

An Analysis of the Deep Integration of English Teaching and Information Technology

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Abstract: The development of the information age has promoted the pace of education reform. The integration of information technology and college English teaching has become more in-depth. Under the guidance of powerful tools and effective media, the quality of English teaching has improved significantly, but higher requirements have been placed on the information literacy of teachers and students. . In order to effectively bring into play the role of information technology in English teaching, it is necessary to fully grasp the integration point of the two, and strengthen the design of teaching mode and teaching content according to local conditions, and finally realize the modernization of education.

1. Introduction

The information technology applied in English teaching, including artificial intelligence and big data, is a tool for students to conceive and validate. It is an effective auxiliary teaching tool for teachers, and an important medium for realizing the requirements of English teaching reform for new curriculum standards. To realize the normalization of information technology and English teaching, it is necessary to seriously study the teaching materials and find out the point of convergence. On the basis of it, it guides students to correctly apply software and optimize the teaching mode, so that information technology runs through the whole process of teaching activities, and the teaching effect is achieved with half the effort.

2. The Significance of Deep Integration of Information Technology and English Teaching

In the modern development of English teaching, information technology plays a media role in it. English literacy is of great significance to the overall development of students; in this regard, the status of English teaching continues to improve. In particular, the in-depth advancement of the new curriculum standard reform provides a basic guarantee for the integration of English teaching and information technology. English teaching should keep pace with the development of the times, flexibly use technologies such as network and computer, realize the in-depth integration of online education resources and teaching materials, and adjust English teaching mode and learning mode, thus providing favorable conditions for students to learn independently and individualized learning, and ultimately drive Students develop in an all-round way and quickly achieve the goal of talent training.

3. The Integration of Information Technology and Vocational English Teaching

3.1. Insufficient integration of information technology

College students are less motivated to learn English, and their English proficiency and learning ability are uneven. The integration of information technology has improved students' interest in learning and improved the effect of English teaching. In fact, the application of information technology has mostly stayed in the listening teaching process, including listening to audio followed by reading. From the form of analysis, although the introduction of information

technology in the listening teaching, but because the purpose of introduction is not clear, the role of information technology is limited, and the development of students' listening ability is stagnant.

3.2. Teacher information literacy is missing

The teacher's information literacy and responsibility concept directly determines the application ability of information technology and the extent to which information technology plays a role. After the introduction of information technology in colleges and universities, both in the frequency and extent of application, they are in the stage of groping, and the training and education in the institutions is not in place, so that the staff of the colleges and universities believe that the application of information technology is the responsibility of teachers of information technology disciplines, resulting in Insufficient promotion of information technology applications. In the actual teaching, the application of information technology by English teachers is mainly based on PPT and other primary forms. It does not play the role of information technology to enhance teachers' professionalism and professional level, and the teaching efficiency is stagnant.

3.3. The essence of teaching has not changed

Teachers are the leaders of information technology applications. In teaching activities, teachers mainly control information equipment. In this regard, the role of information technology is mainly to help teachers complete teaching tasks, and has little effect on students' learning patterns and achievements. Information technology plays an auxiliary teaching role in English teaching. Students have less opportunities to use information technology, and their subjective status and subjective initiative are not improved. The essence of teaching has not changed, and it still cannot meet the learning needs of students. The most important change is Mo. Too much to learn from the blackboard to the screen [1-2].

4. English Teaching and Information Technology Integration Countermeasures

4.1. Strengthen teacher information literacy

First, change the concept of teaching duties and teaching concepts. Teachers should not only teach students English knowledge, help them to build a sound knowledge structure system, but also teach students the methods of independent analysis and problem solving, so that students' thinking can be activated, and finally help them develop good self-learning habits and quickly cultivate the core of the discipline. Literacy. The improvement of teachers' information literacy, through the role of model role, can gradually infect the informational teaching concept to students and help them transform their learning patterns and ways of thinking. Secondly, strengthen the application of teachers' information technology. Colleges and universities should strengthen the training and education of teachers, and actively carry out the observation and training activities of excellent examples of information-based teaching, not only improve the level of teachers' informatization teaching.

