

Research on College English Teaching Reform under the Background of "Smart +"

Hanwen Zhang, Miao Liu

Changchun University of Chinese Medicine, Jilin, Changchun, 130117, China

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Abstract: "Smart+" is often referred to as "Smart+ various traditional industries." As a new form of society, it benefits all aspects of our lives. It not only expands the range of applications for smart devices, but also emphasizes changes in the production and lifestyle of smart devices. It also presents challenges and opportunities for college English teaching methods, teaching methods, learning methods and teacher roles. With the support of modern information technology such as smart devices, we can build a multi-mixed teaching mode of "MOOC + micro-course" and a new interactive learning environment based on "WeChat + mobile network teaching". Personalized and independent students can be realized. Learning requirements and improving the quality of college English teaching are the inevitable trend of college English teaching reform and development.

1. Introduction

Nowadays, with the deep integration of network technology and information technology, it provides an opportunity for the reform of college English courses in China. In the "Smart+" era, the realization of college English digital network teaching has become the goal of college teaching reform. And research direction. With the recent micro-course teaching, the development of video open classes and network-based online classrooms, it provides an effective reference for the design and teaching reform of the university English digital network teaching system. With the rapid development and popularization of digital technology, network technology and information technology in China, traditional college English teaching has many drawbacks, which can not meet the display requirements of current student training and teaching reform, and conforms to the background of "Smart+"[1]. Do a good job in the design of college English digital network teaching system. It is of great significance to promote the reform of college English teaching.

2. Challenges in the "Smart+" Era

In the traditional college English teaching, teachers mostly instill teaching, using chalk, blackboard, slide and other common teaching methods for teaching. With the development of information science and technology, teachers must strive to learn teaching with novel means. Teachers must use smart devices and other means to teach. Students can also use various channels to learn knowledge, thus improving the quality of teaching and learning[2]

2.1. Impact on traditional teaching methods and methods

In the traditional English teaching mode, the main method is to adopt a progressive teaching method, students use textbooks to impart knowledge to students, mainly language. This "cramming" teaching method is increasingly rejected by students. The development of intelligent device technology provides teachers with a novel MOOC teaching mode and micro-curriculum, so that the teaching content is no longer restricted by textbooks, and the content is more colorful. This novel approach helps students gain a more authoritative and rigorous interpretation during the learning process and obtain the required learning materials from multiple perspectives. At the same time, students learn in this way and no longer limit the time and place of study. In addition, in the traditional teaching methods, students are always in a passive learning state, and information technology can solve this problem well[3]. It can better realize the transformation between

“teaching” and “learning”, stimulate students' enthusiasm and participation in learning, and improve learning efficiency. Therefore, with the development of science and technology, teachers should follow the trend of the times, continuously learn and make full use of the convenience of network technology in the era of intelligent devices, and build traditional English teaching classrooms into information-based English teaching classrooms.

2.2. Challenge the traditional learning concepts and learning concepts

With the popularity of smart devices, knowledge sharing has become the trend of the times. Self-study, active learning and collaborative learning have become the hallmarks of this information age. Students can use smart devices to get more learning resources. The combination of classroom technology and modern technology also expands the way students learn by themselves[4]. Students can download the required learning materials and videos according to their learning conditions, choose their best study time, and use videos to understand and consolidate areas they don't understand and repeat learning. In this way, students actively participate in learning, eager to learn through their own exploration, master new knowledge, and increase their enthusiasm and interest in learning.

2.3. Challenge the teaching organization

In traditional teaching organizations, students often rely solely on the arguments put forward by teachers because they have no confidence. It is very likely that there will be problems with “false teaching and research.” The teaching model under “Smart+” is more subtle and can break the limitations of traditional teacher-student relationships[5]. Students can speak freely on the online platform, not only allowing teachers and students to think deeply about the innovation and teaching content of the teaching model. It is also possible to achieve the effect of two-way teaching and research in the true sense.

3. Current Status and Shortcomings of College English Teaching

3.1. The digital network teaching technology of colleges and universities needs to be improved

Under the background of “Smart+” era, the design of college English digital network teaching system has become the focus of education in China and the reform of college teaching. However, in the actual implementation process, it also faces many factors and tests. The most important thing is that the digital network teaching technology of colleges and universities needs to be improved in the teaching of English courses. On the one hand, China's digital network technology is still at a relatively late stage in the application and expansion of education, and the application technology in the education direction is still immature. In the complex network and digital environment, there are many risks in the reform of college English teaching[6]. On the other hand, in our university teaching system, schools and teachers pay more attention to the professional training of students. The College English course is a basic course. Many universities are reluctant to teach and reform English courses. Or can not provide effective funding to support English digital e-learning. This makes the current reform of college English digital English teaching in the context of “Smart+” still stagnant.

