The influence of College Students' mobile phone dependence on English classroom teaching and Countermeasures

Yue Zhu

Anhui Sanlian University, Hefei, Anhui 230601

Abstract: in the current era, college students' mobile phones have significantly improved, and many students have a certain dependence on mobile phones. This situation leads to many students' inability to concentrate in class, and teachers are also vulnerable to students' influence, which makes the teaching quality poor. In order to ensure the progress and overall quality of English teaching, colleges and universities and teachers need to deeply analyze the current situation of students' use of mobile phones in the classroom, then explore the actual impact of students' excessive use on teaching, and analyze the internal factors of this problem, and then from multiple angles, strive to build the College English teaching pattern in the new era with the help of the advantages of the Internet. This paper analyzes the influence and Countermeasures of College Students' mobile phone dependence on English classroom teaching, and puts forward corresponding views.

Key words: mobile phone dependence; The influence of English classroom teaching; Countermeasures; research

1. Current situation of College Students' using mobile phones in classroom

1.1 How often college students use mobile phones in class

Based on the analysis of relevant survey data, most college students use mobile phones in English class, and only a few students do not use mobile phones in class. Especially in the context of the current information reform, many college English teachers use various apps to teach and sign in in the classroom, which to some extent exacerbates the phenomenon that students rely on mobile phones in the classroom. From the above, at this stage, most students use mobile phones in English classes. However, due to the poor cognitive ability and self-control of some students, they have their own dependence psychology, which is not conducive to teachers' effective teaching activities. At the same time, it is difficult to ensure students' active participation in learning, making English teaching lack of pertinence.

1.2 Many teachers also began to try innovative teaching methods

In the traditional perspective of teaching, College English teachers directly explain the relevant knowledge in combination with the teaching content, and then let students master and learn. This kind of teaching method has certain limitations. Although it can ensure the overall teaching progress, it is not conducive to students' active participation in learning. In response to this situation, many teachers began to actively innovate teaching methods. For example, many teachers started to use information technology, terminal platforms and other teaching activities relying on the advantages of the Internet, and achieved some educational results.

2. The influence of College Students' excessive use of mobile phones on English Teaching

First, in terms of teachers' teaching. Because English knowledge is relatively fragmented and highly relevant, most teachers' classroom teaching content is very boring. Many students' excessive use of mobile phones is not conducive to teachers' effective teaching activities, and it is difficult for students to actively participate in learning, which makes the teaching activities carried out by teachers not targeted and the overall teaching effect is poor. Secondly, mobile phones and other mobile terminals have a certain positive impact on English teaching. At present, mobile phones have complete performance. With the help of mobile phones, students can not only search for information, but also get in touch with teachers and other students in time. Especially in the context of the continuous development of information technology, online teaching has become a trend. Teachers can carry out teaching activities relying on online teaching platforms and mobile terminals. Therefore, mobile phones can promote English teaching to a certain extent. If teachers reasonably control the use, they can improve the quality of English teaching to a certain extent, so as to promote the development of English teaching.

3. Internal factors of College Students' dependence on mobile phones

3.1 School level

According to the actual situation, classroom management is the key content of school management. Many colleges and universities have issued corresponding systems for classroom management, but these contents are not wide-ranging. They are only for students who are late or leave early, but the corresponding system for students' classroom learning behavior has not been implemented. In addition, some schools began to explore the classroom management system, but they did not consider the scientificity and pertinence of the system, which is not conducive to the comprehensive development of students.

3.2 Teacher level

1. poor pertinence in English class

Under the limitation of traditional teaching ideas, many English teachers mainly explain relevant knowledge in combination with teaching content, and then let students practice and master it. In this process, teachers rarely interact with students. Although this teaching method can ensure the teaching progress, it is not conducive to students' active participation in learning, and many students will be distracted. There are also some teachers who put forward relevant questions around the teaching content, but the students' answers are not positive, which leads to the students' poor overall interest in learning and their comprehensive English literacy can not be improved.

2.Teachers' classroom management is not strict

Students in Colleges and universities have begun to understand, so in the teaching of colleges and universities, many teachers focus on knowledge explanation, and teachers do not pay attention to students' learning in this process. In addition, College English is mainly taught in large classes, which increases the difficulty of teachers' classroom management to a certain extent and is not conducive to teachers' effective teaching activities.

