

Research on the design of online teaching mode for public English courses in institution of higher learning

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Keywords: English course; online teaching; model design

Abstract: The rapid development of IT has brought great impact to school education. Promoting the deep integration of IT and school education is the theme and goal of school education reform and development in the information age. Online teaching of public English courses in institution of higher learning is a reform of CET in the information age. In recent years, there has been an upsurge of college English flip classroom teaching reform in China, and many researches on online teaching of college English have emerged. At the beginning of 2020, under the background of novel coronavirus epidemic and online teaching in schools relying on online education platform, college English tried to design online course teaching in order to provide students with a brand-new personalized learning experience and improve their English communicative ability and practical skills. Accordingly, under the new normal of connotative development of higher education with quality improvement as the core, it is of great significance to study the practice of online teaching mode of college public English courses and explore the deep integration of IT and education.

1. Introduction

Around the 4th century BC, Confucius founded private schools in China, which created the trend of civilian education. Socrates and others in ancient Greece gave lectures in "akademi" and prospered the school garden [1]. This is the initial organizational form of education and teaching. The biggest limitation of individual teaching aimed at teaching individuals is the low efficiency of teaching. Before and after the European Renaissance, the concept of popularization was put forward in the field of education, and the class teaching system was gradually established and developed rapidly [2]. However, the teacher centered class teaching system has contradictions that are difficult to solve, the contradiction between the established teaching progress and the uneven speed of students' knowledge mastery, and the contradiction between teachers' generic teaching and students' personalized cognition. Based on this, educational researchers and practitioners all over the world are sparing no effort to explore new teaching models, trying to make breakthrough innovation or gradual improvement. Among them, the combination of Internet technology and education is a new form of Education [3]. It emphasizes a process of using Internet technology to promote innovative development in the field of education. Under this background, educational resources are constantly enriched and educational methods and means are more diversified [4].

Under the change of the new era, in the face of the new student groups, the traditional teaching methods and teaching models can no longer meet the market demand in the current professional environment [5]. Based on the iterative update of science and technology, especially the rapid progress of multimedia IT, multimedia teaching, campus network and various online courses emerge one after another, and the online education markets all over the world are rapidly improving and developing with great strides. Modern educational technology is the magic weapon to promote the development of higher education. It is necessary to deeply integrate higher education with IT, so as to carry out subversive reform on the process of higher education and promote the informatization development of higher education [6]. The inherent disadvantages of the traditional offline education model can be alleviated by the application of IT. Although the online education model itself has some inherent defects, it is still in the primary stage of development, and there is

still plenty of room to explore. Therefore, the in-depth study of online teaching model plays an important auxiliary role in promoting the improvement of CET quality. Through the in-depth integration and innovation of IT and classroom teaching, we can create intelligent and efficient classroom teaching, and cultivate intelligent talents with good value orientation and ideological quality, who are good at thinking, acting and creating [7].

2. Online Teaching Basics of Public English Courses

2.1. Constructivist learning theory

Constructivist learning theory is a new learning view rising since the late 1980s and early 1990s. Its earliest originator can be traced back to Piaget, a psychologist in Switzerland. He believes that children's understanding of the external world knowledge is realized and developed in the process of interaction with their surrounding environment. This process is related to the two processes of "assimilation" and "adaptation". Cognitive individuals are assimilation and adaptation to achieve a balance with the surrounding environment. Constructivism, also known as structural constructivism, was first proposed by Swiss psychologist J. Piaget. Constructivism holds that learning is based on original knowledge and experience in a specific social and cultural environment. Learners who study with the help of others actively deal with the process of information processing and constructing the meaning of knowledge [8]. Humanistic learning theory is based on the theory of natural human nature. Its important representatives are Maslow and Rogers, who founded "student-centered" Teaching philosophy. Students are the main body of learning activities. Teachers play a role in cognition, that is, helping students learn. Humanistic learning theory holds that the teaching goal is in the process of pursuing knowledge, cultivating students' learning ability and realizing "meaningful learning".

2.2. "Internet +" provides environmental support for public English online teaching in institution of higher learning

