

A re-examination of College English teaching mode based on computer

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Abstract. In recent years, the teaching concept of "effective teaching" has been paid more attention to. The main characteristic of this kind of teaching idea is to highlight the learning effect of learners. This is consistent with the basic idea of "reflective teaching". Combining these two concepts, the author makes a preliminary study on the reflective teaching model of College English.

Introduction

The idea of effective teaching is derived from the first half of twentieth Century. Since then, effective teaching has always been one of the focuses of teaching research, which frequently appears in the field of educational literature and practice. Throughout the effective teaching of the study of history, we is not difficult to see effective teaching is a dynamic concept, and its connotation has been with the value of teaching concept, teaching the theoretical basis and research and teaching mode of change and continuous expansion and change. In fact, effective teaching is a kind of ideal teaching desire which is formed under the control of specific teaching values, and based on the results of teaching research. Therefore, the core of effective teaching is "effective" two words, that is, through the teacher in a period of time after the teaching, the students get the progress or development.

The network teaching and expand the teaching space and time. With the development of computer network technology in China and English multimedia teaching software, the advantages of network teaching become increasingly apparent. One of the significant advantage is that teachers by using the Internet, multimedia teaching, and create a lively teaching environment, improve the efficiency of teaching and the quality of teaching. Multimedia teaching using text, graphics, images, animation, video and audio integration interface, increased on students' sensory stimulation, make the teaching more image, three-dimensional and vivid, so as to improve the students' interest in learning. With the help of multimedia technology, the role of teachers is also shifting from the simple explanation to the diversity.

The concept of effective teaching includes the following aspects:

(a) effective teaching aims at promoting learning[1]

Effective teaching is a set of teaching strategies used to promote students' learning and teaching goals. Its core is "effective", and the "effect" of teaching is reflected in the student's learning, progress and development. Therefore, the criterion of judging the effectiveness of teaching is also the student's "learning" ". Effective teaching requires teachers to recognize the main position of students in the teaching process, with all the ideas for the development of students.

(two) effective teaching calls for the sense of efficiency

Effective teaching emphasizes the teaching effect, and the bottom line is the achievement of teaching goals. At the same time, effective teaching emphasizes the rational and full use of time, and the pursuit of the maximum of the students' development in the limited time.

(three) effective teaching needs reflection and innovation

Effective teaching must be a kind of reflective practice, which exists in the teacher's continuous reflection and exploration. Effective teaching requires both teachers with subjective consciousness, give full play to the spirit of creation, the teacher also needs to have conscious experience, from learning the practice to form their own practical wisdom.

The purpose of reflective teaching under the guidance of effective teaching idea

Effective teaching is a set of teaching strategies used to promote students' learning and to achieve the goal of teaching. It is also a standard to guide the teaching of teachers and to evaluate the effectiveness of teaching. Both as a strategy or as a standard and effective teaching more is a concept, and not a teacher can directly in the classroom to be the use of operation technology, or a direct to check teacher behavior index. Therefore, reflective teaching mode under the guidance of this theory arises at the historic moment.

In the multimedia assisted teaching mode, teachers also undertake the important task to arrange the classroom learning activities and assist in organizing extracurricular interactive cooperation. Generally speaking, Multimedia Assisted English learning activities are divided into individual activities, two activities and group activities three. Teachers need to introduce students to some specific program activities, clarify the activities of the categories, points out the significance for improving English learning activities. For the specific classroom activities, teachers should first give detailed rules, if the group activities should also be grouped. After make sure students aware of their responsibilities, in order to start command issued. For the students' extra-curricular learning activities, teachers have the responsibility to help them carry out activities through various channels and platforms. At the same time, teachers also bear responsibility for coordination. When students encounter difficult problem when teachers should actively intervene, as a man in the middle (middle-man) active participation in the solution of the problem.

