example, students always follow the process expected by teachers in art classroom teaching. Such a traditional teaching mode can really enable teachers to control the progress of a class and achieve their expected results. But ignored the students is the "leading role", and not every student's ability to learn and accept ability are the same, so learning a lesson down will only good is good, poor of the poor, at the same time, students can experience the fun of class, discussion and exchange between students and students don't have enough time, then lost the enthusiasm of learning. Students belong to the audience and audience. Teachers' role has not been changed into a guide of teaching rather than an indoctrinator of knowledge. Teachers will suffer from job burnout and conservative teaching mode after a long period of teaching. As a result, at this time, teachers no longer prepare every class meticulously. As I found during my internship, most of the teachers had regular classes, such as art class. They would simply assign what to draw in this class, guide students in their drawing process, and then comment on a class at the end of the class. Only in the open class will be a few days in advance to prepare for the class, after the open class like just finished a battle, people feel that the teachers of the open class very hard, laborious. In this way, teachers are not invested enough in the teaching work, which naturally ignores the feelings of students. In such a dull teaching atmosphere, students lose interest in the classroom, which is not conducive to the development of students' creative thinking, cooperation and communication skills.

At present, primary and secondary school classrooms are dominated by teachers' teaching and indoctrination, while students passively follow and imitate. There is a lack of questioning and innovation, communication and cooperation, and aesthetic education training can hardly achieve the aesthetic education goal of primary school art curriculum [4]. Moreover is in the original teaching classroom, are all teachers use multimedia courseware to lead the students to learn, therefore in the process of teaching, some teachers too much emphasis on the form of teaching, only pursue with multimedia broadcast content performance effect, feel so relaxed, take a look at the key to the student, just a matter of talk about problems. This kind of art class usually turns into a multimedia courseware show for teachers. It is even very boring to start and finish the courseware, which lacks the interaction between teachers and students. Meanwhile, the communication between students

does not give opportunities and pays no attention to students' independent thinking. In fact, art course is not only a skill course, but also a cultural course[5]. It can initially cultivate students' ability to discover beauty in life, learn to appreciate beauty and create beauty, so that they can grow up healthily in the embrace of aesthetic education. Therefore, it is very important to improve the original traditional teaching form of art class.

The emergence of PAD teaching mode and its application in primary school teaching: In recent years, both front-line teachers and administrative institutions of education management have been thinking and trying to innovate teaching methods and models, seeking for changes in educational and teaching forms, and striving to improve the level of talent cultivation in China. In terms of teaching methods, there emerged batch after batch from full professors and the traditional way of cramming to; Heuristic, talkative, participative, etc. However, none of the innovations could fundamentally solve the problem. Until the spring of 2014, PAD teaching mode emerged, which not only inherited the traditional culture, but also innovated the educational concept, constructed effective methods for teaching, and made up for the deficiencies in the traditional teaching mode. Through the practice of teachers all over the country, this teaching method can effectively stimulate students' learning enthusiasm and initiative, and greatly improve the quality of primary school classroom teaching. And this new form of teaching is founded by a professor of Fudan university, and Fudan university undergraduate courses in the design of experiment and research methods of psychology, try a success, then spread across the country, only three years to all provinces, autonomous regions and municipalities directly under the central government, the country is widely used in the teaching of humanities and social science, science and medicine, and many other. And in 2018 also won the China education news the fifth session of the national education reform and innovation pioneer award for teachers, teaching achievement first prize of Shanghai, the first is first applied in the university, then practice in colleges and universities, and in colleges and universities, the basic education field also began to explore and attempt on the classroom, have sprung up all over the country primary school are successful cases, received numerous a line to the height of the teachers, principals, and education teaching managers.

With the continuous research and development in recent years, PAD teaching mode has been widely used and applied by many teachers to the teaching of all subjects in primary schools. For example; The application of PAD in primary school fine arts, and the application of subclassroom in primary school Chinese, etc. Relevant papers have also been published on Cnki, and even applied in primary school mathematics, music and physical education classes. It can be said that the paired classroom is a teaching model that can solve the current teaching classroom problems[1]. With the progress of "curriculum reform", the inherent teaching mode cannot meet the current requirements of education. In order to promote the development of education, many experts and scholars have put forward many new teaching methods. Among them, the teaching mode of "to divide the classroom" attracts particular attention. This is a new teaching mode put forward by Professor Zhang Xuexin of Fudan University a few years ago, which has helped many teachers solve the difficult problems in teaching. This teaching mode does not discriminate subject, scale or learning period. With the continuous research of teachers, PAD teaching mode soon entered the art class of primary school. It has been proved that this teaching method is also effective and feasible in primary schools, which is conducive to improving the effectiveness of art classroom teaching in primary schools. It can not only enhance students' ability of cooperation and communication, but also enhance teachers' overall control over the classroom, reduce teachers' burden, realize the transformation of teachers' role, and provide greater space for students' learning development.

