A Tentative Study of English Teaching Strategies in Senior Middle Schools under the Internet

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Abstract: In 2012, China put forward the concept of "Internet +" and provided new ideas for development in many fields. Front-line educators were also inspired to combine the Internet with teaching practice to explore. "Internet +" education is the use of information technology in the field of education to realize the sharing of educational resources. The education model is often new and education is informatized. The emergence of this model has provided reference for many front-line educators, promoted the continuous improvement of the traditional education model, and is conducive to the continuous improvement of the quality of education. This article will elaborate on the impact of "Internet +" on high school English teaching strategies from the perspective of the Internet background, and provide guidance for other English educators.

1. Introduction

1.1 The Content of the Teaching Materials is Not Rich Enough

The learning content in traditional teaching materials is scarce, and the explanation of knowledge is also very brief. Students can only rely on teachers for their daily learning. There are few self-study learning materials that can be used independently, although there are supporting CDs, audio tapes and other teaching materials. However, these are far from meeting the needs of students for teaching materials, and the utilization of these teaching materials is not high, and the teaching effect is not satisfactory. Many teachers seldom use these teaching resources due to their teaching habits, and the result is just discarded [1].

1.2 Teachers Cannot Make Full Use of Online Teaching Resources

In recent years, with the development of the Internet and technology, although certain online teaching resources are included in the supporting textbooks, or related teaching materials can be explored on the Internet, many teachers are self-proclaimed, or are not good at using the Internet, or are not good at using the Internet. The ability to accept teaching resources is not high, or because they are accustomed to traditional teaching methods, etc., they fail to make full use of network resources. Even if some teachers can use network resources, they are only used as supplementary materials after class. After class, because students are not very self-conscious or have a heavy burden on other tasks, this part of the materials is basically useless and cannot be integrated with

teaching. Fundamentally change the shortcomings of the traditional teaching model [2].

1.3 Students Fail to Make Effective Use of Online Teaching Resources

Although the Internet is full of various learning materials, it only accounts for a small part of the effective ones, and often requires high fees, which not all students can afford. In addition, high school students are under great academic pressure, and self-learning of these online resources requires slower progress and more time. Most students are unwilling to spend their time on this part, so students do not make full use of the teaching resources on the Internet [3].

2. The Advantages of the Organic Combination of the Internet and High School English Teaching

2.1 The Internet Broadens the Scope for Teachers to Acquire Knowledge

The scope of knowledge that traditional teachers can acquire is only some supplementary materials and their own knowledge hours. However, due to the intervention of the Internet, many teachers record micro-class cloud videos and upload them to the Internet, so that everyone can learn from each other's teaching experience. There are also some special learning software and learning platforms, which have the latest and systematic English knowledge. Teachers can choose appropriate materials to integrate into the teaching according to their own teaching plan and the level of the students. You can use relevant learning materials to study by yourself. Because of the special characteristics of the subject, English needs to be accumulated and reviewed frequently, which also improves the teacher's knowledge and professionalism to a certain extent. Therefore, "Internet +" teaching has greatly broadened the scope of teachers' acquisition of knowledge, strengthened teachers' professionalism and improved teaching quality [4].

2.2 Strengthen Students' Autonomy

In the past teaching mode, English teachers mostly teach themselves by self-teaching. Students are the object and the teacher is the subject. Moreover, the traditional duck-filling teaching makes students less motivated to learn. All learning content is arranged by the teacher, and the ability to learn independently is low. Affect the quality of learning. The "Internet +" teaching overcomes this shortcoming to a large extent. There are a variety of resources available to students on the Internet. Students can choose their own learning content according to their learning needs in their spare time. This learning mode will The "fragmented" time is well used. After students become the main body of learning, their learning enthusiasm is significantly improved, which is conducive to improving academic performance and overall development.

2.3 Use the Internet Platform for Effective Interaction

Because of the particularity of English subjects, learning is different from other subjects. Students need to interact with each other to master English knowledge. What was lacking in previous English teaching is this aspect. Traditional English classrooms are taught by only one teacher. Knowledge, there is less interaction between students and teachers, and there is basically zero communication after class. Therefore, students need a platform to communicate and interact to meet the needs of English communication. The Internet just meets this demand of students. Not only can students communicate with each other, but also can use social platforms to interact with foreign friends to improve their English learning ability.