3.3 Student level

From the perspective of students' learning motivation, many college students' interest in English learning is not high, and some students' self-control ability is poor. Facing the boring English classroom and the colorful online world, many students choose the latter. In addition, some students did not set their own learning goals, and did not set their own career planning and academic planning, so it is difficult for them to participate in learning independently.

4. Effective strategies for controlling college students' dependence on mobile phones

4.1 The school implements the corresponding system

1. implement the classroom mobile phone use system

In order to reduce the situation of "bow heads" in the classroom and create a good English classroom teaching environment for college students, the corresponding management personnel of the school need to be based on reality, in-depth analysis of the teaching and learning situation of teachers and students, formulate and improve the corresponding management system around the improvement of the quality of English Teaching in the school, so as to restrict the use of mobile phones by students in the classroom.

2. strengthen the construction of campus culture

Strengthening the construction of campus culture is also an important method for schools to infiltrate moral education and gradually establish students' correct value cognition. In practical development, schools can cooperate with teachers to carry out teaching activities such as study style construction and debate competition, so as to guide students to establish correct value cognition and realize the impact of excessive use of mobile phones on themselves and the classroom. In addition, the school can also use official wechat, public account and other publicity to help students gradually develop good mobile phone use habits.

3. teachers guide students to make career planning

In teaching and management, school counselors and English teachers need to actively carry out corresponding career planning and career planning guidance to guide students to establish their own learning and development goals during learning. In this way, students' interest in learning can be mobilized and their development goals can be clarified; Teachers can also make students aware of the negative effects of excessive use of mobile phones through interviews and class meetings, and gradually establish students' correct value cognition.

4.2 Improving teachers' educational ability and promoting teachers' professional development

Teachers' comprehensive educational ability largely determines the progress of teaching reform and teaching quality. Therefore, schools need to pay attention to the improvement of teachers' educational ability in the development, so that teachers can master more teaching methods and concepts, and start to build a new teaching team in the new era. At this stage, in order to improve students' excessive use of mobile phones in the classroom, fully mobilize students' interest in learning, and promote the development of students' multiple abilities, English teaching reform needs a group of modern teachers with excellent comprehensive ability, certain humanistic quality and innovative consciousness, and the rationality of the structure of teachers is also very important, which covers disciplines, majorsTherefore, it is of great value to cultivate some academic leaders with high theoretical attainments and double qualified teachers with strong practical ability for optimizing the structure of the teaching staff.

4.3 Open up online education platform and implement fragmented teaching

Fragmentation refers to the complete thing is divided into a variety of pieces, and its extension to teaching mainly refers to a new learning phenomenon, namely fragmented learning. Fragmented learning mainly covers the following aspects: first, students' learning time is fragmented, such as when resting and queuing. Secondly, knowledge fragmentation in the process of language learning, such as pronunciation, grammar and other content. Finally, space fragmentation. At this stage, new technological means expand students' learning space, and teachers can guide students to learn through online learning platform. Based on the concept of fragmentation, post fragmentation emphasizes that learners should appropriately build a personalized cognitive system that can promote their own development, and gradually strengthen the control of their own behavior, especially in the current information background to further achieve the set goals. Post fragmentation points out the direction for English teachers to break the shackles of teaching and carry out targeted teaching activities. Teachers can rely on the teaching platform built by the school to carry out corresponding teaching activities, and also support students' autonomous learning.

At this stage, in order to support the teaching reform in Colleges and universities, many enterprises and institutions have launched various online teaching platforms and apps, such as unips, which is used with college English textbooks. The relevant teaching platforms cover multiple end classes such as CET-4 and CET-6, reading, foreign culture, translation and communication, which provide a lot of learning resources for teachers and students, It is conducive to teachers' teaching activities and students' post fragmented learning. For example, when the author explained the relevant content of shopping, the author carried out relevant teaching activities with the help of mixed teaching method. Shopping knowledge is not unfamiliar to students, but college textbooks involve knowledge about the application of discount coupons in shopping in western countries. In order to strengthen students' awareness of participation, the author carefully selected

the corresponding teaching case - "the origin and application of discount coupons" for students, and then with the help of the teaching platform built by the school, Collect Western knowledge and cases about shopping and upload them to the class learning app, so that students can learn relevant knowledge and complete corresponding learning tasks, so that they can participate in English knowledge learning. At the same time, the online platform has the monitoring function, and the author analyzes the students' learning situation and communicates with them in time. According to the students' online learning situation, the author guided the students around their learning weaknesses in the classroom, let the students understand the origin and usage of discount coupons, and arranged the shopping situation, so as to mobilize the students' learning interest, and the teaching effect is very significant.

