The Application of MOOC Teaching Mode in College English Interpretation Teaching

Xiaohui Bao*

Inner Mongolia Normal University, Hohhot 010010, Inner Mongolia, China. Email: ellenhui1978@163.com

Abstract：With the continuous deepening of the reform process of education modernization, the ecology of college English teaching is also gradually changing, which also poses new challenges to its interpretation teaching, and the application of MOOCs in actual teaching is becoming more and more extensive. In the practice of interpreting teaching, the rational application of MOOCs can further enhance the flexibility and vividness of teaching, gain more students' favor, effectively improve the quality of interpreting teaching, and provide a stronger guarantee for the improvement of students' English core literacy. In view of this situation, this article first briefly summarizes the advantages of MOOC in college English interpreting teaching, and then puts forward some suggestions on the application of MOOC teaching mode in college English interpreting teaching.

Keywords：MOOC Teaching; College English; Interpreting Teaching

In the university education system, English interpreting teaching is an indispensable content, which has a vital influence on the growth and development of students in the future. However, when many college English teachers are doing interpreting teaching, the teaching concepts and methods are still lagging behind, resulting in a boring classroom atmosphere, and it is difficult to fully motivate students to participate in knowledge initiative, resulting in a relatively average quality of interpreting teaching, and the implementation of MOOC Teaching can effectively solve such problems. Therefore, the teachers in charge of English interpreting teaching in colleges and universities should clearly understand the important value of MOOC in their teaching practice, and use the MOOC to teach flexibly in accordance with the actual situation of students, so as to further break the constraints of time and space, and improve the flexibility and flexibility of interpretation teaching content. Richness, which further improves the quality of interpretation teaching to a greater extent, and promotes the overall development of students.

1. The advantages of MOOC in college English interpreting teaching

1.1 Enhancing the richness of teaching content

In the teaching practice of applying MOOC for knowledge teaching, teachers can integrate more learning materials from the Internet in English classrooms, and these materials are not static,but will be continuously updated and supplemented. The rational use of these resources can further Enrich teaching content, effectively broaden students' horizons, help them master more English knowledge, and contribute more to their interpreting skills. Therefore, college English teachers should flexibly use MOOCs to carry out knowledge teaching, and give students greater autonomy, so that they can flexibly choose the corresponding learning content according to their own needs, so as to better make up for the deficiencies of existing teaching materials.

1.2 Improve the flexibility of study time

For English teachers in colleges and universities, when interpreting teaching, the rational application of MOOCs can not only give students greater autonomy, but also allow them to choose the appropriate learning content according to their own hobbies and majors. At the same time, using this model, students can adjust their learning progress independently according to their own understanding ability, and make flexible arrangements of learning time based on their own situation, so that students are more involved in knowledge learning, and the flexibility of learning time is further improved. It can also enable students to be more

proactive in their knowledge learning, and provide a stronger guarantee for the efficient development of interpreting teaching.

1.3 Improve the interactivity of interpretation classrooms

In the process of college English interpreting teaching, through the effective use of MOOC, teachers and students can rely on the network platform to develop closer and in-depth interactive exchanges based on the content they have learned. For example, in the learning process, if students encounter doubts and puzzles, they can interact with classmates or teachers in real time through the MOOC platform to solve their doubts in time and make them more knowledgeable about relevant theoretical knowledge. Deep understanding and knowledge. At the same time, students can share their thoughts and experiences on the MOOC platform, play a role in learning from each other and make progress together. In addition, through closer interactive communication, teachers can also more accurately grasp the students' level of understanding and actual needs, and provide a more true and reliable reference for the optimization of subsequent teaching methods.

2. The application strategy of MOOC teaching mode in college English interpreting teaching

2.1 Do a good job in the integration of pre-class resources and curriculum development

In the course of English interpreting teaching practice, in order to realize the effective application of MOOC, college English teachers should integrate pre-class resources in advance, develop courses reasonably, properly cut knowledge modules, and promote online and offline teaching content. Close connection, reasonable planning of online and offline teaching ratios, and complete the organic integration of teaching resources, so as to lay a solid foundation for the application of MOOC teaching mode. First of all, teachers should make high-quality lesson plans in combination with teaching, and in the lesson plans, describe the expected teaching objectives, specific content and methods in detail, and then upload them to the MOOC system, and inform students in advance to preview and assist students in knowledge learning, so as to lay a solid foundation for the efficient development of subsequent teaching; Secondly, search for corresponding teaching materials on the Internet based on the teaching content, and combine the content of the teaching materials and the materials on the Internet for teaching PPT production, and conduct high-quality teaching micro-video recordings. Ensure that there are no guiding, technical and theoretical errors in the PPT and instructional videos. Then upload the corresponding PPT and teaching video to the MOOC platform, as an important resource for students to learn English interpreting, and provide a more effective reference for students' preview and independent learning; Thirdly, we must encourage students to participate more actively. In the MOOC learning, college English teachers should pay attention to the reasonable arrangement of ability tests, real-time interaction, and barrier games in the MOOC curriculum development, so as to effectively enhance the interest of the MOOC and better attract students' attention. Strength, to provide a more powerful guarantee for the efficient application of MOOC.