3.2. College English digital network teaching system design lacks clear planning

China's college English teaching should adapt to the development of China's informationization and digital era, and it is necessary to implement effective reforms in the network and digital environment. It also has systematic planning. After all, the teaching of college English courses directly affects the cultivation of modern talents. Disciplines with a long history of teaching are inherently constrained by traditional teaching models and concepts of thinking. Therefore, in the design and reform of the digital network teaching system, systematic arrangements are needed, and there is no need to rush to seek success. The teaching and reform of college English courses, many colleges and universities have not effectively planned and guided the design and reform of the digital network teaching system, making the reform of college English courses blind[7]. The

preparation for system design reform is not only inadequate, but also has a great impact on students' learning.

3.3. Students are less motivated to learn about digital online courses

In the education and learning stages of the university, there is a high demand for students' self-learning ability and learning initiative. However, with the design and implementation of the college English digital online course, many college students are interested in online courses. Lack of scientific awareness and lack of enthusiasm for learning. For example, many college students can skip classes and sleep in an online listening course, or browse things that are not related to English course learning when the teacher is not paying attention. More and more scenes are playing games, listening to music and whispering[8]. To a certain extent, this indicates that students lack interest in digital English teaching system and college English reform, and cannot fully mobilize the enthusiasm of current online courses and video teaching to learn English courses. The current network technology and digital technology are unlikely to play an effective role in the teaching of English courses. Students' enthusiasm for online learning is not high, which directly leads to the disconnection between college English and practical applications. This has led a large number of students who are keen on learning English to turn to social English training institutions for secondary reinforcement learning in the face of the need for actual English communication[9].

4. Countermeasure Analysis of College English Teaching Reform under the Background of “Smart+”

4.1. Create a constructive learning environment with the advantages of smart devices

Constructivism believes that the acquisition of knowledge is a process of continuous construction, that is, using the corresponding learning scenarios, through the corresponding teaching methods, expanding the knowledge base of the original knowledge base knowledge, deepening knowledge understanding, and realizing the application of knowledge[10]. Know how. In the context of “Smart+”, the widespread use of information technology has made the construction of a constructive learning environment more scientific and effective. In the practice of college English teaching, schools and teachers can use smart equipment to realize the design of constructive learning environment from the following aspects: First, provide rich information resources, teaching resources are the carrier of teaching practice, and e-learning materials seem to make teaching The provision and use of resources is more flexible. Teachers can use the Internet to provide electronic versions of English textbooks and related supplementary learning materials in the classroom, including videotapes, teaching software, English newspapers and periodicals, and so on. Edit content and interact with control tools, editing tools, and interactive tools. This not only can obtain rich online resources, but also can edit teaching materials according to the self-learning process, realize online communication with teachers and students, form a relatively complete learning environment, and improve the effectiveness of information-based teaching. Second, the implementation of self-learning strategy, under the “network +” teaching mode, students need to actively explore English knowledge through the use of information curriculum resources, actively find problems in the curriculum teaching, and achieve self-study goals. Compared with traditional constructive learning, in the smart device environment, students can more fully take the initiative to demonstrate their innovative spirit of learning. At the same time, they can also think about the application of English knowledge in various situations and realize the externalization of knowledge. Improve English application skills. Third, it provides more timely and scientific help and guidance for students' constructive learning. In the context of “Smart+”, teachers can use the online platform to interact with students, get timely information on students' self-study, and summarize and summarize them[11]. Discover the problems students have in online learning, and then fulfill the responsibilities of control, management, help and guidance through the network platform to better reflect the leading role of teaching.

