Application of Online Teaching Mode on the Course of "French Extensive Reading" under the Background of "Internet +"

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Abstract: Extensive French reading is a compulsory course in the basic stage of French majors, and it is a necessary supplement and improvement of basic French. After years of exploring the teaching mode of French extensive reading courses and comprehensive teaching practical experience, we believe that the extensive reading courses should strive to achieve seven combinations: the basic French course and the French extensive reading course, the combination of teaching materials and foreign textbooks, the combination of literary classics and current affairs, the combination of language and culture, the combination of reading and exercises, the combination of traditional paper documents and internet resources.

1. Introduction

Extensive French reading is a compulsory course in the basic stage of French majors, and it is also a practical basic course that enables students to have a lot of exposure to French reading materials and cultivate their reading ability. The purpose of the French Extensive Reading course is to cultivate students' French reading ability and improve their reading speed; improve students' reading skills, including skimming, searching, close reading, and appraisal; and through reading and analyzing a wide range of materials, including works related to politics, economy, society, language, literature, education, philosophy, etc., expand students' knowledge, deepen students' understanding of society and life, cultivate students' analytical skills, logical thinking and independent thinking skills, and help students expand their vocabulary, enhance their sense of language, accumulate knowledge of various languages, and deepen cultural precipitation. To meet the curriculum requirements, it is necessary to give full play to the initiative and creativity of students and cultivate their independence and autonomy. However, since it is aimed at students who have only studied French for one year, in the actual teaching of extensive reading courses, teachers may adopt translation methods to explain, or follow the teaching mode of basic French courses, and only understand teacher's vocabulary and grammar. On the level of explanation, this kind of "teacher-centered" teaching effect is not ideal, and it cannot really achieve the curriculum goals.

2. Goals of French Extensive Reading Course

Compared with "intensive reading", the definition of "extensive reading" is to read widely, master the main idea of the article, and expand one's own knowledge. The main goal of extensive reading is to read and analyze a wide range of materials, including political, economic, and social , literature, history, sports, science, nature, etc., cultivate students' ability to analyze and appreciate famous articles and classics, logical thinking and independent thinking; cultivate students' ability to quickly, accurately and effectively obtain information; enhance Ability to understand, deepen sensitivity and understanding of French language, and broaden language horizons. Strive to observe and understand the current french social conditions from different perspectives through a large number of systematic readings, aiming to help students learn authentic French while also absorbing the rich and colorful knowledge of French national conditions, and increase their understanding of France and the world. Cultural understanding. (1) In the specific teaching practice, teachers play a guiding role: in order to better carry out the teaching activities of this course, teachers must set clear teaching goals and play a guiding role in the curriculum. On the one hand, if you analyze the texts

word by word and elaborate on the words and grammar, the meaning of "extensive reading" will be lost; on the other hand, the teaching of reading skills and reading concepts should be taught only by a short time in class. Greater than the reading content itself. This requires teachers to play a macro-control of the rhythm and content of the classroom, adjust or increase or decrease teaching content in a reasonable and effective manner, and be targeted to help students eliminate difficulties in reading. (2) Give full play to the subjective initiative of students, and students are the main body of the classroom: As a second-year professional student, students have mastered a certain vocabulary and grammar knowledge, and the ability to understand and grasp the overall text is the key to training. When faced with many new words in the textbook, how to maintain reading speed and uphold reading interest, especially the grasp of obscure and uncommon words in difficult articles. On the one hand, students must make it clear that their vocabulary is gradually expanded on the basis of a large amount of reading; on the other hand, through a large amount of extensive reading, gradually forming a reading method suitable for them, in order to build a complete French knowledge chain. Therefore, it is very important to establish two goals, to focus on "vocabulary" and "reading".

3. The Theoretical Basis and Practice of French Interactive Teaching under the Internet+ Environment

The long-standing mainstream educational guidance theory is the "stimulus-response theory", which advocates that teaching is to induce student reactions through external factors, and to provide appropriate reinforcement for each response, and that drills and exercises are the main thrust of teaching. Learning is a mechanical process, and the learner is a passive receiver. In the process of traditional instillation French teaching, teachers attach great importance to the transfer of knowledge, and strive to impart all professional knowledge to students. When cultivating students' application language ability, it advocates repeated oral and written mechanical exercises. This traditional teaching model of passive learning by students is obviously not capable of training "the ability to acquire knowledge, the ability to apply knowledge, the ability to analyze problems, the ability to independently propose opinions and the ability to innovate" foreign language professionals in the 21st century; It also runs counter to the nature of language. Language is a social function. Learning French is for communication, and cannot be satisfied with remembering some vocabulary or memorizing strict grammatical rules. Constructivism research emerged in the 1990s, and the representative figures are Piaget, Bruner and Sternberg. The constructivist teaching concept emphasizes that knowledge in teaching is not transmitted by teachers and passively accepted by students. It is that students with cognitive abilities actively select and process external information under certain circumstances, and actively construct the meaning of information. On the one hand, learners use the original cognitive structure to assimilate new knowledge and give the new knowledge a certain meaning, on the other hand, to adapt to the new knowledge to transform and reorganize the original cognitive structure. The theory emphasizes that teaching is student-centered, and students are the subject of cognition and the active constructor of the meaning of knowledge. The amount of knowledge acquired depends on the learner's ability to construct relevant knowledge based on his own experience, rather than on the learner's memory and the ability to recite what the teacher teaches.

