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ARGUMENTATIVE TEACHING FOR COLLEGE CLASSROOMS IN A BLENDED LEARNING ENVIRONMENT IN THE CHINA'S HIGHER EDUCATION SYSTEM

In the China's higher education system, argumentative teaching is very important to improve critical thinking. Both domestic and international policies emphasize the development of this capacity, such as UNESCO, the 21st Century Learning Alliance of the United States, and the Outline of the National Medium - and Long-Term Education Reform and Development Plan of China. As we know, critical thinking not only promotes innovation and creativity, but also increases academic self-efficacy, problem solving, classroom engagement, etc. However, the critical skills of college students still need to be improved, and the high order thinking ability of students under the traditional teaching mode is limited [1; 4].

Blended teaching is an important method that encourages students to evaluate information, make claims and debate, and promotes critical thinking development. Studies have shown that mixed teaching is effective in improving college students' critical thinking, professional knowledge and debating skills. The Internet and visualization technologies provide equal access, flexible engagement times, reduce the awkwardness of direct rebuttals, and promote deep thinking and rational dialogue. Online visualization tools enhance argument clarity, facilitate asynchronous

collaboration, and improve interaction and argument quality. At the same time, the teaching supported by technology can comprehensively record students' participation and speech, which helps to reflect and improve the objectivity of teaching effect evaluation, and thus improve students' critical thinking skills and argumentative ability.

However, domestic empirical research and instructional design research is relatively insufficient, this study aims to deepen the research in this field.

The factual basis of our work is the domestic regulatory framework, which determines the principles, reports of research centers and institutions, as well as monographs and other publications of domestic and foreign authors on actual issues. The detailed analysis of blended learning as a pedagogical process is connected to the reviews of many European and American researches and scientists, mentioned in this article.

Research object is the influence of argumentative teaching in a blended learning environment on the development of student’s critical thinking ability in the China’s higher education system.

To enhance argumentative teaching in a mixed learning setting in higher education, we have developed a "Framework for Argumentative Teaching in College Classrooms in a Blended Learning Environment" integrating the ICAP framework, Critical Discussion Model, Toulmin Argumentation Model, Argumentative Teaching Approach, and key elements of the Three-Node Argumentative Learning Framework.

Guided by this system, the study conducts three argumentative teaching practices: synchronous online-offline teaching on teacher-assigned theses, online visual teaching on group-chosen theses, and online visual teaching on individually-selected ideas.

In general, this framework outlines seven steps: teacher instruction, thesis development, position selection, argument preparation, construction, presentation feedback, and evaluation. Evaluation focuses on students' critical thinking, argumentation skills, professional knowledge, and attitudes towards argumentative teaching [1; 3; 4].

Under such circumstances, collaborative argumentation teaching shows its unique advantages. Firstly, in the teaching stage, educators represent professional knowledge and demonstrate skills through multimedia means, and students can choose to passively absorb or actively record learning points. Next, they enter the thesis creation stage, where students submit the first draft of the paper online and further improve the quality of the paper through the online review and guidance of the teacher. In the paper selection stage, all members are required to summarize knowledge points according to classroom content and share them online, and choose their own thesis direction or participate in discussions. In this process, students not only learn actively, but also carry out constructive and interactive learning with their peers through online platforms [2; 4].

In the argument preparation phase, students can use an online collaboration platform to prepare argument materials together, sharing resources and perspectives through interactive learning. In the stage of argument construction, young people engage in multiple online interactions under the guidance of critical discussion model and Toulmin's argument model to deepen their understanding and support of arguments, which fully demonstrates interactive learning among students.

In the presentation and feedback phase, students assess peers' arguments or show their own, fostering constructive learning. The evaluation stage focuses on critical thinking, argumentation skills, professional knowledge, and attitudes, utilizing retrospective content analysis to enhance objectivity.

In such a way, students' critical thinking skills improved in all three studies according to their continual engagement in the argumentation process. They exercised their critical ability by supporting or rebutting ideas. In the second and third studies, they engaged in asynchronous visual argumentation, further strengthening their critical thinking. They applied their knowledge in supporting or refuting arguments, and presented arguments based on the content, contributing to their expertise development.

Through the research of these three teaching modes, our paper discusses the steps and contents of argumentative teaching in detail, as well as students' learning style, and summarizes the teaching effect based on practice. Finally, this study sums up the key points of the design and implementation of argumentative teaching in college classrooms under a blended learning environment, which provides valuable reference and inspiration in the China's higher education.

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PRACTICAL APPLICATION OF DIGITAL TECHNOLOGY IN THE TEACHING AND LEARNING PROCESS IN CHINA

With the rapid development of Internet technology, digital technology has become an important part of modern education [1, p. 11]. As the world's largest developing country, China is vigorously promoting the construction of education informatisation in order to improve the equity and quality of education. This paper will explore the specific applications of digital technology in the teaching and learning process in China, including online education platforms, interactive technologies and games, virtual reality technology, and artificial intelligence. The application of digital