

University Public English Curriculum Reform Strategy under the Network Environment

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Keywords: Network, Public English, Characteristics, Curriculum, Reform Strategy

Abstract: Along with the Continuous Development of the Teaching Reform Process, the Traditional Education Method Has Been Unable to Meet the Teaching Needs of College English for Public English. University Public English Teaching Should Be Committed to the Improvement of Students' Practical Ability While Ensuring the Quality of Teaching. Therefore, in the Network Environment, This Paper Analyzes the Characteristics of College Public English Teaching under the Network Environment, and Then Proposes the Improvement Strategy of the University Public English Curriculum, Which Has Important Theoretical Guiding Significance for College English Teaching.

1. Introduction

1.1 Literature Review

Establishing the English Bridge Course as the reform direction of the university's public English course in the current network environment, plays an important role in college English. By designing the teaching objectives, concepts and models of the English Bridge course, the professional culture and English culture can be realized. Combine and improve the quality of English teaching in colleges and universities (Liu, 2012). As the main base for talent transfer, colleges and universities are mainly to cultivate high-quality talents that meet the needs of modern development. Zhao Lingjun combined with the current situation of public English teaching in universities, focusing on the reform of public English curriculum under the employment orientation, has great guiding value for college English teaching (Zhao, 2005). As an important branch of education, public English teaching in universities is a key means of cultivating outstanding talents. By studying the innovative significance of college students' public English teaching, and taking the future development direction of university public English education as the starting point, the paper proposes the university public English curriculum reform strategy, which is conducive to the realization of comprehensive education (Li, 2014). Since entering the 1980s, the international education sector has gradually emerged with a new educational trend of equity, and proposed to strengthen the cultivation of applied talents, paying attention to the basic teaching ideas of practical education, and is conducive to achieving the goal of higher public English teaching transformation (Huang and Mei, 2015). The university's public English teaching is different from other majors. There is a problem that the classroom atmosphere is weak and students' interest in learning is not strong. Based on this status quo, combined with the interactive teaching method, it is proposed to improve the measurement of the university's public English course, which is conducive to improving the teaching effect (Yang and Chen, 2016).

1.2 Purpose of Research

Under the background of highly developed information technology, the traditional university public English teaching mode can no longer meet the needs of the times. Combining modern new technologies with public English teaching and reforming the public English curriculum has become a major trend (Cheng, 2012). In the process of university public English curriculum reform, change the traditional public English teaching mode, make full use of information technology, reasonably adjust the results of the university public English course, and find a scientific and reasonable teaching evaluation system, which can effectively stimulate students' subjective initiative and

improve The quality of public English teaching at universities. At present, college public English teaching generally faces the challenge of modern educational technology. How to improve the quality of public English teaching by means of new network technology has become a problem that must be solved in the field of education. Under the network environment, making full use of network technology and adopting a new teaching mode to transform the traditional single professor's teaching mode into a personalized and autonomous learning mode has become a new trend in the development of the education industry. Therefore, in the network environment, studying the university's public English reform strategy is conducive to cultivating and developing students' subjective initiative and improving students' practical ability to apply English knowledge.

2. Characteristics of College Public English Teaching under the Network Environment

2.1 Conducive to Individualized Teaching

The traditional public English teaching is still the teaching method of teaching students to passive learning. The curriculum content of teachers and professors is relatively fixed, and the students' learning patterns and thinking are relatively fixed. They do not take into account the differences and study habits of different students, thus leading to college students' English. There is a big difference in levels. In the network environment, the use of new technologies can solve this problem well and help to achieve personalized teaching. In this teaching process, teachers can fully consider the individual differences between different students, maximize the learning potential of different students, and let students learn English according to their own habits. In the actual teaching activities, the relationship between teachers and students is very harmonious and in an equal position. This teaching model not only stimulates students' interest in learning, but also enhances students' ability to apply English.

2.2 Educational Resources Are Maximized and Shared

Today, in the modernization of education, the biggest advantage brought by the network environment to the education industry is the realization of the sharing of different educational resources. First, education informatization, we will think of the school's public library, campus network and distance learning. In most people's understanding, teaching information is equivalent to the configuration of some hardware devices. In the initial stage of education informatization, most colleges and universities have paid more attention to the investment of network hardware, and have established voice labs, multimedia classrooms, and opened campus networks. In this context, the resources in the network are rich and diverse. The classrooms can use the relevant teaching resources to construct the teaching content. Students can use the teaching resources to obtain learning materials, and also download relevant learning software for auxiliary learning. While sharing educational resources, students can make full use of the corresponding resources, choose the learning content that suits them, and conduct independent English learning in different periods. This learning mode is not limited by time and space, and can avoid a large amount of teaching resources waste, and can also maximize the sharing of educational resources.

2.3 Meet the Requirements of Students' Autonomous Learning

College students belong to a vigorous group. As they grow older, their psychology and mentality tend to mature, and their self-awareness gradually increases. In the process of learning, college students express a strong desire for job hunting, eager to receive the latest knowledge within a certain period of time. With the diversification of college students' learning needs, students have put forward more requirements for the teaching model. The traditional single classroom teaching model is obviously unable to meet the needs of college students. In the network environment, the implementation of university public English teaching can promote English teaching to keep pace with the times and carry out model innovation, better meet the needs of college students to learn, and meet the needs of social talents. With the help of Internet resources, college students can get rich teaching materials, get rich information in the first time, and promote public English teaching

closer to life, more colorful. In the teaching process, students only need to carry out simple online operations, they can find the teaching content that suits them, and can quickly jump from one learning topic to another, easy language knowledge links, great Meet the requirements of students' autonomous learning.