4.4 English teachers innovate teaching methods and arouse students' interest in learning

The student-centered principle is an important theory for teachers to carry out effective teaching activities and minimize the impact of mobile phones on students' learning. This theory emphasizes that students are the main body in teaching. Teachers need to arrange an effective teaching environment, use a new teaching mode to mobilize students' interest in learning, and let students actively participate in learning. In this way, teaching restrictions are broken, so as to promote the development of teaching. From this perspective, in order to deepen the reform of English teaching, College English teachers should adhere to the student-centered principle to carry out corresponding teaching activities. For example, the author selected the practice project of "Southeast Asia cross border tourism group" according to the teaching content. In practice teaching, the author organizes students to study, so that students can gradually understand the key points and precautions of overseas group tourism, and they will also consciously try to practice around these contents. After that, the author asked students to collect information related to the practice project and integrate it into a project book. In the classroom teaching, the author asked the students to complete the practical teaching task in groups of three. The author inspected the students' practice, pointed out the errors in the students' operation in time, and helped them solve the problems. In a similar real working environment, students' ability and literacy have been improved, and they can gradually get rid of the "control" of mobile phones, and actively participate in learning. The overall teaching effect is very significant.

4.5 Multiple teaching evaluation, multi angle evaluation of students

The teaching evaluation system from the traditional perspective is relatively single, which is mainly evaluated by professional teachers in combination with students' daily performance and final exam scores. This method does not reflect the students' learning process, and teachers cannot adjust the teaching direction and content in combination with students' evaluation. In view of this situation, the author believes that under the new background, College English teachers need to further improve the teaching evaluation, evaluate students from students' knowledge mastery, inquiry ability, classroom participation, and school administrators and students should participate in the evaluation of students, so as to build a relatively perfect teaching evaluation system.

Conclusion:

The continuous development of information technology makes mobile phones more popular. College Students' cognitive ability is not sufficient, and many students rely on mobile phones, which leads to students' lack of concentration in the classroom. At the same time, this situation is not conducive to English teachers' achievement of the established educational goals. In the context of quality education, in order to further improve this situation, teachers can focus on "Internet +", rely on online teaching platform (APP), and carry out effective teaching activities with the help of students' mobile terminals, so as to improve the quality of teaching. However, in the process of school development, the school needs to support the teaching reform of English teachers, help teachers guide students to get rid of mobile phone dependence by implementing corresponding systems and improving teachers' educational ability, while English teachers need to carry out effective teaching activities with the help of effective teaching methods and rich teaching content, so as to improve the overall teaching effect and promote students' diversified development.

References:

[1] Shen Yao,Huaxin Liu,Ke Xie An analysis of the current situation of College English Majors' using mobile new media to learn English -- Based on the investigation and analysis of Xi'an University of Arts and science [j]New West (theoretical Edition), 2019 (17): 29-30

[2] Jing Liu The promotion effect of mobile app in formative assessment of College English teaching [j]Overseas English, 2018 (11): 61-62

[3] Sumei Zhong Application of smart phones in College English teaching [j]Journal of Changchun University, 2019,27 (08): 116-119

[4] Weiwei Wang,Gengqing Chen Research on the application of "mobile micro class" in College English teaching [j]Journal of Suzhou Institute of education, 2018,21 (03): 104-106

[6] Shaoying Liu Research on the application of smart phones in College English teaching [j]Think tank era, 2019 (15): 99-100

[7] YuanyuanPractice and exploration of College English teaching based on mobile app superstar Peng learning platform -- Taking English intensive reading as an example [j]Changjiang series, 2019 (14): 77+79

