Research on the Construction of College English Micro Curriculum in the Information Technology Environment

Xie Qihui, Zhuhui, Hu Huiping, Liao Pen

Shangrao Preschool Education College, Shangrao, Jiangxi, 334000, China

Abstract: In the information age, information technology is widely used in various fields, as well as in the field of education. Micro-class is the typical representative of the application of information technology in the field of education. This paper first expounds the concept of micro-course and micro-course, then analyzes the feasibility of the construction of college English micro-course under the information technology environment, and finally puts forward the key points of the construction of college English micro-course. I hope to help improve the quality of college English teaching.

1. Introduction

The rapid development of information technology has promoted the arrival of the micro-era, which has changed people's lifestyles. People can use mobile phone software to communicate and communicate in the current era. At the same time, the popularity and application of information technology has created favorable conditions for the reform and innovation of educational methods. At present, the college English course in China is mainly composed of three parts, namely, the listening and speaking course, the network independent learning course and the comprehensive course. However, as far as the actual situation is concerned, the college English course can not achieve the desired effect, so the university English is built based on information technology. Micro-courses are an urgent task.

2. Micro-Course and Micro-Course Overview

Mr. Hu Tiesheng first proposed the concept of micro-class. He believed that the main carrier of micro-course is micro-video, and micro-video can reflect a certain knowledge point and teaching link, which is a combination of many teaching resources.

On the basis of the concept of micro-class, many scholars have extended and extended it. Some scholars believe that micro-courses are learning activities that can help learners overcome learning difficulties and promote their independent learning and mastering knowledge of a certain aspect. Some scholars believe that micro-courses are an information-based instructional design, and display the teaching content through the form of streaming media. The purpose is to help learners learn knowledge efficiently.

The micro-curriculum is a collection product developed on the basis of micro-courses. It consists of a number of micro-course groups, which can integrate scattered micro-courses, so that the characteristics of the subject, the content of the textbooks and the curriculum standards are systematically displayed[1].).

3. University English Micro-Course Feasibility Study

3.1. Micro-courses are compatible with the teaching of college English courses

The education department has made the following descriptions of the college English course. The main content of the college English course is language knowledge, learning strategies, cross-cultural communication and application skills. Its guidance is English teaching theory, which belongs to a teaching system, which includes various kinds. Teaching methods and patterns.

Applying it to the College English course can achieve good results. Specifically in the following aspects:

1) Vocabulary teaching. There are thousands of English words involved in the college English course, and the scope is very broad. If the traditional teaching method is used for vocabulary teaching, students will lose their interest in learning and lose the confidence to learn English. Deep focus is an important feature of the micro-course. It can be applied to vocabulary teaching. It can be used in various ways to present English vocabulary in different forms, which helps students to deepen their grasp of the vocabulary they learn. understanding.

2) Grammar teaching. Grammar and vocabulary teaching are the key points and difficulties of college English courses. Traditional teaching methods attach great importance to knowledge, but they ignore language communication, and language communication is the main purpose of learning grammar. The micro-classes use the multimedia technology to enrich the content of the grammar, so that students can quickly identify the difficulties and difficulties of grammar learning, and can also create teaching situations, which help students to participate in grammar learning independently. In addition, the micro-course can also integrate grammar knowledge, and finally form a complete grammatical knowledge structure system, which helps to strengthen students' grammar learning effect.

3.2. Colleges and universities have the conditions to build a college English micro-course

The construction of the college English micro-course requires the school to have an online course platform and network infrastructure. At this stage, most colleges and universities have already met the corresponding conditions after years of construction and development. The specific performance of the university online course platform and resource library integrates a large amount of teaching materials, and establishes a large number of online classrooms, which are recognized by students and teachers. These conditions have laid a solid foundation for the construction of college English micro-courses.

4. Key Points in the Construction of College English Micro Curriculum in the Information Technology Environment

In order to improve the quality of college English courses and cultivate high-quality English professionals, a university has built a college English micro-course with the support of information technology, and has achieved good application results, which has greatly improved the quality and efficiency of college English teaching. In the construction of the university English micro-course, colleges and universities emphasized the following points[2].

4.1. Principles of college English micro curriculum construction under the information technology environment

Micro-course is the carrier of college English micro-curricular. By using information technology, the teaching content is presented, and the teaching activities are carried out on this basis, which helps to stimulate students' interest in learning English and encourage them to actively participate in learning. Among them, students' English language ability and intercultural communication ability will also increase. To this end, we can summarize the principles of the construction of college English micro-courses as follows: First, the principle of economics; second, the principle of flexibility; third, the principle of information. Next, the author will analyze these principles.

