

Research on the Cultivation of English Majors' Speculative Ability under the Mixed Teaching Mode based on Network Platform

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Keywords: network platform; community of practice; cultivation of speculative ability

Abstract: Based on the theory of practice community, this paper explores how to improve the basic English classroom teaching of English majors in Chinese universities, thus promoting English classroom teaching and extracurricular exchanges, and expanding the connotation of learning. The results show that the design of this teaching model is reasonable. Starting from the three core elements of the actual society, it can have a positive impact on the cultivation of students' critical thinking ability, and provide theoretical and practical basis for the cultivation of English majors and other English teaching thinking ability.

1. Introduction

The traditional teaching mode is usually chalk and blackboard. The students and teachers face each other. The teacher said that the students lack initiative and passive acceptance. The online teaching mode can better solve the students' passive learning problems. With the rapid development of educational information, students can study independently and at any time. However, it is relatively difficult for students and teachers to communicate with each other in the online teaching mode.

The hybrid teaching model can be combined with the autonomy of online students and the offline face-to-face exchange learning to achieve complementary advantages. The mixed teaching model is student-oriented and teacher-led, combining the advantages of online learning and English classroom teaching. Students can learn online at any time and on their own. They can learn and think according to their own characteristics and preferences. They can refine and summarize the difficulties and present a difficult online discussion. In the online English class, students and teachers face each other and discuss difficulties and doubts. This not only improves the students' active learning, but also improves the efficiency of the English classroom.

2. Research Status of Thinking Ability of Chinese English Majors

At present, the most prominent problem in Chinese English education is the lack of speculative ability, emphasizing form and content. In terms of language memory, grammar exercises, and vocabulary accumulation, we should focus on the functional aspects of language. In language learning, the information acquisition channel is single, mainly relying on teaching materials and reference books; English classroom learning and discussion break away from life and society, ignoring the social and cultural aspects of language. English learners are mainly concerned with what to learn and how to learn, ignoring the importance of "self identity" to build learning. This situation is reflected in the problems in the formulation and implementation of English education policies, syllabus, teaching methods, learning methods, teaching evaluation, and teacher training in China.

In recent years, with the development of society, culture and economy, the ability to cultivate students' independent thinking and free exploration has become an important part of the National Long-Term Education Reform and Development Plan (2010-2020). In the field of foreign language education, the main findings are as follows: Reviewing the research on the cultivation of critical thinking ability in English learning in recent years, many researchers have proposed some aspects from the aspects of national foreign language ability training, teaching reform, and curriculum

setting. solution. Design, textbook writing and exam reform. At the micro level, the construction and assessment of college students' foreign language assessment ability has laid an important foundational work for the study of the thinking ability of Chinese college students. However, how to develop students' thinking ability in teaching and learning is the most urgent task of studying speculative ability. This is the most basic starting point for this study.

This study proposes a theoretical framework for the development of early thinking ability of English majors on how to develop students' thinking ability. This theoretical framework involves a variety of theories, which are diverse, flexible, and inclusive in practice. On this basis, the core problems that need to be solved in cultivating students' thinking ability are two points: (1) to create an environment for promoting communication in the process of cultivating thinking ability; from a macro perspective, language is the carrier of worldview and the carrier of worldview; 2) The cost of human society. From a micro perspective, language is the basic content of self-awareness, personal and social identity. In foreign language education in China, the combination of macro and micro language learning is often overlooked. The specific performance is as follows: teacher-student communication and student interaction usually maintain shallow communication, lack of communication, less reading, narrow knowledge, and low information processing ability. Through teaching practice, improving the connotation of information processing in environmental construction and language communication can help students develop their thinking ability.

3. Mixed teaching mode of online teaching design

The reconstruction of the curriculum is a necessary design and is strengthened according to the interests of learning, learning resources, study habits, and the characteristics of higher vocational courses. Specifically, according to the typical work task requirements, design teaching according to the actual work ability requirements, decompose and refine the course-related teaching content, and conduct online self-study.

According to the knowledge and ability requirements of the actual work, the knowledge points of the course-related teaching content can be designed into mini-course videos. Video is a more vivid, easy to understand, easy to master principle, but also pay attention to the pleasure of learning to meet the learning habits and characteristics of vocational students. Of course, the advantages of comprehensibility and compactness do not cover all content and course requirements. Therefore, we also need to carry out other supporting online teaching resources, such as course introduction, unit courseware, extended reading, typical cases, self-test, question answering and discussion.

Students can learn online through computers, mobile phones and other landing platforms. Learn basic concept knowledge points or methods of operation by learning micro-video, courseware and other network resources, and judge the degree of mastery through self-test. Students can discuss and communicate with each other. Teachers can also answer questions online. Teachers can conduct comprehensive evaluation based on the student's records, ask questions on quantity and quality, participate in communication and discussion on the online teaching platform, and provide guidance to each student's online learning.

4. Implement offline English classroom teaching design under the mixed teaching mode

The teacher adjusted the design of the English class based on the record feedback and the online teaching platform. With the feedback of the record and the previous online teaching platform, the teacher can guide the students to communicate and discuss the project effectiveness in the English class, and make decisions on the project.

In the offline English class, the teacher listens to the student's learning outcomes and makes appropriate comments to answer the student's questions. In the course of English classroom teaching activities, teachers can master the learning and point the direction according to the direction of the pre-designed main line. In the collision between communication and thought, students deepen their understanding and mastery of knowledge. The teacher assesses the student's English classroom attendance, English classroom performance, independent thinking about the

problem, and the effectiveness of team learning.

