

## Research on the Positive Promotion of MOOC Mode to College English Education

Kejia Wen

Yingkou Institute of Technology, Liaoning 115014, China

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**Abstract:** Research on the positive promotion of the MOOC mode to college English education is conducted in this paper. Not only the university English appraisal system reform and the construction needs the all teacher's and student's joint effort, but also needs the school innovation teaching idea, enlarges to the educational reform investment, establishes the outstanding teaching team. Therefore, teachers need to design classroom activities more rationally and also keep the classroom discussion atmosphere active, and ensure that every student is the subject of discussion. This paper proposes the novel perspectives on the mentioned ideas and provides the novel platform to create the efficient education pipeline.

### 1. Introduction

The reform of college English teaching has undergone several trial reforms. Although each time has certain progressive significance, while it is necessary to carry out new reforms. College English teaching meets the requirements of the new situation. At present, the reform of the college English teaching in China is based on the concept of "student-centered" and proposes a "new teaching model based on computer and classroom". At the same time, it points out that the new teaching mode should "promote the formation of individualized learning methods and student autonomy". The development of learning ability as the new teaching mode should enable students to choose materials and methods that suit their needs, learn from the strategies, and also gradually improve their ability to learn well independently." Seminar teaching allows students to take the initiative to think deeply about literary works and let them find the connection between literary works and the real world, and explore the significance of learning literature. However, seminar-style teaching also has its drawbacks. A small number of the students may be able to participate in the seminars and do not actively participate in the seminar. Therefore, teachers need to design classroom activities more rationally and keep classroom discussion atmosphere active, and ensure that every student is the subject of discussion.

For solving the mentioned challenges, the current research has pointed out some suggestions. (1) Experts and scholars have been arguing about the best learning time and the period of Chinese and English. They have always had their own opinions and it is difficult to judge scientifically. However, the author believes that the bottom line is to let students learn Chinese and then learn other foreign languages. (2) The classroom inducts the method to have very many kinds, must act according to the different article content choice different to induct the way, if the article cultural property and the ideological nature are also strong, this time inducts the part to be possible to introduce its correlation culture knowledge and the background, therefore, inducts the part to be possible to be slightly long; Otherwise, then must choose the simple design to induct the question then, otherwise can appear the effect which puts the cart before the horse which affects the student to the article primary coverage study. (3) Students should be included in the goal of college English reform. It is best to incorporate appropriate training mechanisms in the college English learning so that college students do not feel headaches and fears while studying college English. At the same time, students should adhere to the principle of the learning, and students should not be allowed to abandon or delay studying the college English and delay their studies. (4) The teaching content must meet the requirements of the syllabus, but also fully reflect the advanced, scientific, inspiring

and research. In addition to a certain depth, the content of the teaching must also have content of the frontiers of the English language. It is necessary to encourage the active atmosphere of the classroom mobilize the enthusiasm and initiative of the students, and facilitate the bilateral activities.

Therefore, we suggest introducing the MOOC mode. Before the class, the students pre-read the requirements given by the teachers through the MOOC resources, and through pre-study, they can master more than 50% of the MOOC resources. At the same time, the students can summarize the places that cannot be understood in the MOOC resources, where there are doubts, even particularly good place. Because the MOOC teaching is different with the traditional educational model, it needs the student positively to participate in discussion, grouping cooperation and so on, like this gives the students the more performance self-opportunity. According to my courtyard questionnaire feedback as well as the teacher and student's communication, we may see, the student who uses the mixed style educational model study through the MOOC teaching in the team realizes, synthesis quality aspects and so on power of the expression, self-confidence, cooperation spirit all was under the very good training and the promotion. The fig 1 gives the sample demonstration.

