Research on the Teaching Strategy of Optimizing Foreign Language Information Resources Based on Mosoteach

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Abstract. The purpose of this study is to explore the best teaching methods to improve college students' ability to use information resources. This paper deals with foreign language correspondence in Colleges. The utilization of information resources was investigated and analyzed. The results show that the utilization rate of information resources is low. Based on Mosoteach, the author constructs a strategy for optimizing the application of foreign language information resources.

Introduction

With the Internet entering the field of education, the educational model of higher education has undergone tremendous changes. Our government has invested a lot of money to build a foreign language resource bank. A large number of high-quality courses are emerging, and the information of foreign language resources is constantly strengthened. The utilization and optimization of foreign language information resources have become the focus of foreign language researchers. Foreign language teaching is supported by a large amount of information resources, which can create a real learning environment for students and enable them to obtain information independently and interact with each other. Self-regulated learning is very important in the training of various disciplines and skills. The study of autonomous learning has a long history. From multimedia-led autonomous learning to Internet-based autonomous learning, and then to mobile-side autonomous learning. With the development of computer technology and internet, autonomous learning has reached a new field. In the vast amount of foreign language information resources, how to learn independently has become a problem faced by current educators.

The Classification of Foreign Language Information Resources

Foreign language information resources include books, electronic materials, courseware, network top-quality courses and other resources on the network platform, such as blue clouds class and MOOC for Chinese College students. Optimizing refers to integrating the contents of information resources and giving guidance to the use of foreign information resources. Supervise and manage the students, and choose the right time to test the effect. The corresponding optimization strategies can improve the utilization of foreign language information resources. The optimized foreign language information resources can be transmitted with the latest information. Self-regulated foreign language learning improves the teaching mode through various forms of resources and the use of advanced information technology. The self-regulated learning environment established through foreign language information resources provides guarantee for college students' lifelong learning. Teachers and students in schools should jointly establish an autonomous learning environment for foreign language information resources, provide guarantees for students to develop horizontal knowledge, and provide more opportunities and feasibility for lifelong learning. Teachers in Colleges and universities are trying to use the network platform to change the teaching mode and carry out online learning activities. Through the practice of many researchers, it is found that Mosoteach is more suitable for autonomous learning. Blue Cloud Class is mainly suitable for autonomous learning before class, which can meet the needs of different users at different times and places. Mosoteach provides good support for the way of self-learning, and facilitates the

communication and interaction between teachers and students after class. Mosoteach plays an active role in higher education.

The Aim of This Study

This study aims to construct a blended teaching model of College English based on Mosoteach by investigating the motivation of non-English majors in foreign language learning through questionnaires. This paper puts forward a new scheme of College English teaching reform through the application of blended teaching based on Blue and Black Cloud classes in College English courses. On this basis, this paper explores the impact of the teaching model on the motivation and learning effect of non-English majors. Finally, it summarizes some suggestions on how to improve the quality of College English teaching and promote the development of autonomous learning ability. At the same time, it provides inspiration and reference for the performance evaluation system in College English teaching, and provides a new perspective for improving the English level of students in the Internet + era and the research of College English teaching and Reform in China.

Application Research of Foreign Language Information Resources Optimizing Strategy Based on Mosoteach

To investigate the foreign language learning motivation of non-English majors in our university. By analyzing the basic situation of the respondents and grouping the respondents according to their gender, age and origin, we can see that different types of respondents have different reactions to the use of foreign language information resources. According to the above grouping, the subjects were classified, and the correlation of foreign language information usage among students of different majors was analyzed by SPSS19 software. A comprehensive analysis of the correlation between non-English majors grouped according to their age, specialty and origin and the use of foreign language information will provide evidence for the optimization strategy of foreign language information resources in the future. This study is a questionnaire on the motivation of the 2017 undergraduates in my school. The survey includes the way students learn foreign languages, the time allocation of extracurricular foreign language learning, and whether students are interested in the existing teaching mode. The figure below is the twenty-seventh question in the questionnaire. Questionnaire results show that the utilization rate of foreign language information resources is not high. 96% of the students use network resources to search for information and do not use self-regulated learning.