[8] Yang Li Newsela assisted teaching reform of College English reading course [j]English Square, 2020 (09): 52-54

[9] Hua Yang,Bin Huang Research on fragmentation learning mode and evaluation of College English based on mobile client [j]Writers' world, 2021 (24): 109-110

[10] Hua Yang,Bin Huang Research on fragmentation learning mode and evaluation of College English based on mobile client [j]Writers' world, 2021 (24): 109-110

[11] Wenjuan Yuan Application of mobile phone dubbing software in college oral English teaching [j]English Square, 2021 (36): 110-112

Research on evidence-based nursing education mode and effect of five-year higher vocational nursing students based on school enterprise cooperation

Gaoxia Jiang, Jing Li, Lirong Zhou, Zihan Bu, Shaoyu Ding
Nanjing Vocational Health College, Nanjing, Jiangsu 210000

Abstract: To investigate the evidence-based ability and needs of five-year nursing interns in our school, provide a theoretical basis for the revision of the five-year higher vocational nursing talent training program and education reform, carry out evidence-based nursing education intervention based on the school enterprise joint training mode, and improve the low evidence-based ability of five-year higher vocational nursing interns. Methods: the combination of school training and clinical training was used. Results: the evidence-based nursing ability and evidence-based cognition of nursing students in the experimental group were significantly improved, which was higher than that in the control group, and the difference was statistically significant ($p<0.01$). Conclusion: the demand for evidence-based nursing training in higher vocational colleges is high, and the school enterprise combination mode to carry out evidence-based nursing education can promote the improvement of nursing students' evidence-based nursing ability, improve the core competitiveness of students, and promote the ability of teachers' team.

Key words: school enterprise cooperation; Evidence based nursing; Nursing education; Five year higher vocational nursing students

Evidence based nursing (EBN) has been influenced by evidence-based medicine since the 1990s. Its scientificity and practicability have been paid more and more attention and become a new trend of nursing development. The lack of evidence-based nursing knowledge and skills of clinical nurses is one of the important factors hindering the practice of evidence-based nursing. The reason is the lag of evidence-based nursing education. The development of evidence-based nursing should start with education and cultivate students' ability of evidence-based nursing. Although there have been studies on evidence-based nursing education for undergraduate and graduate nursing students, there are few studies on the cultivation of evidence-based nursing ability of higher vocational nursing students, and the students cultivated in higher vocational colleges are the main body of the nursing team, and their evidence-based nursing ability will directly affect the scientificity and standardization of evidence-based nursing practice.

The school running mode of school enterprise cooperation is the product of the development of China's vocational education to a certain extent. Since China's reform and development, the country has attached great importance to the development of vocational education. Evidence based nursing is very practical in clinical practice, while nursing students' ability in finding and proposing clinical problems and practical application of evidence is weak. Therefore, it is of practical significance to carry out evidence-based nursing education for nursing students based on school enterprise cooperation. This paper aims to explore the evidence-based nursing education mode for five-year higher vocational nursing students based on school enterprise cooperation.

1 object and method

1.1 object

Taking the fourth grade pediatric nursing students of grade 17 five-year higher vocational nursing in our school as the intervention of evidence-based nursing education

For example, the rest of the nursing students in this grade were used as control.

1.2 Evidence based nursing training intervention program

1.2.1 start time of control science: in this study, the intervention time of evidence-based nursing training was set as 2 weeks before the internship of nursing students.

During this period, nursing students in our school have completed all relevant theoretical knowledge learning, have certain nursing professional knowledge, statistical knowledge and medical English reserves, and are suitable for carrying out evidence-based nursing

[12] Lulu Cheng,Lanling Dang Research on College Students' Mobile English learning through mobile app [j]English Square, 2022 (11): 125-127

[13] Chunhong Liu Research on College English teaching mode under the background of distance education [j]Overseas English, 2022 (18): 122-123

[14] Wenhua Huo,Yingnan Wang The influence of mobile phone dependence on College Students' English learning and coping strategies [j]Ship vocational education, 2019,7 (03): 68-69+72

[15] Jiao Zhang Research on the current situation and Countermeasures of mobile phone dependence of English Majors [j]Changjiang series, 2019 (23): 142-143