Analysis of the Mixed Teaching Mode of College English Writing Under the "Internet +" Environment

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Abstract: College English writing teaching is an important part of college English teaching. The traditional teaching mode of college English writing is single and even not valued by teachers and students. Nowadays, because the new curriculum reform education puts forward new requirements for the cultivation of students' subject quality, and the formation of "Internet +" information education environment, college English writing teaching also hopes to keep pace with The Times and realize self-innovation. Therefore, in this paper, based on the "Internet +" environment, we discuss the new teaching mode of college English writing, and focus on the application method of the theory and application value.

Keywords: Mixed teaching mode; College English writing; "Internet +"; Value; Application method

College English writing teaching can guide college students to consolidate the achievements of the second language acquisition in middle school with the help of English language, and improve the core quality of the pragmatic language of college students. Therefore, under the background of the new curriculum reform, the mixed teaching mode arises at the historic moment. It provides college students with richer and better quality educational resources, and plays an important role in promoting the level of college English writing teaching activities[1].

1. About the Mixed Teaching Model
1.1 The Basic Connotation of the Mixed Teaching Mode

The hybrid teaching mode is different from the traditional teaching mode, because it realizes the integration of various teaching modes, including the popular flipped classroom, cloud classroom, MOOCs classroom, and also includes the traditional case study classroom, project-driven teaching classroom and so on. The deep-level cross-integration teaching development mechanism presented by the mixed teaching mode is very unique, which can really further improve students' participation in classroom learning, and is also excellent in optimizing the classroom teaching effect[2].

1.2 The Significance of the Application Value of the Hybrid Teaching Mode

The hybrid teaching mode shows the special application value significance in the current "Internet +" era. It is an important product of the application of the modern teaching system, because it realizes the organic combination of online and offline teaching, and also integrates a large number of teaching resources, which is of great help to improve the efficiency of classroom teaching. In the mixed teaching mode, the interaction rate between teachers and students has increased, which maximizes the teaching effect of teachers and students. Taking college English writing teaching as an example, the application of hybrid teaching mode can reflect many values. The following are three brief points:

First, it fits with the current general trend of higher education reform. At present, college English teaching pays attention to the training of national professional foreign language talents, that is, the training of compound talents with practical value. Therefore, the hybrid teaching mode skillfully uses the Internet platform to stimulate students to collect more network resources in the teaching classes of new media, MOOCs, flipping and micro class, and completely rely on modern information technology to learn English and try English writing. In this way, in the mixed teaching mode, students' English writing learning effect is better, and their learning vision is fully opened[3].

Second, the mixed teaching mode aims to improve college students 'independent inquiry ability, and in the college English writing teaching activities, students' English writing ability is also improved. The reason is that the mixed teaching mode presents a richer teaching connotation, which has completely surpassed the traditional face-to-face teaching mode, but stimulates students to learn

independently through a variety of teaching modes, reflecting their more advanced values in the mixed teaching mode. Of course, the mixed teaching mode is also of great help to expand the interaction space between teachers and students. It completely optimizes the content of many resources in college English writing teaching, and is more helpful to improve the English teaching and research system of English writing.

Thirdly, under the guidance of the mixed teaching mode, teachers can conduct online and offline teaching activities at the same time, integrate online and offline teaching resources, and help students to clarify the real goal of English writing and learning. In the process of learning English writing, students need to understand, apply and evaluate relevant knowledge content, and improve their ability of independent inquiry in the process of establishing English writing evaluation methods for students. In this process, teachers also help students to clarify their various shortcomings in writing, so as to establish deeper learning goals.

In the application process of mixed teaching mode, college English writing teaching needs to realize the effective complementarity of traditional knowledge content and Internet information technology, so as to realize the maximum allocation of educational resources and establish a systematic resource integration mechanism. In this way, teachers can also deeply promote the rational use of learning resources in college English writing teaching, and help students to integrate the knowledge resources they need to learn in a larger scope[4].

2. Strategy Analysis of the Mixed Teaching Mode of College English Writing Under the Guidance of "Internet +" Environment

In the college English writing teaching activities, the ultimate goal of teachers and students teaching is to give full play to the value of mixed teaching mode and integrate a large number of various network teaching resources. Therefore, this paper believes that the following teaching mode strategies should be proposed in the mixed teaching of college English writing in the "Internet +" environment.

2.1 Focus on the Integration of College English Writing Elements

Teachers should pay more attention to the integration of college English writing elements, guide students to learn in the "Internet +" environment, make full use of the resource platform, and deeply consider many important elements in the teaching environment. Generally speaking, teachers should give full play to the important value of many elements in the mixed teaching mode, and really make up for many deficiencies in the traditional college English writing teaching. It should be emphasized that teachers need to choose learning resources for students based on the teaching objectives of college English writing, and establish a corresponding optimization mechanism based on the allocation ratio of learning channels and learning methods, so as to achieve a balance in the allocation ratio of knowledge resources for students, so as to maximize the benefits of English writing teaching for college students.

In the process of paying attention to and integrating college English writing elements, teachers also need to use more "Internet +" information technology content. For example, the English writing adaptive learning system for college students based on artificial intelligence technology hopes to achieve rich functions after the design, including the vocabulary bank, writing material library and so on. Word bank is also an important part of the English writing system of college students, because of its high quality of vocabulary bank compilation and its strong ability of adaptive test execution effect. In the process of building the vocabulary bank, teachers hope to strictly select the vocabulary content, select the representative writing topics, and cover the vocabulary questions of different difficulty levels combined with the writing questions, so as to create a prerequisite for students to better participate in college English writing exercises. These questions are generally screened, evaluated and researched by artificial intelligence technology, which can meet the requirements of college students for English vocabulary learning[5].

Followed by English writing choice strategy, it is mainly based on adaptive test core elements to establish efficient and accurate topic strategy mechanism, create conditions for students to learn English vocabulary system, the final ability level is mainly based on college students being test ability level, which for students vocabulary reserves analysis students answer the results, finally to the final assessment results, and then expand English writing practice process, be prepared.

2.2 The Teaching Platform of "Internet + College English Writing" will be Comprehensively Optimized

Teachers should comprehensively optimize the teaching platform of "Internet + College English writing", establish a teaching task module in the process of integrating the platform resources, display the writing title and writing requirements on the platform, and open the network automatic correction mode and writing resources link. In teaching, students can use more offline time to practice writing, and establish a platform interactive communication mechanism around the organic combination mechanism of classroom, family online and

offline learning, so that students can reasonably use the correction and supervision functions to form a technical support system[6].

3. Conclusion

At present, college English teaching should rely more on the "Internet +" technology and concept to carry out teaching activities. Especially in the teaching of college English writing, teachers should integrate the mixed teaching concept, pay more attention to the organic integration of online and offline teaching resources and technical content, and pay more attention to the improvement of students' English writing learning ability. To ensure that starting from the teaching platform, integrate various teaching elements, carry out the teaching process, do a good job in teaching evaluation, and constantly improve the English writing ability of college students, so that they can better adapt to the current "Internet +" education concept, and can put the "Internet +" technology concept into practice.

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