

The Exploring of Online Teaching Methods Under the Circumstance of the Epidemic Prevention and Control

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Keywords: Online Teaching Methods, Epidemic Prevention, English Learning

Abstract: During the period of epidemic prevention and control, the Ministry of Education proposed to postpone the opening of universities, middle schools and primary schools, thus online teaching became the main method for them to carry out “Keep Learning amid Class Suspension”. In the process of the professional English online teaching, based on the integrated concept of “Internet + education”, the author summarizes the teaching experience, models and methods, transfers offline teaching into online teaching, retains the blackboard writing and interactive links in classroom teaching, and innovates the design, guidance, annotation, intervention and other diversified ways of online teaching to ensure the smooth development of teaching. By using the methods of literature and empirical analyses, this paper explores how to realize the teaching purpose of high quality, excellent effect and diverse resources with the help of diversified media tools, so as to provide useful reference for the online teaching theory and practice.

1. Introduction

Teaching methods are the dynamic representation and presentation of teaching activities, and the factors affecting online teaching mainly include objectives, environment, teachers, students, resources, activities, evaluation and so on [1]. During the period of epidemic prevention and control, we should pay attention to the concept of “Internet + education”, ensure the quality of students’ online teaching, guide students to study at home, and truly realize the project of “Keep Learning amid Class Suspension” to achieve effective and active in teaching and learning. And how to change teachers from speakers to “anchors” and make students from passive listening to active learning become the main problem to be solved in online teaching.

2. Changes of the Online Teaching Environment and Roles

“Keep Learning amid class” means that during the period of epidemic prevention and control, students can not return to the classroom for face-to-face centralized classes, and change the original centralized learning in school into scattered learning at home. Instead of allowing students to learn by themselves blindly at home, we adopt the concept of all-media ecological learning, break through the original blackboard, chalk, projector, textbooks and other fixed forms of classroom teaching, and upgrade to home-based autonomous learning including distance teaching, homework annotation and interaction, problem solving and other online learning activities [2]. During the epidemic period, the roles of teachers, students and parents changed greatly in the online learning process at home.

Table 1 Schematic diagram of the changing environment and roles in online teaching during the epidemic prevention and control

Role	Location	Content
Teachers	Teachers lead the core of online teaching	<ol style="list-style-type: none"> 1. Teachers from lecturers to anchor, rostrum becomes network platform ; 2. The perception and emotion between teachers and students changed, the distance of teaching weakens the deterrent of teachers' image. 3. The links of teaching organization has changed, the unified and scattered teaching environment directly affects the teaching organization structure; 4. The means of information teaching has changed, the information technology, which was originally the auxiliary means of teaching, has become the only mean of teaching.
Students	Active learning is the key to online teaching	<ol style="list-style-type: none"> 1. Learning at home requires more self-control; 2. Learning motivation affects students' learning endurance; 3. Question-and-answer session and live video have become the main means of monitoring students; 4. External environmental factors interfere with students' attention.
Parents	Parent-assisted monitoring becomes the guarantee of online teaching	<ol style="list-style-type: none"> 1. Become an online teaching director or class advisor to assist in monitoring online learning; 2. Become providers and managers of online learning tools; 3. Become the psychological guidance staff of home study during the epidemic period.

As shown in table1, as a teacher, home-based teaching does not weaken the teaching intensity, but it effects the teaching quality to some extent, However, teachers can innovate the teaching methods through effective training methods and teaching design, so as to improve the knowledge system and make it more systematic. As students, home-based learning tests students' self-control and confidence [3]. It can fully exploit students' inherent potential of active learning and effectively exercise students' ability to overcome external interferences. As a parent, online teaching will undoubtedly cause more or less pressure on each member of the family, increase the frequency of communication and the probability of communication conflicts to a certain extent, and transfer the original supervision intensity of the school to the family. Therefore, online teaching at home will greatly change the role of parents, which is beyond doubt.

