

Research on the Characteristics and Countermeasures of College English Teaching in China Based on Micro-course

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Abstract: English teaching should strictly implement the relevant curriculum reform regulations of the national education department, and pay more attention to the cultivation of students' comprehensive English ability. The newly-developed teaching resource mode of "micro-lesson" has been applied in foreign countries and achieved good teaching results. By studying the deep combination of micro-course teaching resources and English classroom, this paper explores the necessity and urgency of implementing micro-course teaching resources in College English based on micro-course according to the characteristics of current college English teaching. The research indicates that the research on the characteristics and countermeasures of college English teaching should be strengthened, and the implementation of individualized teaching requirements and examinations, the transfer from basic English teaching to specialized English teaching and the consideration of China's college English teaching system are proposed.

1. Introduction

"Micro Video Network Course" is short for "Micro Course", which takes micro teaching video as the main carrier. A Situational Design and development for knowledge points (such as key points, difficulties, doubts, test points, etc.) or teaching links (such as learning activities, themes, experiments, tasks, etc.) of a certain discipline [1]. In College English education, there are mainly two courses, professional English and non-professional English. At the same time, in some colleges and universities, different courses are chosen for different majors [2]. At the same time, however, relying on the "National College Micro-teaching Teaching Competition" and other events, the teacher's true understanding of the micro-course is also deepening. Although many colleges and universities have initially built their own micro-curriculum resource pool and applied it to practical teaching activities [3]. But how to make the two highly integrated still needs to be explored continuously. Business negotiations can be conducted in English. These work literacy have continuously improved the status of college English. More students need to have a very professional English in order to find a suitable job, so that they can effectively improve their comprehensive value. In order to help students to lay a good foundation for language teaching, it can be said that China's current college English teaching is entering an important period of historical transformation. This transformation is not only reflected in the teaching methods [4].

As a language major, English is a highly adaptable major, but also a relatively scarce type of talents in the current society [5]. At present, the main goal of all aspects of English teaching is to cultivate students' comprehensive ability, so different curriculum content will not cause the difference and change of English teaching objectives. Pay attention to the transformation of the teaching mode of cultivating the ability of language use and autonomous learning [6-8]. At present, many universities use unified content in English test and English course, which is basically difficult. Therefore, non-English majors and English majors are basically the same in terms of test content and test difficulty, and cannot display English majors. Particularity. The characteristics of college English teaching are more important in the content. Let students learn on their own, so as to constantly answer their own questions, meet their own learning expectations, and build positive learning habits [9]. For example, when learning grammar knowledge points, teachers can use multimedia courseware to set up a series of questions. With the continuous advancement of micro-curriculum practice and the deepening of related research, the definition of micro-course has

risen to “a new online online video course that is tailored to a certain teaching link or knowledge point and supports multiple learning methods.” The characteristics of college English teaching under the micro-course will be analyzed and countermeasures will be proposed [10].

2. Characteristics of Micro-Course Teaching

In the personalized learning under the teaching mode of micro-course teaching resources, students become self-paced learners. They can control the choice of learning time and place, as well as the content and amount of learning. In the classroom, students can absorb and internalize new knowledge by participating, cooperating, discussing, asking questions and answering questions, so that they can fully understand and master new knowledge skillfully. In this regard, this is also the innovation that must be realized in Chinese college English. The teaching characteristics of the micro-teaching classroom are shown in Table 1 and Figure 1. It is precisely because of the educational environment of college English in China that college English teaching in China is in the process of a simple basic language training and a practical ability training. It enables students to have an overall understanding and understanding of all words and grammar. Then, teachers need to further expand their research on different preferences and guide them to express their understanding and understanding of this part.

Table 1 Classroom Teaching Characteristics of Micro-Course Teaching

	Fuse	Efficiency
Enhancing students' autonomous learning	3.62	4.09
Promoting classroom interaction	4.15	3.13

