

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

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Abstract: With the development of Internet technology, micro-education has entered a rapid development stage. How to make better use of network resources to assist micro-teaching and serve the campus has been put forward. Based on the characteristics of micro-course and the innovations of College English classroom, the author studies the characteristics and Countermeasures of micro-course in College English teaching in China. The results show that the micro-teaching teaching system plays an important auxiliary role in college English teaching as a new type of teaching resource. At the same time, the use of the micro-teaching system can use the self-learning function before class to save classroom teaching time, thus promoting the realization of efficient classrooms.

1. Introduction

Today, with the rapid development of information technology, computers and networks have penetrated into all walks of life in society, and the field of education is no exception [1]. The diversification of multi-modal English learning methods and the fragmentation and ubiquitous learning methods of students using the network platform have become a new model to pursue and like [2]. As China's comprehensive national strength continues to increase, especially after China's accession to the WTO, English as an international lingua franc is increasingly showing its importance in today's Chinese society [3]. If the 20 years of college English is based on the language of the core, to help students to teach the language foundation, then it can be said that China's current college English teaching is entering an important period of historical transformation [4]. At present, there are some problems in College English teaching in most colleges and universities, such as tight teaching hours, limited interaction, static teaching resources, disconnection between learning and practice, and low teaching efficiency [5]. Among the numerous network education resources, micro-class breaks the time and space limitations of traditional teaching mode, meets the requirements of the times and the learning habits of the public in a new way of teaching and learning, and is gradually emerging as a new educational concept in the world [6]. It can be seen that college English reform is imperative. Exploring College English teaching reform based on micro-course platform has positive and far-reaching practical significance.

With the development of science and technology, the popularization of smart phones, computers and the full coverage of wireless networks, people have entered a fast-paced life mode [7]. Fast-food consumption habits also make the majority of students have new requirements for learning methods, the traditional classroom teaching mode has been unable to meet the students' learning motivation. The core content of micro-course is classroom teaching video, which also includes teaching design, material courseware, teaching reflection, practice test, student feedback, teacher evaluation and other teaching support resources related to the teaching theme [8]. They jointly create a semi-structured and Thematic Resource Application "ecological environment" with a certain structural relationship and presentation. All walks of life require higher and higher English proficiency of College graduates. Many enterprises regard being able to speak and write English as the basic condition for recruiting talents [9]. Students who have a higher level of English proficiency and have more energy can achieve higher or higher requirements. This transformation is not only reflected in teaching methods, such as the widespread use of modern multimedia education technology. It is not only reflected in the teaching model [10]. For example, the teacher-centered,

simple teaching of language knowledge and skills to the student-centered, focus on the development of language skills and independent learning ability of the teaching model. Therefore, improving the quality of college English teaching and teaching efficiency has become the primary task of college English teaching reform.

2. The Concept and Characteristics of Micro-Course

The concept of micro-courses is not uniform at home and abroad. "Micro-lecture" (micro-lecture), as the name suggests, is based on short and precise teaching videos as the main carrier to explain a certain knowledge point (emphasis, difficulty or doubt) as the teaching goal. An online teaching video resource designed and developed using auxiliary teaching resources such as instructional design, courseware, and practice related to the teaching theme. The prototype of the micro-class was originally a 60-second course and a one-minute speech proposed by a foreign professor. He compressed the teaching videos, which lasted an hour or more, into minutes and applied them to actual teaching practices, resulting in a "more focused learning experience." He believes that micro-courses can closely link teaching content with teaching objectives, summarize and refine the core concepts of the curriculum, and use it as a "knowledge pulse" to produce a more focused learning experience. With the support of corresponding assignments and discussions, micro-courses can achieve the same results as traditional long-term teaching. Its core idea is to closely link the teaching content and teaching objectives in the curriculum to produce a "more focused learning experience". He believes that micro-curriculum is a new type of network curriculum resources based on subject knowledge points. Another micro-lesson research expert believes that micro-lesson is a well-designed digital learning resource package to support flip learning, mixed learning, mobile learning, fragmentation learning and other learning methods.