4.2. Optimize classroom teaching mode

From the pre-class pre-study analysis, the pre-study has a positive effect on the improvement of learning quality; for this, it is of great significance to strengthen the pre-study training. Information technology can create a self-learning situation, allowing students to gradually develop a good habit of self-study in the self-learning experience. In order to improve the preview effect, teachers should use big data to analyze student's academic situation, and reasonably arrange the preview content to provide students with a variety of preview forms to meet the individual differences of students and meet the student's preparation needs. The production or selection of teaching materials can be pre-study or study cases, courseware, etc., but learning English knowledge can not ignore the extended explanation of cultural background knowledge, to help students quickly develop cross-cultural language literacy, and easily understand the key points and difficulties of the article; In this regard, teachers can push the Western language background knowledge related to this lesson to students in the form of QR codes. After scanning the code in the pre-study list, students can

access the extended knowledge of this article, broaden their horizons, help them improve the knowledge structure system, and improve the quality of the preparation. In addition, students can push learning materials such as audio files and vocabulary self-study skills to help students improve their learning ability in listening, speaking, reading and writing. In the pre-class preparation, the most commonly used teachers are the micro-teaching mode. The micro-learning videos are mainly difficult to learn, and the teaching modules such as test results or test papers can be sent to the campus website or WeChat public account. platform. The teaching mode of flipping classrooms such as micro-courses has a positive effect on improving students' learning efficiency and quality. The micro-course video has the function of pause and repeated viewing, and is suitable for students learning at different levels of knowledge. In the process of self-learning, the pre-class information transmission is completed, and the problems encountered by the students can be discussed online with other students or through online tutoring. The time in class is used for problem discussion or interactive communication, which is more conducive to knowledge internalization and consolidation [3].

From the analysis of the lessons in the class, information technology has become a powerful tool for English teaching. It provides high-quality online education resources and teaching tools for the reform of English teaching, such as content learning tools and problem-solving evaluation tools, etc. Tools such as processing and information exchange have not only improved the quality of teaching and learning, but also realized the organic combination of “teaching” and “learning”. Solve the problem of how students learn. The application of information technology in English classes is mainly reflected in the following aspects; Inquiry-based learning can not only enhance the student's subjective status, but also activate the students' thinking, help them develop good independent thinking and self-learning habits, and the superior characteristics in terms of teaching effect and learning quality are unmatched by acceptive learning. The setting of the problem situation is indispensable. With the guidance of the problem, the students think and communicate with each other, and finally realize the intellectual development and teaching effect with half the effort. Set up problem situations in inquiry-based learning, and create learning activities with rich teaching forms and content. The problem situation is the cause of the student's research, and also determines the quality and efficiency of the student's learning activities. The application of information technology realizes the synchronization of audio-visual and audio-visual paintings, and can intuitively cut into the subject of inquiry and learning, and ultimately lead to the natural transition of students' thinking. The second is to improve the subjective initiative of students' learning and help them gradually generate learning resources. Students gradually improve the knowledge structure system in two-way interaction and self-study. In English teaching, information technology starts from the students' life experience and knowledge base to strengthen the learning ability. It can quickly arouse students' enthusiasm and interest in learning, and promote their self-learning to gradually generate learning resources, including thinking forms and concepts, and finally form autonomous learning activities. Participate in the benign development of the construction. The third is to help students easily overcome the key difficulties in learning. Modern teaching concepts advocate heuristic teaching, and the application of information technology makes inspiration teaching gradually become possible. Inspiring teaching can encourage students to think independently, gradually strengthen their logical thinking ability, and mobilize students to learn subjective initiative. Especially for the application of multimedia-assisted teaching equipment, after the text matching is processed by zooming in and out, it creates a dynamic and dynamic learning picture for students, which can easily mobilize students' various senses and bring students a unique learning experience. . Or use the tools such as spotlights and magnifying glasses of the electronic whiteboard to flexibly design teaching activities, visually display the teaching content and process, and bring the students' thinking and enlightenment from multiple angles, thus making it easy to overcome the key points of learning. The fourth is to achieve real-time feedback in cooperative learning. Group cooperative learning is of great significance for improving the quality of teaching. The group can draw regular conclusions through the collision of thoughts and learning results, and at the same time it has the learning effect of complementary advantages and comprehensive application of theoretical