The theory of situational cognition believes that knowledge is not isolated in books but embedded in practice. In teaching activities, we should pay attention to the problem situations and life situations related to book knowledge. This is also the reason why the original French textbook "Reflet" has been loved by Chinese teachers and students after it was introduced into China. Its supporting DVD provides us with real language materials and real communication situations, which is more in line with the cognitive needs of contemporary college students. Facilitate the absorption of learning content. Constructivist learning theory has brought an ideological revolution in teaching to traditional teaching, while multimedia network technology has provided strong material support and guarantee for teaching reform. The new French teaching model puts forward inevitable requirements for the transformation of the roles of teachers and students. Students are the main

body of teaching activities, autonomous and automatic learners. Teachers are transformed from traditional knowledge imparters and indoctrinators to organizers, instructors, helpers and promoters who actively construct meaning for students. Based on the above-mentioned constructivism, situational cognitive learning theory and the analysis of the role change of teachers and students in the multimedia network teaching environment, the author proposes a multi-level interactive mode of French teaching under the condition of multimedia network technology, including human-computer interaction, everyone interaction, the interaction between the learner and the learning content, that is, the interaction between teachers and students or between students, the interaction between people and multimedia teaching equipment, and the interaction between learners and learning materials.

4. Construct a Diversified Teaching Model Based on Internet Thinking

In the "Internet +" era, the flipped classroom teaching model has quietly emerged. This model has overturned the traditional teaching structure and changed the traditional teacher-centered education concept. Flipped classroom can also be translated as upside-down classroom, which means that the time inside and outside the classroom is turned over. Students complete independent learning and master knowledge in the time outside the classroom. The valuable time in the classroom is no longer taught by teachers, but the teacher will guide the learning method and summarize the knowledge. This teaching mode enhances students' initiative in learning and adapts to their learning characteristics. Students no longer worry about not taking notes or memorizing knowledge points in class. Instead, they can master knowledge efficiently and gain deeper understanding after class. At the same time, students can independently plan learning content suitable for their own situation, and teachers can assist students in their personalized learning in the classroom. Therefore, the trend of French teaching reform and development should be to construct diversified MOOCs, micro-classes and other flipped classrooms, and organically combine high-quality learning resources with new teaching models.

A flipped classroom teaching model based on MOOCs. The so-called MOOC (MOOC), M is the first letter of Masive, representing a huge scale. A MOOC course may involve tens of thousands of people. Compared with traditional courses, The scale is very large; the second letter O means Open, which means MOOC is open, as long as you are interested in this course, regardless of age or nationality, you can learn; the third letter O stands for Online, meaning MOOC The course of is online, you need to learn online, not limited by time and space; the last letter C is the first letter of Course, indicating that MOOC is a course. With the rapid development of the Internet, MOOC has become an important part of the teaching model of universities in the world. MOOC is a large-scale and open online course. The rise of MOOC mode is the innovation of education mode in the new era. The MOOC uses the Internet as a platform to give students the initiative of learning, and strengthen students' ability to learn French independently. The reform of college French teaching can stimulate students' interest in learning and improve their language application ability by constructing a flipped classroom teaching model based on MOOCs. In French language teaching, teachers should not blindly imitate the complex MOOC resources on the Internet, but should regularly screen and sort MOOC resources based on the actual situation of the course and students, and build a flipped classroom teaching model based on MOOCs. To implement the MOOC teaching model, we need to pay attention to these three aspects: one is that students need to learn independently through the MOO before class; the other is to conduct teacher-student interaction and student-student interaction in the classroom to report learning results and deepen students' understanding of knowledge ; Third, teachers and students give feedback and improve teaching and learning strategies in time after class. Different from simple teachers in traditional teaching, teachers in the new era should be transformed into screeners and providers of high-quality learning resources, helpers in the learning process of students, and evaluators after students obtain learning results.

The flipped classroom teaching model based on micro-classes. Micro-classes do not compress the traditional teaching process into a micro version, but select a certain knowledge point or a

certain teaching link in the teaching content separately to explain and record it into a micro video, through the Internet Share with students. To construct a flipped classroom teaching model based on micro-classes, four aspects need to be implemented: one is the design and production of micro-videos; the other is students' autonomous learning before class; the third is collaborative research-based teaching in the classroom; the fourth is class After the summary questions. Micro-courses are not only different from teaching resources such as teaching cases, teaching courseware, teaching design, and teaching reflection in the traditional teaching process, but also a new type of resource formed and developed on this basis. The difference between the micro-class and the MOOC is that the micro-class is short, simple, easy to use, and the subject is prominent. The time of the micro-video should not be too long, usually controlled within 10 minutes, which is compatible with the acceptance and cognitive abilities of modern students.

5. Conclusion

The application of multimedia network technology guided by constructivist learning theory is an important development direction of modern foreign language education. It is also an important means of educational reform, an important carrier of modern educational thoughts and concepts, and the "commanding height" and "breakthrough" of the entire educational reform. The introduction of multimedia technology in the French teaching process can realize the active, social and contextual teaching emphasized by constructivism. Through teacher-student interaction, student interaction, all-round and multi-level interactive teaching between teachers and students and teaching media, the language can be implemented the social and practical nature of the subject changes the traditional one-way teaching model, and builds a new teaching model that truly mobilizes students' learning enthusiasm, "Teacher-led and student-oriented" for quality education.

Acknowledgment

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