The database conceptual model is the entity-relational model of the system. Through the analysis system, there are administrators, teachers, students, assignments, courseware, discussion and other entities, the overall E-R diagram of the relationship between entities and the corresponding relationship is shown in Figure 1.

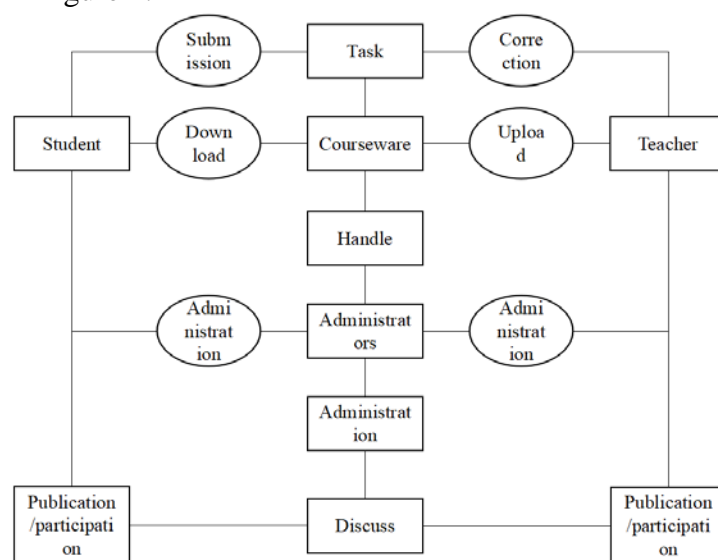


Fig.1. E-R Diagram of Micro-Course Teaching System

As a product of information technology, micro-lesson has the following characteristics: short teaching time; less teaching content; smaller capacity of resources; resources constitute "situational". As a new type of teaching resources, micro-lesson is an important supplement and resource expansion of traditional classroom learning. In addition, micro-classes can help students understand key concepts and master necessary skills. In China, the concept of "micro lesson" was first put forward in 2011. Especially with the popularity of handheld mobile digital products and wireless networks, mobile learning, distance learning, online learning, ubiquitous learning based on

micro-lessons will become more and more popular. Therefore, the application of micro-courses in teaching practice has great potential and broad prospects. At present, the momentum of building micro-courses in Colleges and universities is also rising. 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 video course that addresses the context of a certain teaching link or knowledge point and supports multiple learning methods. Compared with the current multimedia teaching, the micro-course has the characteristics of prominent theme, specific content, short duration, strong liquidity and timely feedback. At the same time, relying on the development of the national college micro-teaching competition, the teacher the real understanding of the lesson is also deepening. Although many colleges and universities have initially built their own micro-curriculum resource pool and applied it to the actual teaching activities, how to make the two highly integrated still need to be explored.

The application of micro-teaching teaching system in college English teaching mainly focuses on pre-class preparation, class discussion and after-school review. The ten characteristics of the micro-course, namely, the host's teaching, streaming media playability, short teaching time, less teaching content, less resource capacity, refined teaching design, classic demonstration cases, independent learning, simple and practical production and Supporting related materials. Through this system, students can send the difficult questions encountered in the self-study before class to the class teacher in the form of a message. Micro-courses are instructional videos that aim at explaining a certain knowledge point and use short and precise video as a form of expression for learning or teaching applications. They usually include supporting teaching resources. As the carrier of knowledge in the new era, micro-lesson has been paid more and more attention and recognized by people. Micro-class is different from what we usually call micro-class. It is online learning or mobile learning relying on the network, and it belongs to a part of the network course. "Micro-lesson" is a kind of organic combination of teaching and learning resources, which takes teaching video as the main carrier and reflects teachers' teaching activities in the course of classroom teaching aiming at a certain knowledge point or teaching link. Generally speaking, the micro-course teaching system not only greatly expands the amount of knowledge imparted, but also facilitates students' autonomous learning process.

