Research on Effective Teaching Mode of College English Class Based on Mixed Mode

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Abstract: With the continuous advancement of college English classroom reform, traditional single classroom teaching can no longer meet the requirements of college English teaching. Various mixed college English language teaching models came into being. Among them, whether it is online or offline mixed teaching or mixed teaching based on flipped mode, it greatly promotes the communication between teachers and students, consolidates the students' English learning foundation and broadens the scope of college English learning. This paper mainly explores the effective teaching mode of college English classroom based on mixed mode.

1. Introduction

Hybrid teaching combines online teaching with offline teaching, flipping classroom and traditional classroom. It uses online and offline, and various post-class and post-class teaching forms to introduce learning into learning, so that students can learn from the shallower Deep learning. The ultimate goal of carrying out mixed teaching is not in class or class, but in improving the depth of teaching and enhancing students' learning ability. Different disciplines can focus on different teaching modes to achieve different effects. This paper mainly uses college English as the main analysis object, explores the specific implementation scheme of hybrid teaching, and puts forward application suggestions.

2. Overview and significance of mixed teaching

Hybrid is a teaching method derived from the Western teaching classroom, similar to the Western flip classroom. The teacher gives the decision to study to the student, and the student can decide to study at any time or at any place. In the classroom, students can communicate with teachers or discuss with students. Teachers can also have more time to learn about each student. Because contemporary students themselves are in an information age of information explosion and rapid development of the Internet, they can make full use of all networked resources for pre-class study, greatly reducing classroom learning time and maximizing classroom time utilization. Many scholars in China have carried out localized research on the teaching mode of mixed classrooms in order to scientifically and value the university curriculum. For example, Professor Ma Xiulin's information technology classroom flipping research, Zhao Xinglong's flipping classroom process elements, technical elements and environmental factors. The finalization of these theories is ultimately to maximize the efficiency of the classroom while maximizing the use of students' classroom time.

According to the information processing learning theory proposed by American educational psychologist Gagne, we can learn that student learning is mainly divided into three operational skills, first of all, imitative level learning, which includes the original anomie or guidance. The specified operation is completed, and the provided learning object is similar to or similar to the learning content, similar to modification, simulation, design, and the like. The second is the level of independent operation of students. This level of learning requires students to perform independent operations, make appropriate improvements and adjustments according to the requirements of the teachers, and students can try to use the established skills to solve some practical problems. Sexual problem. The third is the level of migration. This kind of learning involves using the skills already possessed under certain circumstances, and using this skill to learn the new knowledge system from

simple to impetuous, each learning is progressive. The flip-style classroom is fully in line with this theoretical teaching design and can effectively help students complete the processing. It enables students to learn self-learning and learn independently while in the teaching process, recognizing that they are the main body of learning. The same is true for college English learning. Students first need to establish their own knowledge system, and apply it in combination with their own knowledge, and finally can adapt to normal oral communication, foreign language listening and so on.

3. Current defects in mixed teaching

3.1 Classroom order

Mixed teaching does not require students to learn too much in the classroom. Therefore, in the classroom, it is ineviTable that students will not listen or even skip classes when they are studying. As far as the traditional classroom is concerned, you can also use the name to sign in, answer questions in class, and conduct spot checks to ensure the students' attendance and enthusiasm for class. However, due to the immature technology and the difficulty of investigation, the mixed classroom is for students. In fact, it has become a lazy course. Even if there is a class inspection, there will be a phenomenon of allowing students to sign, represent, and take the exam.

3.2 Students' enthusiasm for learning is low

Due to the different teaching modes, it is difficult for teachers to grasp the students' class status and class mood in the mixed teaching classroom. At the same time, students generally have a contempt and luck for the video classroom before class, which can be answered without pre-reading or watching. Therefore, students' enthusiasm for learning is not improved. In addition, because students have a certain level of English and English proficiency, it is said that there may be a phenomenon that even if you do not attend classes, you can get high scores. This creates a certain psychological pressure and psychological for those who study hard but fail the exam. unbalanced. This will also lead to a low level of enthusiasm for students.

3.3 Classroom interaction issues

In the classroom teaching, the most important link should be the teacher-student interaction. However, once a mixed English teaching model is adopted, the interaction between students and teachers becomes the biggest problem. Students are not required to learn, are indoctrinated, and students need to seek knowledge outside the classroom. Learn the lessons you need to master this lesson by watching the pre-school videos. In addition, because the mixed teaching experience of domestic teachers is relatively small, it is easy to ignore the interaction of the classroom during the video recording process. In addition, there are certain problems in the communication of the classroom. The students dare not ask or dare to say their own problems, but simply complete the task of teacher placement.