The first is the principle of economics. This principle means that colleges and universities should minimize the cost of course construction in order to maximize the benefits when constructing college English micro-courses. For example, the above-mentioned colleges and universities have made a lot of use of the screen recording technology when making micro video. The reason is mainly that the screen recording technology is simpler to operate than the technical methods such as shooting and animation production, and it is not necessary to invest too much cost. The teacher only needs to use the mobile phone to complete the micro video production. In addition, there is not much correlation between the quality of the micro-course and the input cost, and the role of the

micro-course can be fulfilled only by meeting the requirements of the students. Second is the principle of flexibility. The principle of flexibility refers to the full integration of micro-curricular integration and fragmentation to meet the practical needs of students' fragmented learning. Granularization is one of the important attributes of micro-courses. In short, micro-course videos are short in duration, but rich in content, and independent of each other, can be organically combined to form a micro-course system that ultimately covers all College English course. To this end, colleges and universities must follow this principle when constructing college English micro-courses to enhance the construction effect of micro-courses. Finally, the principle of informationization. Colleges and universities should make full use of information technology, build teaching situations, fully explore college English materials, optimize the English teaching process, and finally achieve the teaching objectives of college English courses. The use of information technology innovative teaching methods is the direction of the future development of college teaching. The traditional English teaching content is presented in the form of paper media and tape, and then gradually over-provisioned as vcd discs, eventually developing into online courses, which indicates that the college English course is A development process, and in this development process, information technology plays a crucial role. Therefore, in the construction of college English micro-courses, we must follow the principles of informationization, not only in the teaching process, but also in the design of micro-courses, and the completion of micro-video production, while insisting on information teaching, in the teaching process. Reflecting information technology, stimulating students' interest in learning and creating favorable conditions for students to learn independently[3].

4.2. The path of constructing college English micro curriculum in information technology environment

The micro-curriculum is a collection of many micro-curriculums. It has certain curriculum attributes and needs to rely on information technology. Therefore, it has the attributes of the curriculum and the information technology attributes. In addition, different micro-courses are different for the objects and applicable groups, so the difference in composition and content is significant, and application attributes are also important attributes. Information technology, curriculum and application attributes are directly related to the construction path of college English micro-courses. To this end, in the construction of college English micro-courses, the following points should be grasped:

The course path is the primary link in the construction of college English micro-courses. It consists of three parts: (1) curriculum implementation plan; (2) teaching resource construction; and (3) curriculum standards. The main standards of the implementation plan and curriculum refer to the use of the college English micro-course and the knowledge and skills required to use the object. On this basis, the teaching progress is arranged to promote the teaching to a certain extent. Compared with the traditional curriculum standards, the knowledge and skills are comprehensively and systematically sorted out, which can effectively allocate class hours and improve the feasibility of evaluation standards.

At present, the college English micro-course includes the following parts: one is micro-video; the second is micro-course; the third is micro-reflection; the fourth is micro-practice; the fifth is micro-teaching; the sixth is micro-review; the seventh is micro-feedback. The first two parts of the content can present the content of college English teaching, and the latter parts are important ways to detect the learning effect of students.

The construction of college English micro-courses needs to be based on information technology, and information technology is the so-called technology path. Universities need to build an online teaching platform based on the information technology environment to support the establishment and operation of online courses. Taking the above-mentioned colleges and universities as an example, the college uses the software of Storyline, Ispring, Out and other software to realize the training and evaluation of interactive courses.

When constructing a college English micro-course, we must also pay attention to the design and

implementation of the overall structure and functional modules. In order to achieve this goal, the author suggests that universities should adopt secondary development technology to enrich and extend the functions of the existing teaching platform, so that the teaching platform can be downloaded, uploaded and communicated online, so that students can work with teachers. Network interaction.

The main purpose of the construction of college English micro-courses is application, and the application of micro-curriculum can be divided into three types. These three methods are pre-class, in-class and after-school, and run through the students. When applying before class, teachers can use the micro-course to draw the jade, and draw the attention of the students back to the classroom by designing the questions, so that they can actively think about what they have learned. Therefore, when designing and producing micro-courses, teachers should design courses that meet the characteristics and hobbies of students. Only in this way can they play the role of micro-courses. Applied in class. Operational demonstrations and explanations are the main purpose of the application in the micro-course. For this reason, teachers should design and produce course content that helps students understand, and rely on micro-curriculum to strengthen communication with students and create a good learning atmosphere. After-school applications should focus on the expansion and extension of knowledge, and encourage students to acquire more knowledge.

5. Conclusion

In summary, in the context of the rapid development of information technology, universities should build college English micro-courses based on information technology to improve the quality and efficiency of English teaching. This paper takes the construction of English micro-curriculum in a university as an example, and analyzes the construction principles and construction path of micro-curriculum to promote the construction of college English micro-course.

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