5. Problems existing in the current mixed vocational teaching mode

The hybrid teaching model based on the network teaching platform requires the support of the Internet, multimedia technology and network resources. Although the hybrid teaching model based on the network teaching platform has been promoted, the application of higher vocational colleges has achieved certain results, but there are still some problems.

The hybrid teaching model needs to combine online and offline education, especially the design and construction of network resources. The workload is huge, and the whole process is evaluated in multiple stages. The higher the requirements for teachers, the greater the workload of teachers. In addition, the teacher incentive mechanism involved in the mixed teaching reform is not in place, which affects the enthusiasm of teachers.

The construction of the campus network in higher vocational colleges is still relatively lagging behind, and it is necessary to improve the technical support of the network platform. The hybrid teaching model relies on the campus network. The campus network is the best WIFI covering the entire campus, including English classes, canteens, dormitories and other fields, so that students can learn online anytime, anywhere, but currently they can not do this. The bandwidth speed of the campus network is not enough, especially when students focus on the online teaching platform, there will be disasters, even searches. The campus network will also be unusable and there is no guarantee that online teaching will be necessary in a mixed teaching model.

The network teaching platform needs to strengthen the existing teaching resources, and the quantity and type of teaching resources should be increased according to the needs of students. At the current stage, there is a difference between online teaching resources and courses due to the mixed teaching model in the early stage of popularization. Teachers also use the online teaching platform for analysis, and there is a big gap in the construction of online teaching resources. Students use an online teaching platform, which is primarily determined by the teacher. Some teachers' online teaching platform resources are monotonous. They are not enough to bring the attraction to students because of the lack of resources in the online teaching platform.

Online self-study requires the learning awareness of vocational students. At present, some students do not have career planning and life planning in the future. In the English class, it is more difficult for teachers to supervise online directly than the supervision under the class. Some students are less likely to be willing to ask questions and discuss them on the Internet learning platform.

6. Network platform

The Internet is one of the largest instant messaging software in China, and it is also one of the most commonly used network communication tools for Chinese Internet users. According to official statistics, the latest monthly data on Internet accounts has reached 854 million, and online users reached 173 million, close to the highest figure of 200 million. Although the online platform is not only a specialized platform for learning and communication of education, it is also one of the most important channels for promoting college students' daily life. Network platforms are also widely used in education and teaching research. Some researchers began to study the way of communication from the Internet and the problem of negligence between college teachers and students. Use network groups to build a collaborative learning platform or online learning community; also conduct research on English writing training and flipping teaching; and the construction of a practical community is combined with a web platform. Some research has been done to promote the development of critical thinking skills for English majors.

To sum up, in the context of discussing the cultivation of students' critical thinking ability, it is necessary to explore undergraduate teaching combining English major with practical community theory and network communication platform.

7. Advice on vigorously promoting the construction of a mixed teaching model

Develop corresponding incentives and safeguards to increase teachers' enthusiasm for participating in mixed teaching. In the evaluation and other aspects can be given priority, or as the main body of the school, the calculation workload should be multiplied by a certain coefficient to encourage teachers to actively participate. Special rewards for mixed teaching.

All higher vocational colleges should strengthen the construction of online teaching platforms, allocate special construction funds, and upgrade the campus network. Realize the full coverage of the campus network, comprehensively improve the network speed and bandwidth, improve the network security mechanism, and achieve a 24-hour continuous network. The network teaching platform software should also be upgraded, and the user interface is more user-friendly and easier to use.

Strengthen training and encourage teachers to learn advanced online education techniques (such as learning and producing practical and convenient micro-courses, PPT courseware, etc.) to improve teachers' information technology. Increase the corresponding equipment purchase intensity so that teachers can make network resources conveniently and quickly. Teachers with high scores in network resource construction and students with higher evaluations will be rewarded.

According to the characteristics of higher vocational students, improve the usage rate of online platforms, improve the novelty and diversity of network resources, and attract students' attention; teachers should actively guide and improve the proportion of network platform evaluation. Teachers are encouraged to answer questions in a timely manner on the online platform.

8. Conclusion

Due to the limitations of the times, since the founding of New China, foreign language teaching has long been focused on the cultivation of language skills such as listening, speaking, reading, writing and translating. However, with the continuous improvement of the country's comprehensive strength, especially the "Chinese dream" of the great rejuvenation of the Chinese nation, our foreign language education theory and practice must be adjusted and changed. Foreign language teachers and researchers should recognize that foreign language teaching should shift from basic language skills to advanced thinking and innovation awareness and ability. This paper explores the feasibility of building a practical community from a micro level. The real education reform is inseparable from the actual actions of every teacher and student. Although this study has certain limitations in its promotion and application, it has certain reference for teachers and researchers to develop students' thinking ability in English learning.

Acknowledgments

School-level teaching reform project "Study on the skills improvement strategy of English teachers under the application-oriented talent training mode" 17JGYB32

Shaanxi Provincial Department of Education Project "Study on the Thinking Ability of English Majors and Its Cultivation Strategies" Item No.: 15JK1023

School-level Teaching Reform Project "Study on Skills Improvement Strategies of English Normal Students in Applied Talents Training Mode" Item No.: 17JGYB32

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