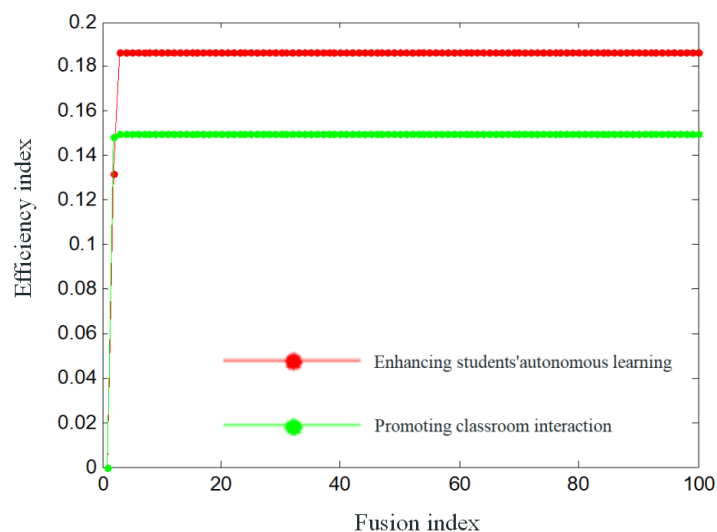


Fig.1. Classroom Teaching Characteristics of Micro-Course Teaching

College English as a management major in Colleges and universities, whether the ultimate students' learning is excellent or not, has an important basis, that is, the final assessment results. Therefore, in order to ensure the final effect of practical teaching, it is inseparable from the perfection of the assessment mechanism. From this point of view, it is necessary to reflect different teaching characteristics in teaching, that is, the so-called individualized teaching. Because students' English proficiency varies from place to place in China, the requirements for English learning are not the same. For example, in the English test, listening should be based on the characteristics of the students in the school to formulate test standards, and different majors in the university should set different teaching objectives. The starting level of non-English majors and English majors who have entered universities, especially key universities, has been brought to a close. Now many high school graduates with outstanding English proficiency have been admitted to non-English majors. The teacher gives targeted guidance. When the students understand the deviation, the teacher should

correct it in time. When the student answers correctly, the teacher should give encouragement and affirmation. For the self-study of college students, they can complete the study of micro-courses. The results of the survey are shown in Table 2.

Table 2 A Survey of College Students' Self-regulated Learning

	Number	Percentage
Strong autonomy	19	0.37
Self-study ability is general	23	0.44
Poor self-study ability	10	0.19

Since the implementation of College English teaching reform, College English teaching mode based on multimedia and network autonomous learning platform has been basically established in Colleges and universities all over the country. Under the micro-class mode, students complete the corresponding preview tasks by watching teaching videos before class, and then discuss with teachers and other students in class with questions. This process itself is a test of students' autonomous learning ability. Before class, students should arrange the time and space of micro-class learning according to their own conditions, and become the real subject of learning. For differences, that is, for students in listening, speaking, reading and writing level requirements, but will not implement a unified rigid standard. Each school can adjust the English teaching mode in many aspects according to its specific teaching conditions and the requirements of English learning for students to learn more, thus showing more forms of teaching. Compared with the past, the form of English teaching accepted by students is more diverse. Multimedia teaching has also become one of the main forms of college English teaching, and the initiative of students to participate in teaching has been further enhanced.

3. Educational scientificity

College English as a language major, the ultimate measure of students' management level is mainly to observe the students' awareness of language learning in the process of learning. Specifically speaking, the actual learning situation in the school and the ability to express foreign languages outside the school after leaving the school. At the same time, we should innovate our current college English teaching system and improve the efficiency of English teaching. Teachers should pay attention to timely updating their English knowledge structure. Improve the teaching level and ability, and fulfill the teaching requirements of College English in the transitional period of our country. Different scales cannot be used because of different professions and different levels. For example, everyone emphasizes their own academic status, and sets their own grading standards and exams. As a result, the entire English teaching system is disordered and the teaching content is repeated.

Innovation is the motive force of social progress. Therefore, in order to achieve the development of foreign language majors in universities, it is necessary to adopt innovative strategies and research models to achieve innovative teaching of College English. This has laid a good human resource foundation for the development of College English micro-course teaching resources. The introduction of micro-lesson teaching resources, so that students learn micro-lesson content by themselves before class, to a large extent, makes the course efficient, the original content of the classroom explanation moved to the pre-class. It can also provide students with video resources, English learning websites and software and other learning resources, so that competent students can realize self-learning from websites, software and materials, thus optimizing teaching resources and promoting the quality of college English teaching. . In this way, teachers and students have more time to discuss problems in the classroom, and also mobilize the enthusiasm and initiative of students to participate in the classroom. These teaching practices strongly prove the feasibility of the implementation of the micro-class classroom in our school.

The improvement of students' sense of spoken language is also very helpful for students to

memorize English words. Many English words do not need to memorize by rote, but infer the writing of English words through the sense of language and the mastery of phonetic symbols. We can also use the current network for real-time interaction and expand the content of the second class. After class, students use their spare time to complete their homework, and use their spare time to further consolidate or deepen their study on the self-learning platform matched with the textbooks. Compared with the traditional teaching mode, the advantage of this multimedia teaching mode is that it can integrate pictures, text, sound and image, and make teaching and learning activities more colorful. The classroom under the micro-class makes the relationship between teachers and students more sincere, equal and democratic. The role of the teacher ranges from “standing between students and knowledge” to “going to the students, that is, from the transmitter of knowledge to the instructor and the solver. The mutual trust and mutual trust between teachers and students, mutual cooperation and common solutions. Questions and problems have changed from the status of most silent interactions to the benign phenomenon of most interactions. At the same time, in the assessment, we should pay more attention to the application of competence rather than the mastery of theory. In the assessment, students should be comprehensively assessed. Knowledge and the ability to solve practical problems.

4. Conclusion

This paper makes a study of the characteristics and Countermeasures of College English teaching in China. To improve the efficiency of College English teaching, the advancement of information technology in education and the reform of College English teaching can also meet the requirements of implementing the teaching mode based on micro-course resources. With the spirit of "informatization leading education concept and education mode innovation", it is necessary and urgent to implement the micro-class-based classroom teaching mode in college English classrooms in China. In this regard, along with the continuous transformation of college English teaching, it is necessary to constantly innovate the teaching concept, thus truly showing the effect of college English teaching.

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