4.2. Building an interactive teaching model around the main body of students

In the context of “Smart+”, the network teaching platform and the educational teaching resource library provide effective support for the construction of the university English interactive teaching mode. In the context of “Smart+”, the construction of the interactive English teaching mode can start from the following aspects: First, integrate different learning methods and guide students to study in depth. Although informational teaching has become a major trend in the reform of college English teaching, this does not mean that the traditional teaching model is useless. On the contrary, teachers should take into account the integration of traditional and modern teaching methods and build a hybrid teaching model. Second, to carry out effective interactive learning, in the process of using interactive information technology to achieve interactive learning, teachers should be alert to a single human-computer interaction, inject emotional factors into interactive learning, and propose the following content to reflect the daily life and the social reality of students[12]. At the same time, network communication should also focus on wording, create a friendly and natural communication atmosphere, and attract students to study independently in a relaxed and open interactive environment. Third, to strengthen the management of the learning process, in the process of independent learning of the college English network platform, teachers can not “leave their own processes”, but should use monitoring technology to achieve the acquisition and collection of student learning data, and track the student's learning record. Timely understanding of student learning is properly managed and controlled to address issues such as “opening the gap” and low learning efficiency to ensure independent learning.

4.3. Build an intelligent platform to promote the sharing of English teaching resources

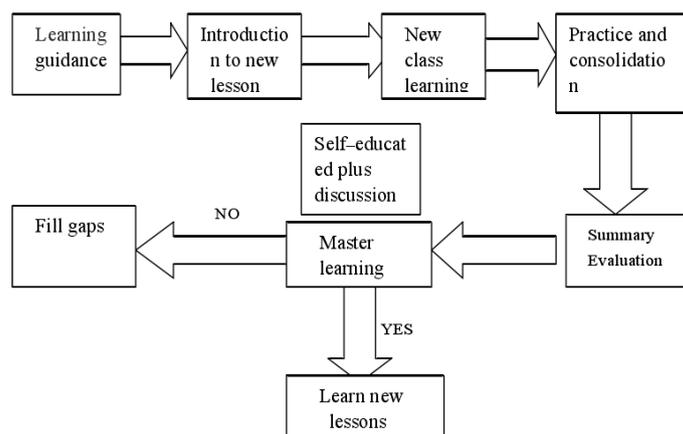


Fig.1. The teaching process of MOOC

Online MOOC, flipping classrooms, SPOC and other online teaching resources have become the basis of intelligent learning platforms. On the platform, students can use the well-functioning functions to achieve self-learning, get more course resources from the online course “supermarket”, and achieve independent evaluation and evaluation to meet the individual needs of students. In the context of the “Smart+” era, “resource sharing” has become a key word. In college English teaching, teachers can make full use of the intelligent learning platform to provide students with a way to share resources, guide independent learning, and improve the effectiveness of English teaching. In college English teaching, teachers can use MOOC and micro-courses to share teaching resources. In the pre-course teaching, teachers provide students with access channels, help students understand the main content and related background through online task placement, and use the platform resource library to guide students to complete the first stage of knowledge construction. In the classroom, teachers first need to test the students' preschool learning situation, that is, according to the video content of the MOOC platform, test the students' overall mastery of the text content; then deepen the students' understanding of the text content through reading, group discussion and debate. Finally, the new knowledge interpretation, using MOOC to provide students with text description information, combined with the student's self-learning design task points, to stimulate students'

thinking ability, in addition, should carefully select the practice content, according to listening, say to write different modules, Test students' learning effects and achieve the elimination of classroom knowledge. In after-school teaching, teachers use the MOOC or WeChat public account platform to arrange for students to expand their learning tasks, to guide students to use the Sharding Exercises for self-learning, and to solve problems in classroom learning through MOOC or online. The communication method has found the answer to complete the comprehensive absorption of knowledge and improve the effect of independent learning.

5. Conclusion

The comprehensive interpretation and analysis of teaching, information teaching and digital teaching has become an important direction of the reform of China's teaching system. How to use the advantages of intelligent equipment to construct a college English teaching system and teaching reform is a specific task. Various details. According to the overall design of each discipline, the construction of the intelligent equipment teaching platform is a systematic project. It is necessary to establish an overall transformation of the entire English discipline and promote it in an in-depth and comprehensive manner. Many English teaching platforms in the society are worthy of college English teaching design and learning mode, but they should maximize the pursuit of interests. The quality of teaching on each platform is uneven. The university as a school has national policy advantages and social credibility and should be developed. Own English teaching platform, with teachers as the theme, using students to disperse time to carry out life English teaching, become a comprehensive learning platform, can provide knowledge and help outside the English classroom, and utilize innovative smart device technology and digital technology. Innovative college teaching methods and teaching systems. Open an English course to improve the teaching of college English. Effectiveness. Strengthening the cultivation of professional talents is essential. Through the analysis and discussion of this paper, it aims to provide reference for the design and teaching reform of the college English digital network teaching system under the background of "Smart+".

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