

Research on Wisdom Education of College English in the Era of Big Data

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Abstract: With the rapid development of modern information technology and the arrival of the era of big data, “smart education” as a new concept has been constantly explored and studied by Chinese and foreign scholars from multiple angles combined with practice. At the same time, this new teaching mode, which is endowed with new connotation and characteristics, also provides new ideas for the innovation of college English teaching and reform path. Based on this, this paper focuses on the concept and characteristics of smart education, analyzes the current situation of college English classroom teaching in China, and discusses how to reconstruct and innovate college English classroom teaching methods and implementation approaches under the background of big data technology from the aspects of classroom teaching organization, teaching and learning path optimization and the feasibility of smart education teaching mode, so as to provide a reference for the research of college English wisdom education.

Keywords: Big Data; College English; Wisdom Education

1. Introduction

In recent years, with the application of 5G, artificial intelligence, Internet of things, cloud computing and other modern information technology in the field of education and continuous penetration and integration, it not only highlights the official arrival of the era of big data, but also promotes the emergence of the new concept of smart education, and gives it new connotation and characteristics. At present, although there is no clear definition and final conclusion about this concept, researchers in the field of educational technology at home and abroad mostly analyze and study smart education from the perspective of informatization. The main goal of this idea is to improve a series of conceptual integration with the information technology of education system, and to reconstruct the basic ideas. In short, in the big data environment, it is to change the traditional education concept and teaching mode, and build a modern ecological education system based on application, which is more open, mixed and intelligent. Therefore, in college English classroom teaching, the smart classroom teaching mode of college English is to explore the practical application of modern information technology in teaching and meet students’ personalized learning needs under the background of big data era, and to transform the classroom teaching mode pertinently. Through innovation and reconstruction in the implementation of new ideas and new methods, it provides a new research paradigm to establish the corresponding classroom teaching wisdom support environment and wisdom teaching resources. At the same time, the application of intelligent education teaching mode should pay more attention to the personalized development of students, and highlight the dominant position of students.

2. The characteristics of smart classroom and the current situation of college English

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teaching

2.1 Characteristics of smart classroom

Smart classroom refers to the teaching and learning activities organized, lead and guided by teachers, based on the cloud platform and network learning space, and make full use of the modern information environment, in order to effectively solve the bottleneck problems in classroom teaching. In view of the traditional classroom teaching mode, it has outstanding advantages in focusing on the solution of classroom teaching problems, dynamically capturing students' learning results and situations, and real-time analyzing the learning mode data of individuals and student groups. Its specific characteristics are as follows: First, data classroom. In the classroom teaching, teaching depends on data, according to the analysis of the data generated in the process of students' learning, we can master the learning situation of students' individual and group; The second is the interaction of classroom. With modern information platform and software as teaching tools and platforms, the interaction between teachers and students becomes more three-dimensional and two-way; Third, the dynamic openness of the classroom. By using modern information technology such as multimedia or some intelligent terminal systems, we can break through the restrictions of time, space and place, and make classroom teaching activities more open and dynamic, so as to unify teaching inside and outside the classroom; The fourth is the cooperative inquiry of the classroom. In classroom teaching, we can adopt the learning method of group cooperation and inquiry. Through cooperative learning, students, with the same learning needs and hobbies, can gather together to learn from each other. Teachers can monitor students' learning situation with the help of relevant platforms, and evaluate the overall learning effect of students according to the relevant data generated by the system, and change the traditional education concept, as well as constantly update their own teaching methods and improve their professional quality; Fifth, personalized learning. Before class, the students' preview situation is evaluated, and the students' in class detection situation is analyzed, so that their personalized learning situation is evaluated, and the personalized teaching guidance scheme is formulated. In this way, through the smart classroom model, not only can we cultivate students' autonomous learning ability and improve their information literacy, but also can gradually realize the internalization process of their knowledge through students' autonomous learning.

2.2 Current situation of college English teaching

According to the relevant research, there are still some teachers in college English teaching in our country who adhere to the educational concept of teacher centered and oriented, cramming knowledge, and classroom lead by teachers. The classroom teaching mode is single, and their teaching focuses on the presentation of English knowledge, while neglecting the cultivation of students' English learning ability and application ability. Teachers are either regarded by students as a "universal machine" to solve problems, or they regard themselves as a "universal machine". In addition, due to the current positioning of college English course in colleges and universities in China, it is only a public basic course for professional support. Affected by the development direction of colleges and universities, the level of English teachers is limited, and there are some differences in the teaching ability of college English teachers. For non English major students, English as a public course is often ignored its own unique value and instrumental function, and teachers only complete the basic teaching tasks in the teaching process. In addition, the nature of public courses determines that college English courses are usually taught in several classes at the same time, with the characteristics of large number and large class type. In classroom teaching, teachers are not only unable to take into account the individual needs of students, but also do not have enough time to understand the students' learning situation and effect, and provide targeted guidance, so the effect of English classroom teaching is not ideal.

3. Analysis of college English wisdom education in the era of big data

From the perspective of classroom teaching, we know that the introduction of any teaching mode should be based on whether this mode can really play its due value and role in teaching. Therefore, the direction of smart education itself is to solve the bottleneck problems that restrict the improvement of students' learning quality, construct effective classroom teaching patterns, and design new paths in classroom teaching and learning, in order to provide new ideas and methods for the innovation and reconstruction of classroom teaching activities.