With the advent of the Internet information age, online teaching has become the development trend of college education, and the classroom teaching mode under single ground can hardly meet the learning needs of students. The design of online teaching mode of college English course is the development trend of the Internet information age and plays an important role in college English course teaching reform. Online English course teaching makes classroom teaching resources richer, teaching materials more diversified, classroom teaching more interesting, students show strong interest in English schools, classroom atmosphere is more active, and students' learning enthusiasm is greatly improved [9] At the same time, the online teaching mode of English courses in institution of higher learning does not need to be limited by the traditional classroom time and space, and students can realize fragmented English learning anytime and anywhere according to their own learning needs. In the online teaching mode of English courses in institution of higher learning, both teachers and students can get rich learning resources conveniently and free of charge, and students can independently choose learning resources to carry out autonomous learning according to their own learning needs and interests, thus effectively enhancing students' English learning ability and improving the teaching effect of English courses in institution of higher learning. All in all, based on the background of Internet information age, the derivation and application of online teaching mode has promoted the reform and development of college English courses. The development of any teaching mode needs the support of basic teaching environment, teaching resources, teaching methods and other elements. "internet plus" is a necessary condition, which provides environmental support for online teaching of public English courses in institution of higher learning, as well as network technical support for online teaching of public English courses in institution of higher learning, and promotes the innovation of online teaching methods of public English courses in institution of higher learning.

3. Design of online teaching mode for college English

3.1. Teaching mode design based on online teaching platform

In the era of "educational informatization 1.0", the key work of educational informatization is construction and application, that is, pay attention to weight change, and promote the integrated development of IT and education and teaching driven by application. Recalling "education informatization 1.0", the education system and local Party committees and governments, in combination with their own actual situation, earnestly implement the national education informatization guidelines, policies and strategic deployment, comprehensively promote the construction and application of education informatization and promote the integrated development of IT and education and teaching with the construction and Application of "three links and two platforms". "Video lectures", "targeted exercises" and "quick and small amount of feedback", "problem solving to complete internalization", and "summary and feedback". Zhang Lei believes that the online curriculum model needs to be further improved, but it is mainly applicable to the implementation of the liberal arts curriculum. Zhang Jinlei constructed a teaching model of "problem-based learning" based on the flow chart. The teaching model is mainly composed of two parts: pre class learning and in class learning [10]. Before class, teachers mainly make teaching videos, and students watch videos and complete pre class exercises; Classroom teachers guide students to determine classroom problems, organize students to explore independently or cooperate in learning to solve problems according to different classroom problems, and then students show classroom results and communicate with other students. Finally, teachers give feedback and evaluation on classroom problems and students' performance. In this process, teachers create two learning environments for students, namely personalized learning environment and collaborative learning environment, which are intertwined in classroom activities. The model highlights the importance of IT and activity-based learning. The smooth development of both can create a personalized learning environment and collaborative learning ring. Environment. Figure 1 shows the structure of online classroom, and Figure 2 shows the online classroom teaching model.

