Research on the Design and Construction of English and American Literature Teaching Content Based on Network Resources

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Abstract: British and American Literature Education is an Important Part of English Education in Many Colleges and Universities. Constructivism Often Emphasizes Student-Centered Teaching. Appreciation of English and American Literature Can Enhance Students' Understanding of English. for a Long Time, English and American Literature Education Has Been a Required Course for Some English Majors, But for Some Non-English Majors, English and American Literature Education is Not Very Important. the Lack of English and American Literature Teaching in Some Colleges and Universities Lacks the Teaching Concept of Student Development, and the Teaching and Learning Network Resources Are Relatively Scarce. in Order to Change the Tedious Teaching Situation of Knowledge Imparting in English and American Literature Courses, Form a Vivid and Rich Teaching Mode of Meaning Construction, Cultivate Students' Independent Learning Ability, Improve Students' English Language Skills and Comprehensive Humanistic Quality, We Need to Rely on the Network Environment to Explore a New Idea of Combining Modern Information Technology with English and American Literature Teaching. Based on the Perspective of Network Resources, This Paper Analyzes the Design and Construction of English and American Literature Teaching Content.

1. Introduction

With the Deepening of the Classroom Teaching Reform, the Network Teaching Environment is Favored by More and More Front-Line Teachers for Its Rich Flavor of the Times and Its Efficient and Quick Personality Characteristics. English and American Literature Courses Are Required Courses for English Majors in Our Country, and Are Also the Main Courses in English Major Education [1]. for a Long Time, English and American Literature Education Has Been a Required Course for Some English Majors, But for Some Non-English Majors, English and American Literature Education is Not Very Important. Knowledge is Not Acquired by Teachers, But by Students through Meaning Construction under Certain Circumstances. the Lack of English and American Literature Teaching in Some Colleges and Universities Lacks the Teaching Concept of Student Development, and the Teaching and Learning Network Resources Are Relatively Scarce [2]. How to Open the Narrow Channel of Information Input and Restore the Aesthetic Context in a Three-Dimensional Way to Stimulate Students' Enthusiasm for Learning Has Become the Key to Teaching [3]. in Order to Change the Tedious Knowledge Transfer Teaching Status of English and American Literature Courses, Form a Vivid and Rich Meaning Construction Teaching Mode, Cultivate Students' Independent Learning Ability, Improve Students' English Language Skills and Comprehensive Humanities Quality, It is Necessary to Rely on the Network Environment to Explore a New Idea of Combining Modern Network Technology with the Teaching of English and American Literature [4].

Anglo-American Cultural Education Can Not Only Help College Students to Promote English Teaching, But Also Effectively Help Students to Understand and Appreciate British and American Literature [5]. Then Find the Language Sense of English, Improve Their Language Ability and Overall Quality. Due to the Tight Teaching Time and Heavy Tasks, the Coverage of the Content is

Large, the Aesthetic Distance is Long, and the Teaching Mode is Single, Which Leads to the Students' Lack of Enthusiasm for Learning and the Teaching Effect is Not Ideal. with the Popularization of Modern Teaching Equipment, Many Literary Teachers Have Developed and Designed Multimedia Courseware with Large Capacity and Vivid Image. the Images, Audio, Video and a Large Number of Commentary and Writing Materials Related to the Textbook Knowledge in the Courseware Enhance the Students' Understanding of the Text and the Knowledge Points [6]. in the Process of Learning, Teachers Should Be the Guides and Helpers, and Make Full Use of the Learning Environment Factors Such as Situation, Collaboration and Conversation to Mobilize the Enthusiasm, Initiative and Creativity of Students. the Multi-Modal Construction Theory Integrating Auditory, Visual and Sensation Has Certain Enlightenment Significance for the Reform of the Teaching Model of English and American Literature Courses.

2. Network Teaching Environment

Network teaching environment is a new type of teaching environment formed by the synergy of modern media technology and network technology in modern teaching practice. According to the coverage, it can be divided into local area network teaching environment and wide area network teaching environment. Constructivism holds that knowledge is not acquired by teachers, but by learners in a certain situation, that is, social and cultural background, with the help of others, using necessary learning materials, and by means of meaning construction. In the network environment of teaching, teachers can organize collective, group or even individual teaching activities according to needs, and encourage mutual communication and cooperation among students while quickly and effectively transmitting the teaching resource information prepared before class to students [7]. Teachers only provide students with the opportunity and motivation to construct knowledge, only help and promote the construction of students' meaning, and do not require teachers to directly teach and impart knowledge to students. Learning environment is a place where learners can cooperate with each other for free exploration and autonomous learning. In the learning environment, students can use various tools and information resources to achieve their learning goals.