2.4 Promote the Diversification of Public English Teaching Models

With the continuous development of network technology, the role of the Internet in public English teaching has become increasingly prominent. With the help of network information technology, multimedia presents some teaching resources in the form of pictures, sounds or words in front of students, which is conducive to the realization of situational teaching. In this environment, relevant teaching institutions innovate the public English teaching model according to the actual learning needs of students. For example, teachers use multimedia courseware to teach in the classroom. This kind of teaching mode is generally presented in the classroom as an electronic courseware, which is helpful for teachers to fully explain the teaching content. This kind of teaching mode is still based on teachers, the teaching content covers a relatively wide range, and the teaching process is vivid and rich. For another example, in the network information environment, students conduct research-based learning models. This kind of teaching mode allows students to choose their own learning mode to learn, actively acquire the required information and knowledge, and gradually improve their self-learning ability. Through research-based learning, students can develop the habit of independent study and gain some fresh knowledge in the first time, which greatly enhances students' interest in learning.

3. University Public English Curriculum Reform Strategy under the Network Environment

3.1 Taking “Student-Oriented” as the Core Concept of Public English Curriculum Reform

In any course, “student-oriented” is always the core of teaching, and public English courses are no exception. The ultimate goal of college public English teaching is to develop students' English expression skills. To achieve this goal, we need to change the “teacher-based” teaching model into a “student-oriented” teaching model in a network environment. Only by achieving “student-oriented” can we consider the language ability and acceptance of students from the perspective of students. The traditional public English teaching follows the teacher-based teaching mode, and implements the teacher demonstration and the interactive method of student questioning. This kind of “full house irrigation” university public English teaching method, in the subtle way, makes students become passive recipients of knowledge, to a certain extent, stifle the enthusiasm of students' learning, and violates the original teaching tenet of public English. Although the teaching status of dumb English in most colleges and universities in China has improved, with the Internet gradually infiltrating into different teaching fields, public English teaching is still limited to classroom learning and students' memory learning methods. Under the network environment, the teaching mode adopted by the university's public English is the teaching mode of teachers' classroom teaching and students' self-learning after class. The role of teacher-led and independent learning is gradually prominent, which can better reflect the “student-oriented” teaching concept. It is used to help students carry out study and study to improve the level of public English learning.

3.2 Innovative University Public English Teaching Model

In the network environment, the main reason for the reform of the university's public English teaching mode is to provide students with a relatively free and flexible teaching environment, which encourages students to gradually develop towards personalized learning. Under this teaching mode, it is necessary to implement the teaching principles of graded teaching, classified guidance and teaching in accordance with the aptitude from the beginning to the end, and to achieve student self-learning before, during and after class. Affected by the different majors of the university, the majors of different students also have great differences. The same teaching material, the same teaching mode, and the same teaching process obviously cannot meet the learning needs of all

professional students. Moreover, the life and career planning of students of different majors is also very different. Even the students of the same level cannot use the same teaching mode for practical teaching. Therefore, different educational institutions should base on the different status of students' majors, and carry out differentiated public English teaching for students of different majors. From the reality of student learning, respect the requirements of individualized learning of students, and maximize the students' public English. The core position in the course.

3.3 Establish a Distinctive Curriculum System

As a branch of college English teaching, college public English teaching plays an important role in the improvement of students' comprehensive ability. In order to meet the needs of students' open learning, relevant educational institutions should strive to improve students' comprehensive application ability, intercultural communication ability and independent learning ability. Educational institutions should combine English applied skills courses, bilingual courses, public English and language and culture literacy courses to provide students with a comprehensive university public English course system. At the same time, colleges and universities should combine the actual situation of the school with the students' learning level, formulate a personalized public English syllabus, build a comprehensive public English system, improve the comprehensive English quality of college students, and meet the learning and career needs of different college students. The establishment of a distinctive public English curriculum system not only improves the public English curriculum, but also ensures that students of different levels of English are fully trained in learning ability, and realize the transformation of English language culture to English application and other dimensions to achieve multiple education and teaching. The goal.

3.4 Strengthen the Information Literacy of Teachers and Students

The improvement of teacher literacy mainly depends on the change of teaching philosophy. The key to the reform of the university public English curriculum in the network environment lies in the information literacy of teachers and students. For the university's public English teaching model, the change of teaching mode is not limited to the change of teaching methods and means, the key lies in the transformation of teaching philosophy. College teachers should follow the trend of the times, change the traditional teaching philosophy of responding to all teaching activities with a teaching method, and combine with the needs of society to integrate students into the overall teaching system in the concept of teaching, recognizing that they regard student service as a student. The main purpose is to cultivate students' comprehensive English application ability and achieve the school's teaching goals. At the same time, in the network environment, students have higher requirements, students need to use the new Internet equipment to carry out independent online learning activities, and through the mutual communication and writing between different students, form a more adaptable public English. Learning mode to achieve good teaching results.

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