3. The Research on the Teaching Methods of Online Teaching

3.1 Main Course Content and Teaching Method

The main teaching method of online teaching is to realize the online teaching process through information technology platform and students. During the epidemic, various online teaching platforms are of various types and have different functions. Domestic online teaching has been more applied to the rain classroom, wisdom tree, super star, zoom, TengXun conference, DingDing, ZhiDao and other video broadcast and teaching platforms. These technology platforms can meet the

basic needs of teachers in teaching, and some of them can meet the storage function of teachers' exclusive teaching resources and whiteboard writing function, making teaching simple and familiar.

Taking the actual situation of professional English online teaching as an example, the teaching method for the main course content can be divided into four operating steps: guiding, lecturing, questioning and summarizing. First, guided learning. How to introduce the knowledge points learned? Situation method is the most commonly used and the best teaching method close to students' life. Teachers should pay attention to the preparation of the design scheme of guidance, reasonable selection of teaching resources, the production of the corresponding micro-class content before class, so as to facilitate students to master the learning content before class and in class. Second, teaching. Teaching is by no means introduction, because the teaching environment and methods have changed. Teaching knowledge can still be transmitted through PPT and other demonstration tools. However, during the teaching process, questions should be asked and questions answered, so as to clarify the subject feedback of students and master the actual effect of teaching. Again, questions. Questioning is the most important part of online teaching. It should pay attention to strategies and methods. Effective questioning between teachers and students can help teachers adjust teaching plans and teaching methods. In the teaching process, the teacher should: 1. How to ask questions. Considering the changes of the way to ask questions. 2. Choose students who will answer and focus on students' differences. 3. Problems should be in order. Design problems in order. 4. Slow down and give students more time to think. 5. Ask questions with respect. Don't ignore students' existence and emotion. In short, in terms of questioning strategies, we should cultivate students' thinking habits, enhance their subjectivity and consciousness of active thinking and cultivate students' personality development and respect for their differences through questions. Finally, the summary [4]. Online course should pay attention to summary. A knowledge point should have summary. A lesson should have summary. The combination of knowledge points and teaching context, as well as after-class review and pre-class preview can help students develop learning habits of orderly thinking, which is more conducive to the improvement of the quality of online teaching.

3.2 Feedback and Q&A after Class

As the main part of the course knowledge learning, the homework and q&a after class become the auxiliary links of the online teaching. The feedback methods usually adopted by teachers include QQ, WeChat small program, nailing, rain class and email, etc. Students are required to punch in and time their homework. Teachers check students' homework through software and whiteboard pens and other functions.

Taking professional English online teaching as an example, a variety of live broadcast platforms and programs can realize the practical functions of pre-class preview, in-class and after-class communication, etc. Since WeChat is widely used in middle school students, this study takes WeChat as an example. The WeChat system contains a number of functions applicable to the auxiliary learning of online teaching, which can help realize the knowledge transfer and absorption and internalization of online teaching. As shown in table 2, WeChat technology in the teaching of online there are a variety of functions, WeChat has the function of the platform, communication function and WeChat small procedures, can use class and video transmission to situational assignment, use small program to achieve class attendance and homework marking, part WeChat small program for statistics, can also facilitate the management of the teachers, improve teaching efficiency. In the aspect of specific operation: in teaching, researchers take advanced as the online teaching mode, highlighting the teaching philosophy of one look, two lectures, three questions and four visits. One look requires students to guide students to learn relevant professional knowledge independently through the micro-class videos Shared by teachers, so as to cultivate students' self-study ability. Two lectures means that teachers use mind mapping tools to branch the key points and difficult points of the teaching content, and use colors and fonts to facilitate students to distinguish the main points and understand the difficult points. Three questions, that is, the teacher through the WeChat group, QQ group to the course content, targeted after-class questions to answer

and improve the curriculum framework, mainly to answer the definition of students easily confused, the classroom explanation too late to answer the personalized questions. In addition, the group chat is used to set up questions. The teacher asks questions based on the knowledge points of the course, and the students can reply after thinking, so as to stimulate the students' subjective initiative. Four return visits, that is, teachers should combine with specific teaching links, irregularly interview students one by one, to grasp the line teaching effect and student status, and parents should also carry out return visits, in order to grasp the students' psychological status of first-hand information. In online teaching, teachers and students are separated from each other in time and space. However, in the continuous return visit, the distance between teachers and students, teachers and parents can be shortened, which is conducive to the smooth development of the teaching plan.