In classroom learning, situational teaching under the modern network technology is adopted to enable students to create a real teaching environment by means of multimedia. In this way, students can feel and experience the essence of literary works in a real environment, instead of just listening to the teacher's introduction and explanation of the works. English and American literature courses cover texts with deep connotation and great difficulty in reading. Teachers tend to explain them paragraph by paragraph. Reading text mode becomes an important link in classroom teaching. A large amount of text information urges students to tend to mechanical memory. Increasing the multi-modal information capacity of the classroom, reducing the difficulty of understanding, and mobilizing the participation of students' senses to jointly complete the meaning construction have become the key links in the teaching reform of British and American literature. The campus network realizes the sharing of various information resources within the school by providing network communication means similar to the Internet. The teaching problems of British and American literature are mainly manifested in the contradiction between the monomodal nature of the teaching content and the multimodal needs of students' cognitive acquisition [8]. Efficient cognitive acquisition means to realize multi-modal three-dimensional reduction of single-modal flat information compressed into text modes, so as to exert the synergistic effect of various symbol resources and obtain ideal teaching results.

3. The Construction of English and American Literature Teaching Mode under the Network Environment

3.1 Creating a Real and Effective Language Learning Environment

One of the great advantages of the network environment is that it can provide learners with a

vivid and real learning environment, which enriches and enlivens the monotonous and rigid knowledge in textbooks. The Internet provides almost all the knowledge and information involved in the teaching of English and American literature. Students can complete the autonomous learning of the contents specified in this course by means of the Internet according to their learning interests and knowledge experience, and become masters of the whole teaching activities. Literature class is more conducive to creating a real context than other classes in foreign language teaching. The numerous and jumbled knowledge system of British and American literature determines that students' learning through the Internet cannot be separated from the effective guidance of teachers. Teachers and students can not only use and manage the school network resources, but also communicate widely in their spare time through the platform of campus network, making teaching activities move from a limited environment to a broader network environment [9]. The determination of learning objectives at each stage in the teaching process of British and American literature must be extracted from the teaching process in combination with the students' interest points and the existing knowledge level, so as to achieve the maximum overlap and coincidence between the teaching objectives and learning interests, and realize learning through fun [10]. In the teaching of English and American literature, an abstract and incomprehensible poem in the textbook can be presented to the students in the form of a music poem. The novel with complex plots and numerous characters can be accepted by the learners in the form of pleasing film and television works.

In the process of integrating English and American literature into college English teaching, teachers can encourage students to conduct group cooperative learning, guide students to read, and improve thinking analysis ability through debate. English learning can't be limited to superficial things. It also requires in-depth study to learn the essence of English and continuously improve the overall English strength of students. The focus of the integration of English and American literature and college English teaching is to let students experience and understand the cultural connotation of English and American literature. The design of teaching resources not only means the effective use of rich network resources, but also guides students to find useful information from a large amount of information and teach them how to use search engines correctly. According to the needs of classroom teaching, the network should also provide English literary works, in order to cooperate with the classroom teaching, so that students have a world of reading English originals. The learning content can be set according to the individual situation of the students, and personalized and independent learning can be carried out.

3.2 Cultivate Students' Self-Regulated Learning Consciousness

The formation process of students' knowledge and skills can provide feedback to teachers and students continuously, so that students can record and reflect on the learning process, improve the awareness of autonomous learning, and enable teachers to timely adjust teaching to meet students' needs and improve teaching quality. A prerequisite for the creation of a situation is that the created situation must be closely related to the current learning theme. Otherwise, it will not only fail to achieve the expected learning purpose, but also affect the students' correct construction of the meaning of the knowledge they have learned. The frequent feedback of opinions and suggestions between teachers and students not only improves the communication between teachers and students, but also enables teachers to understand the students' trends in time, constantly revise the teaching plan, teaching contents and improve teaching methods. Rich network information can greatly help students' self-learning and meaning construction, and it may bring unnecessary harm. Introducing some British and American literary works to students in English teaching in colleges and universities can deepen students' understanding of English. Anglo-American literature is a course that requires students to form a complete body of knowledge. This requires that the analysis of the teaching objectives of English and American literature must consider the creation of learning context and the integrity of the student's knowledge structure, so that the determination of teaching objectives is conducive to improving the efficiency of teaching activities. When you enjoy the British and American literature together with students, you can feel the unique charm of English

and American literature, which will be of great help to students' language expression and understanding.

4. Conclusions

Although the modern teaching reform emphasizes the student-centered teaching concept, every aspect of the teaching design in the network environment must be truly indispensable to the leading role of the teacher. In the English and American literature teaching mode, flexible and diverse teaching methods will be adopted, with particular emphasis on the use of network resources and multimedia-assisted teaching. The campus network assists the teaching of English and American literature to make up for the disadvantages of classroom teaching to a large extent, and complements classroom teaching. The play of the leading role of teachers and the embodiment of the subjective status of students are not contradictory. They can be unified under the guidance of new educational ideas. The English and American literature teaching based on the network breaks the single text teaching mode of traditional literature teaching, and constructs the classroom learning mode of "student development center". Faced with various forms and rich contents of online materials, students stimulate their understanding and acceptance of the background of the text, and actively break through the old model in the learning process to create more effective learning strategies. The new teaching mode can not only improve students' analysis and thinking ability, but also stimulate students' interest in learning, cultivate students' awareness of autonomous learning, give full play to students' personality and potential, and promote students' all-round development.

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