2. Application of PAD teaching mode in tie-dye classroom in primary school

2.1 The tie-dye knowledge leaves white space

When it comes to teaching, many teachers think of "filling the classroom with teachers speaking on the stage and students listening off the stage. Although this allows teachers to control the

teaching progress and students can acquire knowledge, it is not conducive to students' thinking, communication and innovation. Although art class is not based on knowledge teaching, there are still some problems in teaching. PAD teaching mode does not divide subjects into subjects, emphasizes on the blankness of intensive teaching, and opposes the use of traditional classroom teaching. In the stage of knowledge teaching, attention should be paid to the division of classroom time, with half of the time for teachers to teach and the other half for students to internalize and discuss. Only in this way can students cooperate with each other to explore and truly return the classroom to students.

For example, in the course of teaching art tie-dye "Hanky", teachers must pay attention to the intensive knowledge in the first half of the class in order to give high quality lectures and arouse students' enthusiasm in class. Therefore, before class, I carefully prepared the lesson, designed the contents taught in the first half of the class, combined with the simple introduction of the new lesson to let students understand the characteristics of tie-dye process, and elaborated it with the help of multimedia, such as; The excellent tie-dye works and dyeing methods of various patterns are displayed by multimedia, and the key and difficult points of dyeing handkerchiefs are simply explained. During this period, teachers will design some questions and interact with students while teaching, guiding students to think. It should be noted that we should not rely too much on multimedia, because multimedia is only a tool to assist teachers to complete a lesson. This is a problem in the traditional art teaching class. Teachers often rely too much on multimedia, so that every class is a courseware show by teachers. In this tie-dye course, the first half of the course emphasizes teaching first and learning later. In the process of subdivision teaching, the first half of the class hour is intensive lecturing, which is different from the traditional class. In this part, teachers do not need to explain the contents of the course in a comprehensive way, but deliver the contents to students in the form of knowledge framework. The essence of "white space" is to give students behind their own thinking, internalization and absorption, for students behind the exchange and discussion ready.

2.2 Students learn internalization alone and try to do it

Traditional fine arts teaching in classroom is always easy to overlook to let the students learn digestion time alone, are all teachers in speaking, without considering whether students have learned, so good students may then go with the teacher's course, and weak foundation to keep up with, and were forced to follow the teacher's process that didn't interest in study, and naturally a lesson down basis difference of students ability to listen to a lecture, also won't to think, communicate, which naturally also didn't learn, also will therefore lose interest in art class. We should know that students are the leading role in the classroom, and the "independent learning" part in THE PAD teaching mode returns this part of the time to students, truly realizing the transformation of the role of teachers, and students are the master of the classroom.

Next, after the first half of the teacher's tie-dye knowledge teaching, students learn alone according to the key points of the knowledge taught by the teacher and the questions given by the teacher. For example :(1) the characteristics of tie-dye craft;(2) Feel the charm of tie-dye pattern in combination with textbooks;(3) The basic methods of dyeing handkerchiefs;(4) How to fold and dye different patterns?(5) How many ways can you fold? In combination with these contents, students can strengthen their cognition and understanding of knowledge through independent learning and promote the internalization and absorption of knowledge. Learn alone next time also let the student discount ten percent, also want to begin his own thinking and see how to fold a beautiful flower a handkerchief, and I will tell the students in the process of trying to put his elusive and difficult to understand the problem and have understood all listed, in order to make students better understand the "light test for" the author has put before class "light test for" column on the blackboard, for the following group discussions and bright help link ready. In this way, students can take the initiative to think and explore from theory to practice, and they can also gain something in the group discussion later. And in the front of the teacher's intensive teaching framework, combined

with self-study books, I believe that students can find their own answers to some questions. In the process of students studying alone, teachers will make rounds in class to observe students' independent learning, so as to facilitate the subsequent group discussion and communication.