Table 2 The application of WeChat technology in online teaching

Function List	Function description	online teaching application
Platform function	To support mobile learning, digital learning, mixed learning, fragmented learning	1. Guided learning: release learning knowledge points in micro class and relevant knowledge points in class. 2. Face-to-face teaching: WeChat can also conduct group live video teaching, but the number of students is limited.
Communication function	Instant messaging, group chat function. Support text, picture, voice, video.	1. Q&A: single to single q&a, student group and question group analysis. 2. Group discussion: use group and group chat functions for homework assignment and feedback, as well as special guidance for students with strong personality.
Small program functions	Small program functions WeChat small program functions, such as clocking in and statistics, are of various types and rich in functions.	1. Make use of the functions such as clocking in and attendance check for homework assignment and feedback. 2. Use statistics, annotation and other functions to review and comment on assignments. 1. Make use of the functions such as punch card and attendance check for homework assignment and feedback.

3.3 The Characteristic Analysis of the way of Teaching, Online Teaching

3.3.1 The Integration of Online Teaching Environment and Resources

During the epidemic prevention and control, combining with the feedback of the teaching process, the online teaching platform and software requires communication, group chat, question bank transfer, the problem of word frequency statistics, attendance clock, homework, whiteboard presentation, link sharing, and other functions, to facilitate teachers to macro control and micro processing course. Online teaching resources should be equipped with reasonable teaching equipment. Combined with teaching links, the application of teaching whiteboard software is very convenient for teachers to write on the blackboard + explain, and students can learn more intuitively.

3.3.2 Control and Implementation of Online Teaching Behavior

During the epidemic prevention and control, online teaching environment is different, the previous single classroom teaching splits into online and offline teaching methods. Teachers should not only be sync, with the effect, homogeneous, and combining with the characteristics of junior high school to teach flexibly and control pace and completion. In the implementation, we emphasize online participation and offline operation, and cooperate with WeChat or QQ for interaction and collaboration. However, we should also respect the rules of home-based learning for students from different grades and groups, establish a home-school collaboration mechanism, and pay attention to the interconnection with parents to ensure the quality and progress of home-based learning.

3.3.3 Diversity and Feedback of Online Teaching Evaluation

During the epidemic prevention and control period, the online teaching should evaluate the knowledge received by the students by means of online test, questionnaire and clocking in work. Among them, class evaluation is particularly important, mainly evaluating students' ability to receive knowledge, solve problems, and learn actively. After class, we mainly evaluate the students' completion of tasks, questioning level and preview effect of key points. In terms of feedback, it mainly includes the summary and induction of students' feedback information, as well as the processing of the feedback information. In addition, it can also build personalized files for students' feedback, which is conducive for teachers to master students' learning trends and teach students according to their aptitude.

4. Conclusion

The online teaching method has evolved from the one-way live broadcasting to collaborative interaction, and developed from a single method to a diversified and mixed one. However, the "spatial isolation" of the teaching environment brought by epidemic prevention and control cannot prevent students from acquiring knowledge. From the macro point of view, teaching should be paid attention to the connection of "home + back to school", no matter the physical and mental state or knowledge system, they should be fully considered. We should sublimate this large-scale no suspension of classes and regard it as an informationization reform of teaching and a major strategic opportunity to carry out educational innovation. We will make full use of platforms such as micro courses and mooc, so that knowledge can be given wings and students can be the beneficiaries rather than the victims. From the micro point of view, at the information age of middle school students, their literacy is far beyond the imagination of teachers, we should guide them to make full use of technology to serve for learning. In the early stage of teaching, teachers should carry out necessary organization and intervention, give questions to guide the discussion, so that students become the main body and can think actively, which is the difficulty of online teaching.

All in all, teaching under the situation of epidemic prevention and control will encounter problems of one kind or another, but this should not be an excuse for teachers' poor teaching. We will smoothly advance the general policy of no suspension of classe and gradually shift online teaching from "teaching-centered" to "equal emphasis on learning and teaching", and from "follow and receive" to "initiative and discovery", so as to ensure that students' academic performance will not be affected or the extent of impact will be minimized during the epidemic period.

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