Compared with the traditional teaching mode, multimedia network has formed a new educational environment, teachers will face the situation with the network share authority. From the point of view of the role of the authority structure, by teachers exclusive single authority to share and network multi polarization authority development; from the point of view of authority of time and space, the authority of teachers has been limited to school in time and space; from the point of view of authority, from the past single teachers and students face to face communication into facing the coexistence of a variety of modes of contact and other online communication diversified communication. Therefore, in the multimedia network environment, students and teachers in more equal opportunities under the authority to share resources, to achieve fair allocation of resources authority. However, this can easily lead to the loss of teachers in the teaching activities in positions of authority. Therefore, teachers must realize control by students learning to learn the changing role of participants[2].

Before the introduction of multimedia network in the traditional teaching model, teachers in the teaching activities plays inculcating knowledge role, to "talk" as the center to carry out teaching activities, is easy to cause the students accept the knowledge passively and ignore the active learning. Network multimedia teaching comprehensive use a variety of media technology, such as sound, graphic and text, to provide friendly interface, visual image interactive learning environment, the students a variety of sensory stimulation of the comprehensive, improve students' knowledge acquisition efficiency, prolong the retention time. In this mode, most of the tasks of knowledge communication are replaced by the network media, while teachers should consider how to guide students to better receive and understand knowledge, and the center of teaching activities is transferred to the students. Therefore, teachers must realize the role transformation from knowledge imparting to students' active learning knowledge.

Affective factors in language learning has important significance: depression, self enclosed, the feeling of boredom will seriously affect the learning efficiency; and attention, positive, confident feeling will effectively play and amplifying learning potential. In the traditional teaching mode, it can be through the teacher's personal charm and teaching skills to play, active classroom atmosphere, guide students to actively participate in. However, due to the current development of science and technology, the lack of real-time emotional communication in the teaching of pure multimedia is the existence of the so-called emotional obstacles. Therefore, under the environment of network multimedia, teachers should grasp the appropriate use of the principle of network multimedia technology, should be positioning itself to make up for lack of emotion, emotional communication "classroom host", and will avoid degrade ourselves become a computer operator.

Reflective teaching is will "learn to teach" with "learning to learn" unity, and strive to enhance the teaching practice rationality that teachers learn how to "teach", the students how to "learn", the core purpose is teach students "learning to learn". In order to "learn to teach", teachers should also learn from the perspective of the students to think, and ultimately realize the unity of the two "learning". Practice has proved that every good reflection, and on this basis to continue to work hard to improve their teaching effectiveness of teachers, their own growth and development will accelerate the pace, but also will promote the implementation of practical teaching purposes.

The application of reflective teaching model in College English Teaching

The success of College English teaching reform lies in the largely depends on the improvement of professional quality of teachers, and improve the professional quality of teachers is actually teachers for their own career continue to explore, practice and reflection. As a new era of foreign language teachers, in addition to learning a certain educational theory, language teaching theory and teaching methods and other professional development of the necessary knowledge, but also to strengthen the teachers' self reflection. American psychologist Posner has put forward the formula for teacher growth: growth = experience + reflection. It means that teachers should make a critical analysis of their teaching behavior and become a reflective practitioner[3].

The reflective teaching model can be started from two main aspects:

(a) creating an environment for promoting learning

1) create a learning environment with security, support and challenge. At present, has been the biggest obstacle faced by college students in the learning process is the lack of appropriate language environment, so as a teacher for students to create a can study in error, can learn to independent study and appropriate intellectual challenge of learning environment is a primary part of the reflective teaching model.

2) using the network platform to create the learning environment of the link in the classroom.

In the classroom, the teacher, the computer as a tool to design a comprehensive or creative classroom interaction activities; when the students in their spare time, the computer is to act as a mentor to the role of the teacher. In addition, data upload and download, between students, between teachers and students writing study and communication can with the aid of the network platform to complete ; teachers through his reflection on teaching activity, lets the student obtain the feedback of teaching. Students also participate in the teaching process, learning from passive into active, stimulate the learning interest and enthusiasm.

Continuous teaching reflection and innovation

Reflective language teaching is the teacher of each section of the course of tens of minutes of the things to be paid attention to, by keeping a diary teaching, writing teaching report, conducted a questionnaire survey and discussion, classroom teaching live audio and video, peer mutual teaching evaluation of classroom teaching behavior of research teaching, so as to enhance the understanding of foreign language teaching.