knowledge. In the group cooperative learning, it is difficult to overcome the problem of student learning dynamics. The teaching assistant can monitor the student's learning situation in real time. At the same time, using mobile phone projection uploading and other learning resources, to achieve special training for students, but also to achieve the teaching effect of teaching students in accordance with their aptitude and teaching. Or use a mobile phone to upload typical questions to the teaching and research group exchange group, which can be used as a lesson material. The fifth is to conduct a two-way communication evaluation in the task drive. Task-based teaching is more conducive to improving the comprehensive ability of students' theoretical practice, that is, the process in which students use the knowledge they have learned to complete the learning tasks in the context. When arranging learning tasks, teachers should be rationalized and differentiated, which is completely in line with individual differences among students. On the basis of it, according to the task type or learning requirements, it provides rich learning resources, including ubiquitous resources and preset resources, and shares learning resources such as exercises and courseware with students through the online teaching platform for students to carry out independent learning. In addition, teachers can track the completion of student tasks on the platform, adjust the teaching methods and content in a timely manner according to the progress of the tasks, and provide online answers and counseling. After the completion of the learning task, the teachers and students exchange and evaluate the results of the task according to the evaluation gauge.

Starting from the post-class study, in the foreign language teaching, due to the lack of language application environment, students' learning efficiency and enthusiasm are not high. The use of learning software to provide a pragmatic environment, through the interactive practice of software media, can achieve an organic combination of class and class, which is more conducive to the improvement of students' learning quality. The teacher recommends the software for learning the words to the students, and setting the wordbook on the software is more conducive to the student's learning strategy and progress adjustment. In order to improve the knowledge structure system, it is possible to sort out the knowledge context through the learning methods such as mind map and realize the assimilation of the knowledge system. When cultivating students' reading ability and language expression ability, they can guide students to use the relevant audio learning software to carry out learning activities such as dubbing or follow-up. When cultivating students' writing ability, they can use relevant writing software to cultivate students' imagination, and make them complete writing in the Lenovo space according to the tasks and environment provided by the writing space. You can share your writing results in software, through teachers and students. Guide or comment, and constantly improve writing skills. The learning software has rich information resources and strong learning interest, which truly realizes the middle school, which is more conducive to the internalization and application of the theoretical knowledge of students.

4.3. Change the teaching content

The teaching content realizes the organic combination of teaching materials and network information resources. The technical content of network teaching resources is high and diversified, and it is easier to create teaching situations such as problems for students, so that the teaching content is more intuitive and the learning effect of students is strengthened. However, it cannot rely solely on informatized teaching resources. Online educational resources only play a supporting role. Teaching content should also be based on teaching materials.

4.4. Change the way of learning

The application of information technology has built a network platform for students to learn by themselves, and the learning space is infinitely expanded. The two-way interaction between teachers and students is closer, and teacher counseling and guidance are more in place, which is more conducive to the improvement of students' learning level. Whether it is task teaching or problem-based teaching, students can complete the platform, that is, discuss and communicate with the group members on the platform. With the help of network information resources, the learning effect is more effective. After the class, the teacher arranges the work through the platform, and the students complete the self-test and expand reading on the platform. Teacher feedback is more timely

and improved, and learning efficiency is improved. In addition, students should pay attention to the improvement of students' information literacy and information technology application skills, guide students to the correct application of software and network resources, and encourage students to gradually develop awareness of lifelong learning. The application of learning software should be both practical and interesting, such as animation video or games, to ensure the continuity and effectiveness of students' independent learning. In order to implement the requirements of humanistic education, we should pay attention to the openness of social ecology. For example, museums and other learning bases should actively open websites, open to college students, organize forms of participation in viewing and writing exchanges, and stimulate students' potential for learning and exploration. Realize the flexible use of English knowledge to further improve students' social adaptability.

5. Conclusion

Informatization English teaching is the inevitable development of education modernization, and it has become a new means of cultivating high-quality and comprehensive talents. Information technology is an important tool for the visualization and normalization of English subjects. It is also a tool for students to learn and assist in communication. It plays an indispensable role in the innovation of English teaching mode and the reform of teaching methods. Especially in the information age, students as the main body of emotional experience and information processing, only the informational English teaching mode can cater to the students' development characteristics and learning needs; for this, it is of great significance to strengthen the in-depth integration of information technology.

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