

Research on the Mode of Smart Classroom Teaching under the Background of "Internet +"

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Abstract: The smart classroom is a hot spot in the current educational informationization research, and it is the product of the deep integration of new technology and education. The smart classroom created by the new generation of information technology can track the whole process before, during and after class. Smart classroom is the inevitable result of school education informatization focusing on classroom teaching, focusing on teacher and student activities, and focusing on Smart generation under the background of Internet + education.

1. Introduction

The emergence of the Internet has brought about earth-shaking changes in human life, work, and learning. In recent years, the Internet + as an emerging vocabulary has been deeply integrated with various industries in life to create a new vision. The arrival of the Internet + era has brought great opportunities to the education industry. From a macro perspective, "Internet + Education" further breaks the limitations of time and space, and students can achieve ubiquitous learning at any time. The emergence of a new generation of emerging technologies such as big data and learning analysis has made students' learning more personalized, adaptable and intelligent. The Internet + education model has also greatly affected the traditional teaching model. Many scholars and schools have sprung up to explore new teaching models, expecting to inject fresh vitality into teaching and improve students' interest in learning and learning. At the same time, the Internet+ has greatly changed the educational ecology of today, and gradually reconstructed the educational ecology, making the form of education more diversified and the system more flexible. At the micro level, "Internet +" has made significant changes in the curriculum, teaching and learning methods, and evaluation methods in school teaching. "Internet +" brings great challenges to education, but it also brings great challenges. It can be said that it is a double-edged sword. What we have to do is to foster strengths and avoid weaknesses, to avoid disadvantages, to exert its positive effects as much as possible, and to reduce negative effects.

2. Building a smart classroom teaching model

The ultimate goal of the smart classroom teaching model is to promote the generation of students' Smart. The ultimate goal is achieved by relying on each specific goal and dividing it into three-dimensional goals according to the different teaching contents. As the saying goes, there is no such thing as a thousand miles. The growth of students' Smart requires the careful cultivation and correct guidance of the educators. The conditions for the realization are external support conditions, including teaching tools (smart mobile terminals) and smart technologies (smart learning). Technology), teaching environment (smart learning environment) and teaching resources (smart learning resources). In addition, it also includes the main body of teaching and learning, that is, teachers and students. As teachers, it is necessary to change educational concepts and improve information literacy in a timely manner, and to highlight the main status of students. The interaction between teachers and students and the teacher-student relationship are mainly reflected in the Smart teaching activities, which are not pointed out in the figure; the Smart classroom teaching activities are divided into three sections, namely before, during and after class. Each stage has its own basic steps. These teaching steps are not static. The teacher can adjust accordingly according to the actual

situation to meet the teaching needs. Finally, the Smart teaching evaluation, including online evaluation and offline evaluation, online The evaluation runs through the three stages before, during and after the class. The data of the evaluation is also the learning data that cannot be collected in the traditional classroom. The offline evaluation is mainly the study of students in the class, including classroom status, learning outcomes and self-evaluation. In addition, the figure does not point out the theoretical basis of the smart classroom teaching model, because the theoretical basis is embedded in the intelligent classroom teaching model, and always guides the implementation of teaching objectives, teaching activities and teaching evaluation.

3. Smart teaching activities

Teaching activities can be understood as the sum of the teacher-student behaviors that are achieved to achieve a particular learning goal. The focus of teaching activities and learning activities is different. The term teaching activity is more focused on the comprehensive behavior of teachers and students than learning activities, embodying the idea of teacher-led and student-centered. The design of smart classroom teaching activities is the core part of this chapter. The design of activities should improve its diversity and selectivity, so that it can better adapt to individual differences among learners. The intelligent classroom teaching activities are divided into three parts: pre-course, in-class and after-class. Each part is composed of teacher activities and student activities. The details are as follows.

In the design process of the pre-class preparation activities, the teacher should design the pre-study content according to the specific learning objectives and the results of the student characteristics analysis, prepare the pre-study materials, and provide the expanded resources for the students' pre-school preparation activities. . After the teacher designs the teaching activities, the students are pushed to the students through mobile devices, and the students start learning before class. In the pre-class preparation stage, the traditional classroom teaching process can be simply summarized as the teacher preparing lessons - the student preparation, the teacher preparation lesson mainly includes "three preparations" that is, "preparation of teaching materials, preparation of teaching methods, preparation of students." Teachers' analysis of students is mainly based on personal experience and subjective knowledge of students, and lack of in-depth investigation of student situations. The student preparation has great freedom and uncontrollability, and there is no serious preparation for relying on the individual qualities of the students. Before the class, only a very small number of students will actively communicate with the teacher. The interaction between teachers and students is difficult to be guaranteed. This leads to the lag between teaching and learning, and the quality of teaching is low.