3. Feasibility Analysis of Microteaching in College English Teaching

In recent years, the level of academic qualifications of college teachers has greatly improved compared with previous years. Most of the teachers in the college English teaching team are young masters or doctors. Exploring a new type of teaching model in such a relatively high-quality team is relatively easy to produce results. In particular, college English in China is a basic English teaching, which is rare in the world. We must independently undertake the college English teaching model in the context of studying Chinese. Due to the implementation of college English reform, college English teaching has basically completed the transition from traditional teaching to modern multimedia teaching mode. Teacher innovation awareness. It is precisely because of the high quality of college English teachers, the age is generally young, such a team should have a strong innovation. Therefore, as long as they have received short-term training, teachers can master the information technology needed to make micro-lessons and carry out micro-lesson teaching mode. Teachers need to provide students with necessary resources before class, such as teaching videos, teaching courseware, other network resources and so on, so that students can have a better understanding of the knowledge they have learned. The implementation of College English teaching reform has made college English teachers familiar with courseware making, multimedia operation and resource searching based on network. These characteristics of College English teachers provide a strong prerequisite for the development of College English teaching based on micro-course platform.

With the development of network technology, the smart phones and computers of contemporary college students have become very popular, and students have entered the "micro-era" with the pace of the times. In view of the short time and strong pertinence of micro-class, students can use a large break time to realize the advance learning of a class content, which not only saves time but also

improves students' learning initiative. When students need help, teachers will provide them with the necessary support. 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. In the course, students need to play their own subjective initiative and actively participate in cooperative exploration to expand what they have learned. In addition, the employment situation of undergraduate graduates in recent years is not optimistic, and many college students will have a sense of urgency during their school years. This sense of urgency makes many students become passively active when learning knowledge, and use the spare time to learn various professional skills and related knowledge through the online platform. Students are the protagonists of the entire learning process and are no longer passive recipients of knowledge in traditional classrooms. Therefore, it is extremely urgent to improve the level of teachers' application of information technology. In addition, it takes a lot of effort for students to get out of the traditional classroom model and become the master of learning. Each university has a multimedia language lab for students to learn independently. Students can use the school's public facilities to conduct independent study under the class.

Nowadays, major universities are improving their school conditions. For example, the new campus of Luoyang Normal University has achieved Wi-Fi coverage. Students can easily use the wireless network anytime and anywhere, which provides technical conditions for our micro-courses. In the classroom, students complete the understanding and absorption of the knowledge they have learned through group learning and collaborative learning. In the micro-classroom mode, the content taught in the original classroom was completed before the class through network technology. On the basis of not reducing the transmission of basic knowledge, the interaction between teachers and students in the classroom is enhanced, and the extension of teaching and learning time is completed by maximizing the "pre-study time", and the deep internalization of knowledge is realized, thereby improving learning efficiency. Nowadays, major universities are improving their school conditions. For example, the new campus of Luoyang Normal University has achieved Wi-Fi coverage. Students can easily use the wireless network anytime and anywhere, which provides technical conditions for our micro-courses. In the classroom, students complete the understanding and absorption of the knowledge they have learned through group learning and collaborative learning. In the micro-classroom mode, the content taught in the original classroom was completed before the class through network technology. On the basis of not reducing the transmission of basic knowledge, the interaction between teachers and students in the classroom is enhanced, and the extension of teaching and learning time is completed by maximizing the "pre-study time", and the deep internalization of knowledge is realized, thereby improving learning efficiency.

4. Conclusion

As a new thing in the information age, micro-courses are in the initial stage of development, whether it is for students' learning, teachers' teaching practice and teachers' professional development, and even cultivate a group of "super teachers" with modern educational skills. Important practical significance. The advancement of educational information technology in China and the perfect hardware configuration of colleges and universities under the tide of college English teaching reform can also meet the requirements of implementing the micro-class-based flip classroom teaching mode. Its potential advantages in college English teaching cannot be ignored. Practice has proved that in the case of a low overall student level and lack of language co-nuclear, it is often more effective to combine prematurely with the profession. But in order to achieve the real meaning of micro-teaching, both teachers and students will be put forward higher requirements, facing many difficulties and challenges. Through the analysis of College English teachers, college students' learning situation and teaching hardware, we find that it is feasible to implement micro-course-based College English teaching in Colleges and universities. Moreover, it keeps pace with the times and can meet the learning needs of students in the network environment. Therefore, it is feasible to apply micro-class teaching mode in College English teaching in China. In a sense, the use of micro-teaching system is an effective impetus to improve the quality of College English teaching.

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