The 1) lesson summary. The teacher after class, according to the feedback information to modify the teaching, put forward the direction and measures of improving teaching quality. Before class predetermined teaching goal can be realized, only in after class to test out, after-school if not timely summary and reflection, the problem will never be solved, successful experience will not be able to get refining and sublimation.

2) write a reflective diary. After a detailed teaching activities, to record the activities of the background, effect, their experiences and feelings as well as students reflect, and put forward the problems and the idea of . This method is actually consciously to find a variety of problems in the teaching activities[4], to solve them. The teacher through the reflective journal will necessarily reflect on their teaching, improve and provide data for future teaching work. Teaching reflection log is a kind of teaching feedback form, is a kind of dialogue with their own way, is the focus of teaching experience record. It can be said, "teaching is conducive to understanding, log analysis,

change and go beyond the self, is a kind of promote their own professional development tools, is an important means to explore the reflective teaching.

3) exchange. In reflective teaching, classroom teaching observation class, a department, or the same course of teachers, to the identity of the assistants or cooperators added to the classroom, to attend each other and learn from each other and other teachers observation how to organize the classroom, activities, teaching content, include teaching strategies, methods and philosophy, note of the observed scene and found the problem, its role is to help teachers to reflect the classroom information collection.

To observe the exchange as a basic method of teaching and research activities, and in reflective teaching mode still have it handy and teachers observe each other, to observed the teaching scene for AC analysis, exchanging views, ask questions, joint research scheme to solve the problem, to teach the teacher teaching reflection, will play a open-minded, "stones from other hills jade" role.

4) carry out action research. The so-called teaching action research, teacher is to ensure the teaching success, in order to achieve the expected teaching goal, in various acts of the teaching process will be as the object of consciousness, has been actively active were program, evaluation and feedback, inspection, regulation and improvement of behavior process. This is the embodiment of teachers' reflection and "self-reliance" in the teaching activities in the.

The action research of teachers to become the subject of development and setting of curriculum. In the process of integrating theory with practice teachers gradually developed into "research" and "Explorer", and not simply to "jiaoshu Jiang".

The cultivation of the teaching behavior of scientific need a certain amount of time. During this period, advocate teachers rethink on their own teaching behavior, can promote the teachers to re-examine their behavior on the basis of the thought, actively seeking new ideas, new ways to solve the problems. After a long time, the teacher will become a conscious and effective reflection, so as to promote teachers' growth.

5) network evaluation. The network teaching platform provides an effective and convenient way for teachers to reflect on time. Teachers in the campus network establish a "network classroom" or "teacher-student interaction platform, teachers in the after-school record yourself on the day of the classroom teaching process feeling, can include" in the classroom and school occurred things personal feeling and meaningful aspects of teaching or school activities are described, the problems and to take the measures are needed to "Richards&Lockhart 2000:67. At the same time, teachers should make the students master the reflection of specific methods, timely to our classroom teaching reflection, through the network platform and students jointly established "electronic portfolio", recorded the whole process of learning tasks, to realize the process of recording and evaluation of students learning! This can describe the formation of students' personal knowledge and cognitive upgrading of the trajectory, not only conducive to the teaching of teachers summed up the law[5], but also allow students to see their own progress. The application of modern network technology in College English teaching means the change of teaching mode, and the effective change is quite difficult (Wallace, 1991:54) ".

Conclusion

Reflective teaching is to pursue the effectiveness and rationality of the teaching process. This is equally applicable to teaching objectives and teaching methods. Teaching objectives are too high or too low, will affect the effectiveness of teaching objectives. The rationality of teaching objectives requires that teaching objectives can not be deviated from the purpose of teaching, which can not be contrary to the regularity of teaching. Teaching means must be reasonable under the premise of effective teaching methods. Reflective teaching can flexibly adapt to the changes of teaching elements, complete the set goal of practical teaching, and also optimize the practice teaching.

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