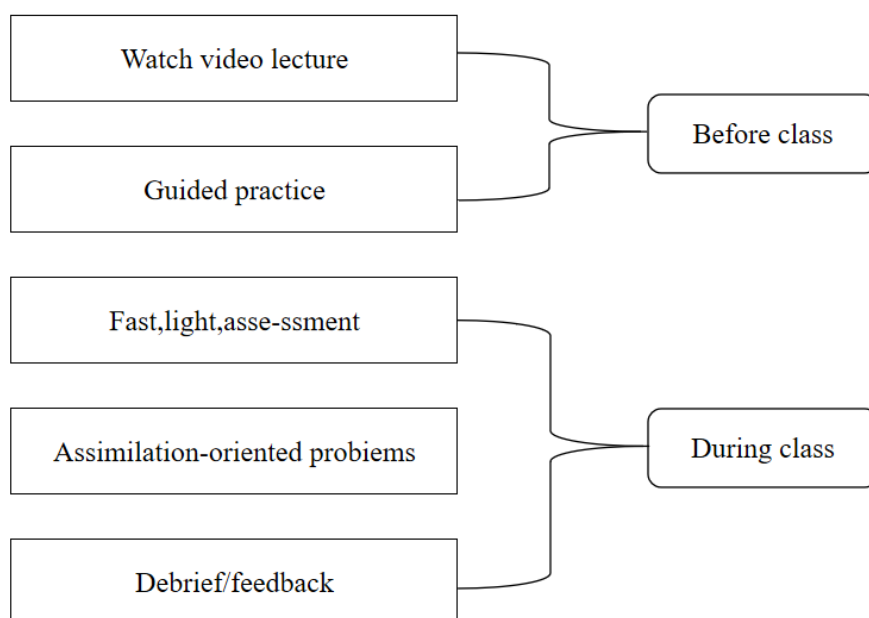


Figure 1 Online classroom structure diagram

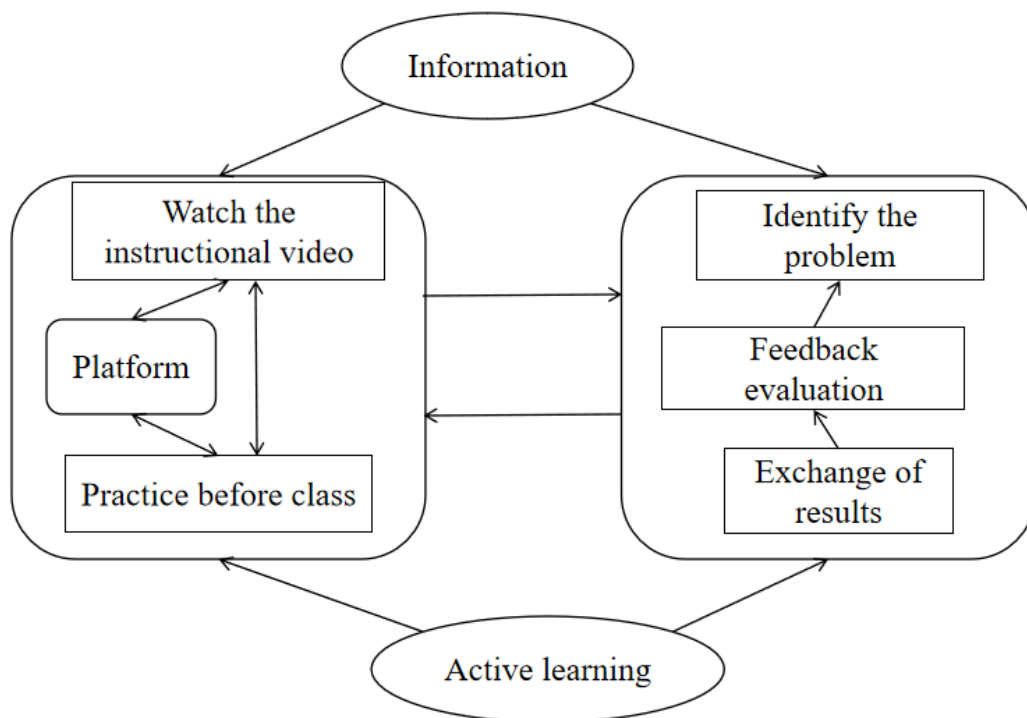


Figure 2 Online classroom teaching model

3.2. How online education is shaped

The main problem of online education is that students are in a virtual learning space and can't communicate like the real classroom environment, which makes online education more likely to make students feel alienated. To solve this problem, it is necessary to attach importance to the shaping of "presence" in online education. First of all, adequate classroom preparation should be done. After the teaching meeting, English teachers will prepare lessons according to the division of labor around the teaching subjects. Each teaching unit has a preview list of corresponding vocabulary, phrases and text content, and needs to make corresponding teaching videos. Before the start of each semester, teachers need to distribute the syllabus to students by mail. The syllabus should specify the required teaching content, progress, curriculum tools, materials and other key issues. At the same time, students can also ask questions and express their opinions to teachers on the online platform to help teachers complete the teaching reflection. Perfecting the construction of teaching evaluation system to ensure the diversification of evaluation subjects. Teachers' unilateral teaching evaluation is bound to be subjective, which will lead to limited scientificity and rationality of the evaluation results. At the same time, when carrying out online teaching activities based on college public English courses, teachers should make it clear that the ultimate teaching and training goal is the sustainable and all-round development of learners, pay attention to the active exploration of students in the teaching process, actively think, broaden their horizons and self-acquisition, and cultivate their ability to obtain information, evaluate information and use effective information by modern scientific and technological means, so as to establish scientific and reasonable learning habits and methods, cultivate learners' innovative consciousness and practical ability, and make higher education realize from the level of "knowledge acquisition" to "quality".

4. Conclusions

College English online teaching needs to be carried out in stages and units based on the online teaching platform on the theoretical basis of multiple intelligences theory, social cognition theory and formative evaluation theory. We should create students' "sense of presence" in online classroom by reducing the intervention of technology, make students ignore the unreal feeling generated by virtual space, and score the intuitive learning data provided by online teaching platform, so as to

make the teaching evaluation results more comprehensive and scientific, and provide reference for the improvement of Online education quality. The online teaching mode of Public English courses in Institution of higher learning needs to adjust the teaching design and teaching resources through learning situation analysis, carry out the teaching work of pre class preview, in class discussion and after class review, and carry out the teaching evaluation mode with diversified subjects, comprehensive contents and diversified methods, so as to provide support for the reflection of hybrid teaching mode. As a new teaching mode, online teaching plays a very positive and important role in improving the teaching quality of English courses in Institution of higher learning in China. In this process, teachers should give full play to their leading role, strengthen the development, utilization and integration of network teaching resources, rely on the online teaching platform, realize resource sharing and provide students with rich learning materials.

Acknowledgement

Key project of Sichuan Open University: Research on the Construction of interactive Promotion Path for adult learners in online learning -- Based on the Open Education Undergraduate Public English course

Project approval number: XMKYC2020003Z

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