

Research on the Innovation and Practice of University English Teaching Mode under the Environment of Smart Education

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Abstract: This paper analyses the necessity of university English teaching reform in the digital era, discusses the specific content of university English teaching mode innovation and teaching practice, and expects to enrich the existing university English teaching mode and improve the learning effect of learners.

Keywords: Smart education; University English teaching

1. Introduction

Intelligent education is oriented to the “intelligent growth of people”, the use of artificial intelligence technology to promote the intelligent transformation of the learning environment, teaching methods and education management, to provide appropriate learning opportunities in universal school education, to form a precise, personalised and flexible education service system, to maximize the development needs of students. (Cao Peijie, 2018) Its technology is characterised by digitalisation, networked intelligent Intelligent and multimedia, and the basic features are openness, sharing, interaction, collaboration, and ubiquity. In this study, intelligent education refers to the comprehensive and systematic use of intelligent means by teachers to carry out university English education in English as a second language, create intelligent classrooms rich in “wisdom”, and enable students to acquire knowledge while increasing their personal wisdom. Intelligent education aims to maximise the function of educating people, so that the university English course carries multiple goals such as belief education, professional training and quality improvement.

On 20 September 2022, at the meeting of UNESCO’s High-Level Steering Committee for Education 2030, Minister Huai Jinpeng mentioned that digitalisation should be used as a lever to pry the overall change in education and vigorously promote the digital transformation of education.

It can be found that smart education has attracted great attention in the strategic deployment of education at the national level, and the development of smart education has become an important part of the reform and innovative development of education.

2. The Necessity of Innovation of College English Teaching Mode

First of all, the research and application of wisdom education is actively carried out at home and abroad today. In this context, the research on the innovation and practice of teaching mode of college English under the intelligent environment is in response to the needs of the country and in line with the trend. Secondly, under the environment of intelligent education, the teaching mode of college English in the past can no longer meet the current needs of learners’ learning and development. It is mainly reflected in the following aspects: 1. English teaching in some colleges and universities still adopts the traditional teaching mode, with the teacher lecturing mostly, not focusing on the students’ main position in the classroom, the students’ lack of independent thinking, and less interaction between teachers and students. 2. Although some colleges and universities use multimedia technology in English teaching, but the teaching courseware is either not replaced for several years, without adding vivid, immediate and more attractive audio and video materials for students, or some teachers are not interested in the teaching of the English language, but they are not willing to change their teaching mode. Although some colleges and universities use multimedia technology in English teaching, the teaching courseware either has not been changed for several years, without adding vivid, instant and more attractive audio and video materials for students, or some teachers are not skilled in the

application of multimedia technology and do not have a comprehensive understanding of the new multimedia teaching software, or they simply superimpose the application of the content of the text and the PPT courseware, and design the occasional multimedia materials without in-depth application of integration. As a result, the quality of English teaching can not be effectively improved.³ In addition, in the large amount of English information and consultation, some teachers sometimes abuse the network information, excessive use of images, audio and video, easy to ignore the students' link in the content of the lesson, and less interaction with students. Therefore, the existing teaching mode can no longer meet the diversified learning needs of learners, which requires considering and analysing from multiple perspectives, changing concepts, making efficient use of teaching resources in the era of intelligent education, innovating teaching modes, and exploring feasible practical methods for the innovation of university English teaching mode in the intelligent environment.

3. Constructing a University English Teaching Model

Under the environment of intelligent education, this paper argues that the university English teaching model can be constructed from the following aspects.

3.1 Enhancement of teachers' competence

Teachers are the main practitioners of smart education, the key element and core driving force for the implementation of smart education, and the development of smart education requires a team of teachers with high digital literacy and high teaching skills. Teacher capacity enhancement includes the following four aspects: 1. Teacher professional knowledge enhancement, which, in college English teaching, includes both the enhancement of teachers' English language professional knowledge as well as the enhancement of their teaching ability. 2. Teachers' skills in applying modern information technology enhancement. 3. Establishment of a student-centred education philosophy. 4. Establishment of a moral education concept. 5. Teachers' ability can be improved in the following ways: first, experts and scholars can be invited to provide professional learning and training for teachers. Second, experienced and capable teachers in our schools can be selected as mentors to guide and help other teachers to learn and grow. Third, teachers can be encouraged and organised to participate in training activities for technology-enabled learning, and opportunities can be created for cross-regional and cross-school collaboration. Fourth, time and financial support can be provided for teacher training, including training, refresher courses, workshops and seminars. Fifthly, teaching teams of teachers can be formed to divide up the work and brainstorm for common progress.

3.2 Integrate textbook e-learning resources and build multimodal teaching resources

The existing teaching materials, due to their writing and publishing cycles, have problems such as outdated content and lagging information, while the scientific and instructive nature of the teaching materials is undeniable. Therefore, in specific teaching activities, teachers should take the textbook as the support point, use various teaching techniques, freely integrate all kinds of teaching resources, screen the latest audio and video materials suitable for students' learning for classroom teaching, and mobilise students' enthusiasm for classroom learning with the latest materials and topics. After class, teachers can use WeChat, StudyPass and other online resources to push, check, and answer questions on relevant learning content. As a result, to a large extent, students can no longer rely on textbooks, and achieve ubiquitous learning and personalised learning at any time and any place.