4. The advantages of mixed teaching

4.1 Enhance teacher-student interaction

As a creative teaching mode, the hybrid teaching mode can realize the efficient allocation of various educational resources. College English teaching needs to continuously expand the scope of teaching and teaching content. Simple book knowledge can no longer meet the development needs of students, which will inevitably make students lose learning. interest. Teachers can use a mixed teaching mode combined with various teaching resources to conduct one-to-one, one-to-many, and many-to-one combination learning. Teachers themselves pay attention to classroom interaction when conducting online explanations or class explanations. In addition, the college English mixed teaching system is not the most perfect, and is most suiTable for the development of college students. Teachers should encourage students to learn a diverse English knowledge system. This

kind of classroom can not only give students the knowledge they can only rely on network resources. Or it is an online teaching platform. Even the same content learning in the same subject, combined with the online and offline mixed teaching mode of teaching methods can make students more willing to accept, a single rigorous teaching will make students feel the classroom interaction, using information technology can achieve students and Effective interaction between teachers.

4.2 Consolidate after class

Mixed education can also make full use of students' after-school time. Individual students can realize effective interaction inside and outside the classroom through various mobile devices. The interaction between one course is mainly whether students can conduct "spirit" with teachers in the classroom. Communication, after reviewing and refining after class, the combination of online and offline modes can greatly enhance students' classroom interaction. It can be seen that the online and offline mixed teaching mode can help students to build a perfect learning system. Under this teaching mode, students can learn independently and systematically.

4.3 Clear teaching objectives

The teaching objectives of mixed teaching are very clear, and online teaching resources have been summarized for the content that needs to be learned during the semester. Students can develop their own teaching plans and teaching progress according to the teaching catalogue. Students are not bound by the teaching methods of teachers. Even if the teaching content and teaching methods of teachers are not suiTable for students' learning methods, students can use online resources for classroom learning.

5. Suggestions for improvement of mixed teaching mode

5.1 Pre-class spot check, random check after class

The author believes that online resources are rich, teachers still need to be able to help students prepare and review for a supervision and inspection. Many times, our use of software is not about use and not, the important thing is whether it will be used or not. Many students have a lot of learning apps on their mobile phones, but the real knowledge gained from them is not a lot. The author believes that teachers do not need to thoroughly understand a lot of application apps, just need to carefully select a good APP to help tutor students' classroom work, efficient classroom learning is very compact, high-stress learning classroom will make students exist in the classroom With certain difficulties, the intervention of "flip classroom" is very necessary. The APP selected by the teacher must be able to interact with the student before or after the class. The teacher can view the student's preview or review in real time. This can lead students to learn more consciously. At present, teachers often neglect the enthusiasm of students in the implementation of English teaching. Usually, there are certain anime content or funny videos in the mixed teaching classroom videos abroad. These videos can be taken by the teacher himself or downloaded from the internet. Often, Western teachers do not pay attention to the expression of self, but pay more attention to the expression of the key content of this lesson. Therefore, the author suggests that teachers should pay attention to the situational mode teaching in the classroom, make full use of network resources or some resources that they can have for video insertion and recording, so that not only can students improve their interest in video viewing, but also enable students to The enthusiasm of the classroom has been improved. Moreover, students are more willing to exchange and discuss English learning content.

5.2 Problem setting should be scientific

Teachers must be able to arrange according to the development and acceptance of students in the assignment of pre- and post-class tasks. The task of English teaching in colleges and universities is of course tense, but in the face of student learning, it is more important to accept and master. Teachers need to guide students to learn independently and interest in continuous communication. Focus on cultivating students' learning tasks and learning methods. At the same time, teachers

should be able to summarize the problems so that each student can use good online resources to summarize and analyze the problems of their own problems.

5.3 Offline activities need to strengthen the classroom

College English mixed classrooms also require a certain amount of time to consolidate the content of the classroom, which requires the effective implementation of offline activities. In some cases, teachers can use online resources to let students master some classroom focus or theoretical knowledge, but how to ensure that students come out of the classroom with good theoretical knowledge still needs to be based on certain consolidation measures. The author believes that students can be subjected to the teacher's check and fill in the basic knowledge points. The teacher can arrange the small assignments or the assessment before the start of the class. The rest is through the well-designed classroom activities as the carrier. Organize students to learn and apply the rest of the knowledge. The implementation and implementation of offline activities requires the supervision and testing of teachers. Teachers and students need to develop more advanced teaching objectives, so that students have the opportunity to participate in higher-level cognitive learning, rather than a performance in the past. , a performance after class.

5.4 Increase classroom discussion, develop a new system of assessment, and focus on the effective dissemination of knowledge points

In a mixed classroom of college English, teachers can add some fresh features to the classroom. For example, let students solve the students' doubts. At the same time, create a "blackboard message", write down the knowledge points that everyone will not, and the teacher will answer questions in class. Because parents attach great importance to the students' performance or assessment standards in the school, teachers need to adopt a standard system for the ranking and evaluation criteria of students in the same way as the flip-type classroom. Therefore, in terms of teaching mode flipping, first What should be reversed is the teacher's teaching thinking and traditional system. In this way, the information resources can be rationally utilized in the classroom of college English teaching.

6. Conclusion

With the rapid development of the times, various teaching resources should be accurately and scientifically applied in English teaching. Domestic English teaching classes should also learn some advanced teaching modes from foreign teaching. Only by continuously summarizing and mixing different teaching programs can we make Students' English learning ability has been further improved to meet the development needs of contemporary college students.

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