3.1 Preparation before class

In the early stage of college English smart classroom teaching, we should first make teaching preparation, which is very important. It mainly includes the release of new tasks, students' own preview, and the implementation steps of learning plan and so on. When releasing tasks, teachers should ensure the integrity of teaching tasks, provide a good environment for students' learning, and enable students to keep up with the pace of teaching, in order to master the key knowledge points, and carry out more smoothly in the follow-up teaching activities. Of course, the task issued by the teacher should be complete, but also the most basic task, so that students can quickly master the knowledge of a chapter. After mastering the basic knowledge, students will be able to combine their own actual needs, make use of big data wisdom education and teaching resources, and consciously screen suitable learning information from the network platform, so as to realize autonomous learning and complete the corresponding preview test questions. Then, according to the learning progress, we can determine the learning program, choose the appropriate information to reconstruct the knowledge system, and solve the problems in the process of group cooperative learning. In addition, for some problems that cannot be solved in the group, the problem statistics can be sorted out and uploaded to the server by the team leader. In this way, through autonomous preview, students can complete the learning task issued by the teacher, and timely feedback the problems they do not understand to the teacher. According to the feedback information of the students, the teachers optimize the teaching needs, highlight the key and difficult points of teaching, and make the classroom teaching more targeted.

3.2 Knowledge acquisition stage in class

In the process of college English classroom teaching, smart classroom teaching also involves the creation of situations, cooperative discussion, classroom testing and comments. In the process of creating the situation, teachers can enrich the content and form of English smart classroom with the help of modern technology such as network information, cloud computing, big data and so on, and effectively solve the problem that students' personalized needs cannot be solved in time in traditional English classroom learning. Students can also simulate the real situation in the classroom learning, learn in the virtual environment, and make the whole teaching process more interactive, to strengthen the students' interactive experience. When the English smart classroom is associated with the virtual environment, students can interact with the content in the pre-set situation of the course. Students participate in language learning through their own senses, actively use their brains to think, and acquire knowledge in the experience, so as to enhance the learning experience in the situation, make the English learning process more "vivid", and achieve good English language learning effect.

Cooperative discussion is a form of reflection of the interactive characteristics of smart classroom. That is to learn English in groups. In the college English wisdom class, students can be divided into several learning groups, with the group as the unit, learning English through the method of mutual help among groups, so as to jointly solve the difficult problems in English learning. In order to make students communicate and interact more effectively in classroom learning, teachers need to provide students with sufficient learning space. Of course, teachers can also advise students to use some auxiliary equipment and software. Now there are many English learning software and platforms on the market, such as "learning with you" and so on. Students can learn English, watch videos, exercise oral English and so on at any time. In the process of learning, teachers can provide relevant learning platform for students to download their own learning, make records, and share their own learning resources in group cooperative learning. Moreover, with all kinds of learning platforms and big data tools, it is more convenient for teachers to master the learning situation of students. If students have doubts about the application of a grammar in the process of cooperative learning, they can verify its usage in time, and restore the English language by playing foreign movies and TV videos. Teachers can record and analyze the data in the background, so that students can participate in English language learning activities more actively and answer questions in thinking collision.

Classroom testing is a part of college English classroom teaching. With the help of big data and other information technology, the classroom testing of smart teaching can test the effect of related learning activities. Teachers can automatically sort out the test results of students through the network background, and complete the data analysis of test review, statistics and so on. This not only greatly saves time, but also enables teachers to have a more thorough understanding of students' individual learning situation. At the same time, the system will automatically explain the existing problem data in the detection, which

brings great convenience for teachers' classroom teaching.

In the intelligent teaching of college English classroom, comments are also essential. With the help of big data feedback information stored in e-learning platform and software, teachers can obtain students' learning data information. According to the big data information, we can make scientific comments, implement more scientific management of students' learning activities, and constantly optimize and adjust the teaching time, in order to appropriately increase or decrease the teaching content, and design and innovate more efficient teaching activities.

3.3 After class knowledge improvement stage

Knowledge improvement after class includes personality guidance and feedback. After evaluating students' English learning, teachers should provide personalized guidance to students through smart classroom, deepen and consolidate students' knowledge, and further optimize the teaching content according to students' learning needs. It is the last step for students to internalize their knowledge to organize feedback in smart English class. With the help of information technology, teachers can collect and sort out relevant data about students' learning process information, time information, etc., according to students' knowledge construction, cooperation ability and other aspects, so as to make a more accurate evaluation on students' learning, thinking innovation, problem-solving and cooperation ability, and create conditions for subsequent teaching activities.

4. Conclusion

In short, the classroom teaching environment directly affects the classroom teaching. In the big data environment, English smart classroom education should adapt to the teaching objectives and students' learning reality, effectively integrate the three stages before class, in class and after class, so as to screen and optimize the teaching and learning paths according to the students' actual learning situation, teachers' teaching level and teaching content characteristics. Of course, in order to achieve better intelligent classroom teaching effect, adapting to the teaching needs of the new era, and promoting the generation of students' intelligent thinking cannot be achieved overnight, which is a persistent process. With the help of the technical advantages of big data, smart education provides effective and convenient means for teaching, breaks the bottleneck of teaching and learning in traditional teaching, and helps students master the learning situation in real time, in order to comprehensively and accurately completes personalized learning activities in an iterative and optimized way. The implementation of smart education needs the joint efforts of the majority of teaching staff. In order to cultivate high-quality and creative talents, we continue to explore new ways to realize the reconstruction of information-based teaching innovation mode.

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