Rich media literally means rich media, and the image says that with the development of information technology, various media forms appear on the Internet, including text, pictures, sounds, animations, videos, and so on. The richness of rich media is based on the Internet and is the deep integration of multimedia information and interactivity. Choosing rich media resources is an important task of pre-study activities for smart classroom teaching. It mainly grasps the following two points: First, choose appropriate learning resources, which should be related to classroom teaching content, including course objectives, digital textbooks, Multimedia courseware, online video, test questions, reference materials, etc. Teachers need to choose the appropriate resource type according to the course requirements. The second is to choose the appropriate push method, the push form includes teacher-made micro-video, self-made multimedia courseware, electronic documents, web address sharing, online video, MOOC video and so on. Not every resource that is pushed before the class pre-study covers the above forms. Teachers should choose the appropriate push method according to the teaching needs of each class. The design of the preview test is to test the effect of the students' pre-class preparation, which is helpful for the teacher to make pre-school diagnosis and adjust the teaching content. The design of the pre-examination questions should be centered on the learning tasks, in line with the students' learning rules, and combined with the actual life. Smart classroom teaching emphasizes the individual knowledge construction of students, so the pre-examination questions should be as challenging and interesting as possible, and stimulate

students' motivation. The questions of the test questions include objective questions and subjective questions. Objective questions generally include single-choice questions, multiple-choice questions, judgment questions and voting questions. Subjective questions include simple questions and analytical questions. Teachers can use the mobile platform to keep abreast of the students' questions and prepare for the class.

4. Design of Smart Classroom Teaching Mode under the Background of "Internet + Education"

Before the teacher teaches the students, the students must be analyzed. After the analysis, the students are predicted according to different students, and the teaching plan is designed for the students according to the principle of teaching students according to their aptitude. Teachers can publish learning materials that improve students' ability, such as micro-courses and courseware, on the public teaching platform. This is the most convenient and convenient method for students. Students can use the computer or mobile phone to log in to the public from anywhere. Platform, view the knowledge points uploaded by teachers, and learn. In the process of learning, under the background of "Internet + education", teachers can play the role of supervision and inspection. Keep an eye on the student's learning and analyze it through some graphic displays.

In the classroom taught by the teacher, the new curriculum reform requires teachers to be the promoters and promoters of the students' learning and development. At the same time, the curriculum developers and builders as well as the quality education teachers require the teacher to change the original teaching concept. Students are the mainstay, so that students no longer simply listen to the lectures of the teachers, but let the students start to talk more, and the teachers guide them to make correct judgments, thereby enhancing their ability to learn and develop Smart. In this process, the interaction between teachers and students and the interaction between students in the teaching process of the smart classroom promotes the collision of thinking sparks among students in the classroom. Teachers should let students learn to think, while guiding learning and self-learning, first, the introduction of new lessons, you can use the methods of situation creation, problem pre-position, story method and case analysis to introduce teaching content, thus stimulating students' interest in learning; Second, in the classroom teaching, in order to mobilize the enthusiasm of the students, the Smart classroom should advocate the assignment of tasks for the students, the group has specific tasks, but the team members should also participate in solving problems together, in order to increase students' ability to unite and cooperate. Third, in the Smart classroom, the participation of students and the enthusiasm of students determine the learning effect of the students. Therefore, teachers must be supervised, diagnosed and evaluated at all times to avoid appearances. Students only do tasks but no gains. The phenomenon appears.

In the post-class teaching design, after class, the general teacher will appear to relax and let go of the students. However, adhering to the concept of smart classroom and adhering to the background of "Internet + education", teachers should learn to use teaching software, platform and other information. Technology to carry out personalized counseling. After personalization, differentiation and summative evaluation of the students, different counseling strategies are given for different students, and students are answered questions on the information technology platform. Whether it is an objective question or a subjective question, the teacher should respond to the student after completing the correction on the platform, which must include the modification suggestion instead of the correct answer. In addition, the students are urged to carefully watch the materials and knowledge packages uploaded by the teachers on the platform, and to make punch records and display the results of the students, so as to urge students to learn and promote students' enthusiasm for learning and development.

5. Conclusion

The teaching mode of the smart classroom is mainly based on the background of "Internet + education". Teachers can use more information technology software to teach students. At the same

time, in this context, the teaching philosophy of teachers should also move from traditional teaching methods. The student-oriented concept of teaching focuses on the practical connection between teaching and learning, and uses it in practical teaching to promote students' learning and development. Pre-class, in-class and after-school instructional design should adhere to the concept of a smart classroom. In the actual teaching process, the teacher should be responsible for the role of the pre-class prophet, the role of the perceived role in the class, and the role of the post-school learning. responsibility. On the basis of fully mobilizing students' interest and enthusiasm for learning, to create the most effective classroom teaching effect.

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