2.3 Group discussion, Liang Test help to test

Group discussion is an important component part of the students in the classroom, in the traditional classroom, the teacher while it is to let students discuss, but there is no value and organize this link, or just discussed a few minutes, the effect is not very good, student's enthusiasm is not high also, don't even have a class group discussions this link, this creates most of the students could not probe into knowledge, lead to students' learning enthusiasm is not high, no innovation, the ability to learn, to learn that it is very important to know the discussion section. Therefore, the students' discussion and learning in the second half of the PAD teaching is not only the focus of the application of THE PAD teaching mode in the primary art class, but also the difficulty. How to discuss in groups? This is also a problem to be fully considered. For example, when grouping, we should take into account the problem of students' advantages and disadvantages. The good students are in the same group, or the bad students are in the same group, so that the good students' group has discussed and played, while the bad students' group has not discussed the result. Therefore, before the group discussion, the author has understood and found out the level of the whole class, and used multimedia to show the group in advance, students find their own group for communication and discussion. This requires the teacher to be prepared before class. Through independent study, I believe that students have internalized absorption, and the heart has a lot of harvest and questions, this time can be according to the front of independent study for students to assign the task using bright test to help to discuss.

What is the Liang Test gang? It refers to the teacher's use to test the student's achievement in the classroom and the discussion section; After internalization and absorption, students divide their knowledge into three levels for display. "Often referred to as" Twinkle, twinkle little eye, "" Quiz you," "help me," for example; After the stage of self-study internalization, let the students take the initiative to go around the group to help and combine the task of learning alone to carry out a discussion, at this time the teacher will not intervene in the discussion of students, but in a temporary to do sufficient and not excessive guidance to students[3].The use of "bright" let the students in their own self-study has learned on the basis of speech, speak self-study in the process of their deepest feelings, this is easy for most students to complete, so that many students with poor foundation also have the opportunity to show. For example, the basic knowledge of tie-dye pattern in "Hanky" is introduced in the textbook, and students can basically answer it. Students who usually want to answer it will also answer it. In this way, students not only pay attention to those who want to make progress, but also let those students with poor foundation have the desire to learn. The use of "test" is to give students an opportunity to show themselves, with the content of the test to other students, so that when the efforts of students in learning are recognized and appreciated, the heart will have a sense of honor and sense of achievement, through this way students' inner emotional needs are also respected. "Help" is a problem that students encounter when they are learning and practicing folding on their own[6]. It helps them solve the problem by asking students with good foundation to help them. It also respects the right of students to express their needs in learning. After some discussion and communication, the students' problems have been solved, of course, not all of them have been solved, and there may be some common problems. At this time, the teacher will answer the deeper questions for the students. After the whole class, the initiative comes back to the students, and the interaction between students and teachers is also increased, which improves the students' cooperative exploration ability. The classroom learning atmosphere is also richer, and the students are also interested in classroom learning. The design of the discussion section of "Liangkao Gang"; Is to make students in order to meet their own competitive heart, and to seriously learn knowledge, and the content of the comb clear. Also in order to let the students because of the examination of other students and take the initiative to learn more extracurricular knowledge; While

satisfying your thirst for knowledge, think positively to find answers to your doubts. Then stimulate the inner motivation and passion of students from different bases to explore the learning potential of students from all levels.

3. Teaching reflection

PAD in the classroom teaching mode is used, is combined with the problem of growing concern to the students, to dye PAD model that the addition of the fine arts classroom learning atmosphere more active, under the condition of the teachers to guide students to think for itself to solve the problems encountered in the process of folding design, comparing the answer out more conducive to the development of students, teachers directly after class the students can be pleasant tie-dye works completed, students can communicate with each other on tie-dyed problem classroom, is beneficial to training students' love of handicraft class, but on the teaching time to grasp the need to strengthen, It is still not possible to accurately grasp the time allocation of each link and the teaching design of the intensive part before class needs to be carefully considered. At the beginning of the use of PAD in art class, it has not been able to be very familiar with the use of PAD class, and it is still lack of practice, and how to let students quickly adapt to the transformation of teaching mode is also a problem that teachers need to consider. But compared with the traditional art classroom teacher preparation and teaching process is much easier.

3. Conclusion

The contrast of class brings more motivation for students to study independently. Students can also learn fine arts happily in this interesting class, which also reduces the burden of teachers. Moreover, it conforms to the law of modern education and the characteristics of students' cognitive development. However, the research and practice of PAD mode in art teaching in primary schools are still in the primary stage, and some problems have not been solved in the implementation process. For example; How to "elaborate" in limited classroom teaching; How to guide students to explore independently sufficiently and not excessively; In the classroom discussion of students, how to guide their discussions effectively, so as to enable students to discuss and learn more efficiently. At present, PAD is still rarely used in primary school art, so it needs further theoretical research and practical exploration.

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