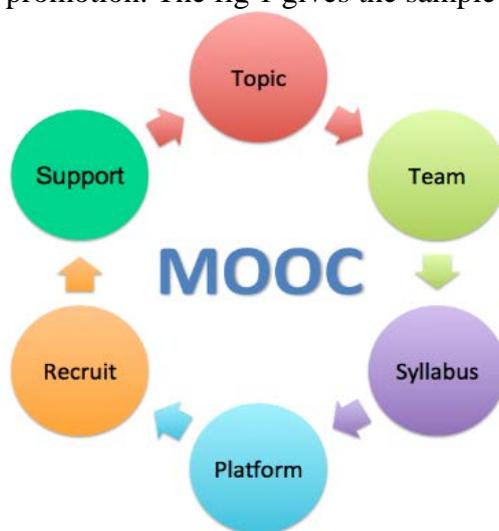


Figure 1. The Theoretical Framework of the MOOC

## 2. The Proposed Methodology

### 2.1 The Advances of the Education System

The frontiers of technological innovation are endless. The new technologies represented by the Internet, cloud computing, big data, Internet of Things, artificial intelligence, AR technology, and augmented reality technology have already produced major changes in the forms of education, teaching methods, and personnel training purposes influences.

Education innovation based on the new technologies such as MOOC, mixed learning, and flipping classrooms has already profoundly affected education. By synthesizing the content of the form, the elemental cultivation can be understood as literacy and skills necessary for the information subject to critically acquire, browse, evaluate, produce and share information under the new media technology environment. In essence, elemental nutrition is based on extension and reconstruction of information literacy based on the characteristics of new media technology. Compared with information literacy, elemental education is based on the metacognition, which not only focuses on learners' access to information, organization, evaluation, the ability to use, pay more attention to its ability to participate, cooperate, integrate and share information in social media, online communities, open education, etc., and highlight the cultivation of metacognitive ability.

1) As a method of cultivating students' learning quality, college information literacy education should be a continuous and systematic learning process. The teaching should strengthen the

situation, collaboration, conversation and meaning construction, and pay attention to the dominant position of students in learning.

2) In the process of formulating the talent training program in higher vocational colleges, the mutual penetration and integration of quality education and innovative education should be fully considered. Meanwhile, the relevant courses should be set based on the cultivation of the students' vocational ability and their working process.

3) High-level teachers can use the network to play a greater role and influence. Free teachers and teachers who provide professional teaching services will become an important subject in the system.

Seeking the arrangement between quality education courses and professional courses in different majors and different institutions, correctly handling relationship between the two and re-establishing the important position of quality education courses in the process of talent cultivation and innovation and entrepreneurship improvement is essential. The fig 2 gives the analysis.

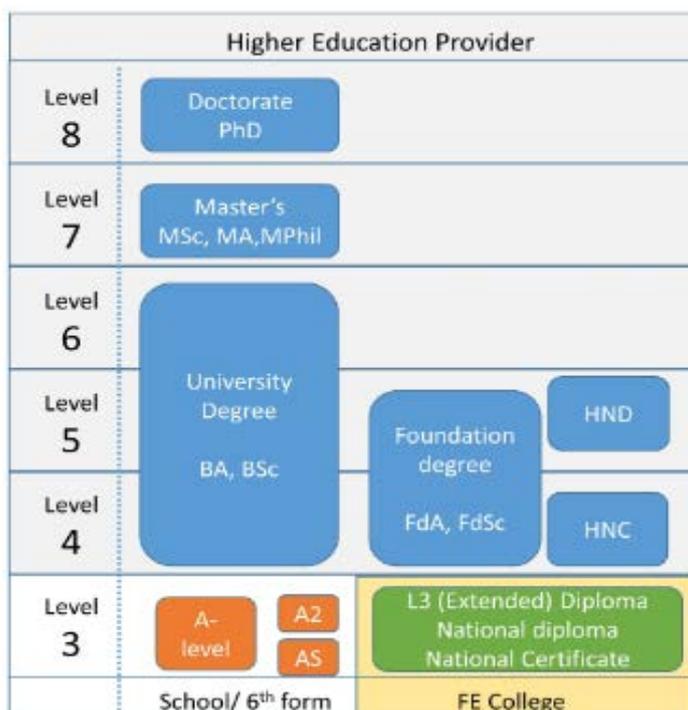


Figure 2. The Education System

## 2.2 MOOC Overview

The students' knowledge, ability, quality structure and also training plan are designed with the social needs as the goal and also the post technical requirements as the main line. Positioning MOOC education as “capable of learning and auxiliary education” is of reference for the development of the higher vocational MOOC. “Can learn” means that students, teachers and social learners of the higher vocational colleges who have the willingness to learn and have basic learning conditions can realize systematic and the personalized learning from different starting points through independent use of MOOC, and realize determined learning aims.