2.2 Do a good job of guiding the teaching of MOOC knowledge in class

In teaching practice, whether in regular classrooms or MOOC teaching, the responsibilities of teachers will not change, and more humane and more efficient methods are needed to guide students to learn knowledge. Therefore, in the actual teaching process, teachers in charge of English interpreting should maximize the role of MOOC and stimulate students' initiative to participate in MOOC learning. In the teaching phase of the class, they should strengthen the interactive communication with students. More diversified measures to mobilize students' subjective initiative to participate in knowledge learning can further improve the quality of English interpretation teaching and play a greater role in promoting the smooth development ofMOOC teaching. First of all, teachers should give a detailed and comprehensive description of the important role and interestingness of MOOCs, so as to deepen students' understanding and understanding of this new teaching model, and make them more willing to apply MOOCs for knowledge learning; Secondly, teachers when choosing a MOOC knowledge module, it should be based on the teaching goals and the rationality of the selection should be ensured, so as to effectively avoid the vague goals and the content that does not fit the reality, and to ensure that the content of the MOOC can be more in line with the actual and expected students. The teaching goals play a greater role in improving the quality of interpreting teaching; Again, in the teaching process, teachers should strengthen communication with students, encourage students to boldly express their views on the content of the MOOC, and tell what they have encountered. Therefore, while completing the efficient teaching of knowledge and eliminating students' doubts in time, it recognizes the shortcomings of the current MOOC teaching model, provides a true and reliable reference for the optimization of MOOC content, and guides them to complete knowledge learning more efficiently.

2.3 Do a good job in encouraging and evaluating students after class

Although the application of MOOC for English interpreting teaching can effectively improve the flexibility of teaching and

greatly improve the autonomy of students, this situation will also lead to supervision problems, making MOOC teaching a mere formality, and it is difficult to effectively play its role, even many. As a result, students will study perfunctory and even skip class. Therefore, when college English interpreter teachers use MOOC as a teaching model for knowledge teaching, they should pay attention to the important role of after-class motivation and evaluation, so as to better complete the supervision of students and make them realize that the interpreting course is important for themselves. The important influence of growth and development is to understand the efforts made by schools and teachers in this regard, and deepen their attention to the learning of the MOOC, so as to lay a more solid foundation for the effective application of the MOOC teaching model. At the same time, many colleges and universities now use the final exam as an evaluation model in the process of assessing students' interpreting learning achievements. As a result, the assessment results do not meet the objective and comprehensive requirements, and it is difficult to stimulate students' enthusiasm. Therefore, colleges and universities should reform the evaluation model, comprehensively consider students' daily performance, online evaluation and offline evaluation results to evaluate students overall, so as to obtain more objective and accurate evaluation results, complete effective supervision of students, and encourage them to be more effective. Actively participating in MOOC learning provides a stronger guarantee for the implementation and contribution of the MOOC teaching model.

3. Conclusion

All in all, in the context of the widespread popularity of the Internet, the MOOC teaching model has become more widely used in actual teaching. In the process of high-efficiency English interpreting teaching, reasonable application of MOOC teaching mode can effectively enhance the richness of teaching content, enhance the flexibility of learning time and the interactivity of interpreting classrooms, and achieve a multiplier effect with half the effort. However, in order to maximize the role of the MOOC teaching model, teachers should prepare well before class, complete the effective integration of resources, produce higher-quality MOOCs, and do well in class guidance and after-class evaluation and assessment. Only then can the teaching effect of interpreting be better improved, and promote the improvement of students' core English literacy.

References

1. Wang X. The application of MOOC teaching mode in college English interpretation teaching. Literature Education (Part 2) 2020; (09): 148-149.
2. Zuo S. From "Mu Lecture" to "Mu Xiu": An innovative teaching model of college English based on the flipped classroom model. Journal of Mudanjiang University 2020; 29(03): 115-120.
3. Li Q. Research on English-Chinese interpretation teaching based on flipped classroom. Education Modernization 2019; 6(67): 161-162.
4. Li Q. The innovation and practice of interpretation teaching under the background of MOOC. Campus English 2019; (21):15.