The survey results show that the main information resources used by students depend on textbooks distributed by schools and online books obtained by students themselves. Some schools have not purchased online learning platforms such as New Vision. Some textbooks have no matching network platform for students to use. For online courses, students seldom use or only browse when the teacher urges them because they lack teacher's guidance, so they mainly deal with it. The construction of foreign language information resources mainly includes the low information literacy of foreign language teachers. Many teachers are reluctant to use advanced information technology equipment. For example, although Mosoteach is widely used in Colleges and universities, some teachers refuse to use or only apply to the function of naming. In the process of College English teaching, the final exam requires teachers to test according to the unified teaching materials and evaluation methods. Teachers lack the right to choose teaching materials independently and the right to change the test. Teachers cannot add additional information resources in the teaching process. In order to cope with the final examination, students are not willing to learn more extracurricular knowledge, and they ignore foreign language information resources. Students 'learning is mainly based on textbooks. Most colleges and universities do not give students and teachers enough time to use foreign language information resources. Classroom time occupies a large number of students' autonomous learning time, and the tasks in class cannot be completed, let alone have time to learn more extracurricular content. With many new teaching modes, colleges and universities should reform their curricula so as to leave room for students to study independently.

Teachers often assign tasks for students to think about, guide students to consult relevant information, and enrich and improve their self-knowledge. The indoctrinated education is no longer suitable for the education in the Internet age. Classes can not only provide answers, students' ability to search for answers is even beyond the ability of teachers. To train students to choose suitable learning content, and to be able to persevere, and to adjust learning content and learning methods appropriately is the real use of foreign language information resources. For many colleges, the construction of foreign language information resources is not equipped with large-scale teaching equipment. How to utilize these teaching equipment platforms is most important. Another prominent issue in the survey is the sharing of foreign language information resources. Many colleges have their own excellent courses, but off-campus personnel are unwilling to share this achievement.

A Mixed College English Teaching Model Based on Mosoteach.

Before the opening of the course, the teacher creates a class on the computer or mobile phone and the platform automatically generates the class invitation code. After downloading APP, students can join the corresponding class according to the invitation code. Teachers can set up relevant curriculum activities in cloud classes. For example, before class teachers upload relevant curriculum resources, students can watch relevant videos and use the way of answering questions to prepare for class. Teachers can detect whether students use extracurricular resources in-class stage. Through the function of answering questions and discussing, students are encouraged to participate actively in thinking. Students can send their opinions to the discussion area and realize real-time discussion in class. The test function of Blue Cloud Class has changed the traditional final examination. At the end of each unit, teachers can organize and test the teaching effect.

After class teachers can leave questions for discussion. For example, after learning the text on friendship in Unit 4, Volume 3 of the new application, the teacher left a question to ponder: whether a friend at work can become a true friend. Discuss in groups. Students can also upload relevant learning resources for autonomous learning after class. Mosoteach also has the function of mutual evaluation of homework, which greatly meets the students' desire to participate. The function of mutual evaluation makes up for the one-sidedness of teachers' correcting homework. Empirical value function increases students 'interest and autonomy in learning.After one semester's study, through the questionnaire survey on learning motivation, the results show that the learning motivation of the students in the control group and the experimental group has been improved. The students in the experimental class after class with blue ink clouds show stronger learning initiative than those in the control class. In the experimental class, the students' general initiative in learning English and their autonomous learning ability have been greatly improved compared with those before the experiment.

After the experiment, the author tested the comprehensive English ability of the experimental class and the control class. Statistical results show that the autonomous learning model of extra-curricular English based on Mosoteach is conducive to the improvement of students' comprehensive English proficiency. After teachers provide foreign language information resources counseling, students in the experimental class can make more effective use of network resources to carry out learning, and better share foreign language resources among students. The use of Mosoteach achieves the teaching objectives of pre-class preparation, in-class communication and after-class thinking.

Conclusion

The reform of the optimization strategy of foreign language information resources in Colleges and Universities Based on Mosoteach will promote the renewal of College English teaching mode and teaching concept. This reform will also add new features and connotations to college English information resources. College students will cultivate the habit of actively searching for information, strengthen students' learning autonomy, diversify their learning content and make the simulated

learning environment more real. This study provides practical guidance on how to rationally select and optimize the use of higher education information resources.

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