Policy is the guarantee of MOOC teaching. Under the guidance of a good mechanism, MOOC can get rid of the situation that the past network courses and excellent courses are only used as teaching resources. The teaching operation management mechanism can grasp macroscopically the setting, operation, monitoring and evaluation of MOOC courses in schools, guide teachers to use MOOC for teaching and guide students to use MOOC for learning, and stipulate which courses should be set up, how to carry out the MOOC, course credits and certification, teachers' behavior and students' learning behavior. Students do not need to concentrate on learning in the certain place. As long as there is a network, students can complete online learning at different times and in different places. In particular, the design and application of mobile APP client of the MOOC

learning platform is more convenient for students and teachers. Therefore, we should consider the listed issues.

1) Pre-class preparation is a very important part of the success of MOOC teaching. There is no certain number of students to complete a certain level of preparation before class. It is impossible to organize effective discussions in the classroom. It is impossible to talk about flipping the classroom. Therefore, if teachers want to use MOOC to carry out a good flip classroom, how to effectively improve the quality of pre-class preparation is an important basis for the implementation of the curriculum.

2) Take advantage of the online learning platform of the MOOC and make full use of the convenient conditions of Internet. Young teachers should expand online communication forms, increase online communication time, and communicate with more students.

3) The young teacher must optimize own specialized knowledge content unceasingly, the prompt renewal studies general knowledge spot, supplements the new theory connotation. Understood unceasingly the world change, expands own field of general vision, studies with teaches the curriculum correlation discipline domain the content, in order to be able to enriching the course content.

The characteristics of the system knowledge fragmentation are: online video, anytime, anywhere, decomposition and chewing, which is a new form of online development of the MOOC teaching in the field of education. MOOC teaching provides students with the freedom to arrange their own time and space for study. It is not subject to the time and space constraints of traditional education, and is not subject to time and space restrictions. There is no pressure from teachers and students to compete.

### **3. Finalized Suggestions for the College English Guiding**

The most urgent task in constructing a diversified university English evaluation system is to improve the final evaluation content based on the final exam. At present, in most colleges and universities, the usual evaluation results and the final data, which are based on summative evaluation, also need to increase the evaluation method and data source of the final grade. In the final grades of the students, it is necessary to reflect the practical evaluation method of speaking and listening. Teaching idea reform and teaching content reform are the two goals contained in general teaching reform. Regardless of the level of its reform, research is inseparable from the relevant departments, the related university joint research, cultivating teaching idea how to do a good job in innovation to the course content, such as how to cut the experts would have to be a focused topic, needs to be authenticated and approval by the relevant department, finally, the educational reform to finalize the result.

The university English education cannot only be restricted in traditional the teaching method, but also needs to use the general multimedia technologies positively that created fused the authenticity, knowledgeable, the practicality interestingly, is a body teaching environment, through established the new situation to guide student's English study. University's English teaching along with the teacher fluidity fill-out, lets the university English teaching be more difficult, but the multimedia teaching already can alleviate the teachers strength weakly with the teaching pressure overweight question, but also can let the student obtain the new knowledge effectively, through listens to the sound recording, to listen to the broadcast or to look English program studies English to be more advantageous in raises English teaching level. Teachers pay attention to words and deeds during the teaching process, smile with their eyes, communicate with students with their eyes, and interact with students when they are teaching, so that they can better teach English and let students feel that English courses are easy and also the happy classes. It can also create an efficient college English class.

#### 4. Conclusion

Research on the positive promotion of the MOOC mode to college English education is conducted in this paper. In order to adapt to the rapid development of the modern science, the important feature of module teaching is to realize the diversification of courses, so that the school can arrange and adjust the course content in time to meet the learning needs of students and realize the individualization, flexibility and practicality of the learning. This paper integrates the MOOC to construct the novel and innovative solutions for the proposed framework. In the future, we will test the new suggestions.

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