3.3 Constructing active student social groups and assigning diverse interactive and co-operative tasks

Smart education environments need to promote collaborative learning among learners and help learners break out of isolation and silence. Therefore, teachers can assign interactive and collaborative teaching tasks to be done by teachers and students, and by students and students. Teachers can create a space for students to demonstrate their learning outcomes, such as a public website or in the classroom. For example, role-playing, dubbing of English classic films, microfilm production and other tasks can greatly increase students' interest and motivation to learn, and enhance students' sense of achievement and satisfaction.

3.4 Technical support for students' learning

As students encounter technical difficulties when learning in the intelligent learning environment, teachers can invite technical experts to answer students' questions, or organise "learning technology sharing sessions" or collective symposiums to help students master network technology. Through instant feedback of intelligent evaluation results and teacher evaluation, peer evaluation results, classroom and after-school activities to help students find their own shortcomings, clarify the direction of future efforts, and develop a reasonable allocation of learning time plan.

3.5 Co-operation and Sharing to Strengthen Online Course Resource Construction

At present, software and platforms such as We learn, unipus, Netease Open Class, China University MOOC, Rain Classroom, Green Deer Education, Learning Tong and so on can provide foreign language online education services. Teachers can apply various intelligent learning platforms and software to serve their teaching with the help of products and contents such as online quality

courses, catechism courses, microclasses, animations, videos, etc. developed by schools and enterprises. Therefore, firstly, teachers on campus can build and share together to develop online quality courses applicable to their own institutions. Secondly, inter-college and international cooperation on digital course resources should be strengthened to promote mutual selection of courses and resource co-construction and sharing through bilateral and multilateral co-operation with top institutions at home and abroad.

3.6 Curriculum Thinking and Politics, Traditional Chinese Culture Teaching Naturally Integrated into Wisdom Education

In 2020, the Ministry of Education issued the Guidelines for the Construction of Civics and Politics in Higher Education Curricula (hereinafter referred to as the “Outline”), pointing out that comprehensively advancing the construction of curriculum civics and politics is a strategic initiative to implement the fundamental task of cultivating morality and nurturing people, and that the construction of curriculum civics and politics is an important task to comprehensively improve the quality of talent cultivation. At the same time, intelligent education, as an advanced form of education that deeply integrates intelligent technology and disciplinary education, has the important value of highlighting the wisdom of teachers in cultivating morality and cultivating people, realising the advantages and complementarities of school resources for cultivating morality and cultivating people, and broadening the time and space for the development of cultivating morality and cultivating people in schools. In teaching, the digital and intelligent features of intelligent education can be used to naturally integrate the teaching of curriculum ideology and traditional Chinese culture into the process of intelligent teaching and various aspects of teaching evaluation like spring breeze and rain, and to cultivate and improve students’ ideological and moral qualities, cultural literacy, and to mould students’ character, so as to guide students to establish a correct outlook on life, the world view and values.

3.7 Constructing a dynamic and intelligent teaching evaluation approach

Apply digital tools, such as Qinglu Education, Rain Classroom, etc. to record the learning process data, and generate electronic school records to record the learning process, so that we can accurately draw a picture of the learners. Breaking the single mode of “one test to determine the results”, combining formative assessment and summative assessment, combining teacher assessment and student self-assessment, student-student mutual assessment, combining intelligent dynamic assessment and manual assessment, building a multi-dimensional, comprehensive intelligent assessment system, and cultivating students’ intelligent learning ability.

3.8 Designing the teaching process and developing teaching practices

Follow the new wisdom teaching mode, apply the wisdom classroom, and select a class for teaching practice. (1) Before class: Teachers can release course-related learning materials through the smart teaching platform, including catechism, micro-video, micro-lessons made by teachers themselves, etc., and set up the time nodes. (2) During the lesson: Teachers carry out precise teaching. Based on the textbook and the feedback from the intelligent teaching system, teachers can record micro-videos, presentations, design group discussions and cooperative learning tasks, and invite students to present their work in the classroom, focusing on solving the key teaching problems. Teachers can also provide customised tutorials for students, so as to achieve student-centred and tailored teaching. (3) At the after-school stage, the smart teaching platform can be relied upon to provide multi-modal and multi-question review exercises, cooperative group tasks, and to make after-school as a high-quality extension of classroom teaching through real-time assessment, automatic diagnosis, learning tracking and other technical means. In addition, comprehensive learning profiles, learning assessment reports and follow-up learning guidance suggestions can be quickly generated based on learners’ overall learning data.

4. Conclusion

To sum up, there are some inherent drawbacks of the existing university English mode under the intelligent education environment, and it is a move to combine the intelligent education environment with university English teaching organically and innovate the university English teaching mode, which is in response to the needs of the country and in line with the development of the times. This helps to enrich the form of university English teaching, improve the learning effect of learners, mould learners’ good character, and make learners become better and more comprehensive intelligent talents in the future and have better development.

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