3. Innovative High School English Teaching Strategies under the Background of the Internet

3.1 Constructing a Diversified Interactive Learning Environment

The learning environment refers to all the external factors that directly or indirectly affect the learning of individuals and groups, which play a vital role in the learning of students. "Internet +" education has brought a new educational environment for students. Although the Internet is ubiquitous around us, applying it to teaching requires the joint efforts of teachers and students. Teachers and students need to use the Internet as a teaching tool, make rational use of it, tap the rich and useful teaching resources, complete knowledge reserves, broaden horizons, improve the quality of teaching and learning, and use the Internet as a teaching aid.

In the new educational environment of "Internet +", there are many useful resources for teaching, and English teachers can take advantage of this model to interact with students. Therefore, it is necessary for teachers to use "Internet +" to construct a diverse and interactive learning environment when teaching English. The specific operation methods are as follows: First, students are the main users of the Internet, so it is necessary for students to control the use of the Internet. A platform that students can simply operate should be used to strengthen the interaction between students and the Internet. Secondly, the Internet is flooded with various learning resources. Because students have limited free time and lack of distinguishing ability, teachers need to screen and select teaching resources that are beneficial to students' learning, and present them to students in an orderly manner. The knowledge reserve of students improves the quality of learning.

3.2 Constructing a Diversified Mixed Teaching Model

The teaching model refers to a relatively safe and effective framework model and activity procedure established under the guidance of certain teaching ideas or teaching theories. Teaching mode is not only an effective method of teaching activities, but also a systematic summary of teaching experience. Practical and effective teaching mode is conducive to better English teaching and to achieve the goal of English teaching. The Internet has gradually become popular in people's lives, and computer technology has gradually appeared in education. All this makes the "flipped classroom" education model present a feasible path. The excellent educational resources selected by students through the use of the Internet will not rely solely on teachers to impart knowledge as in the past. Students slowly move towards the dominant position, and teachers gradually withdraw from the stage and move towards students, focusing more on helping students solve problems instead of directly telling answers and ideas for solving problems. Therefore, teachers should conform to the general trend of "Internet +" education, construct a diversified mixed teaching model in daily English teaching, and change the traditional inefficient teaching model.

4. Use the New Model Platform to Enhance Students' Autonomy

The new education model "flipped classroom" has the biggest feature: it can enhance the autonomy of students. Teachers can distribute teaching-related videos to students so that students can watch before or after class, so that they can learn and understand independently, so that teachers will not be in The classroom takes up time for teaching, making the classroom a place for students and teachers to interact, answering questions, communicating academic problems, and cooperating and communicating for students, thereby improving teaching efficiency. The micro-class is the main tool for students to study and preview before class as long as they are supporting materials, so that the students can use the main tool for learning. Therefore, teachers should record the micro-class video in advance before the teaching activity is a necessary teaching method, and students should

also be considered when recording the video. The video should conform to the students' cognitive characteristics and assist students to better complete pre-class learning.

Taking high school English Canada-The True North as an example, this class mainly introduces Canada's geography and customs, and learns about the customs and cultural characteristics of different countries through this topic. But this article is different from other articles that introduce countries. This lesson does not introduce Canada as a whole, but looks at Canada from the perspective of a visitor. This is the important and difficult point of this article. Therefore, before teaching activities, the author searches the Internet for some Canadian travel videos and some small articles about Canadian customs and culture to increase students' interest in learning. In order to enable students to learn more effectively, the author designed a study guide to guide students to gradually understand teaching knowledge before class. It is inevitable that they will encounter some problems during the learning process. These problems are the key to class discussion. Students should also make reasonable use of the online interactive platform to communicate the important and difficult points, and solve some of the important and difficult points in advance to save classroom teaching time. Before classroom teaching, students can also be encouraged to study micro-classes on their own, discovering the existing learning ability problems, and provide convenient ideas for later learning.

4.1 Screening Micro-Classes for Students, Teachers and Students Work Together to Study

Classroom is the main place for students to learn English, and classroom teaching is an important part of English teaching. In the classroom, students have constructed a new knowledge framework through independent learning. Constructive learning theory shows that students will learn knowledge through transfer experience. Therefore, in middle school English teaching, teachers should not only respect the learning gains of students, but also bear the learning gains, encourage students to share knowledge and learn new knowledge. Flipped classroom teaching is a way for teachers and students to explore learning problems together. It is also a mode for completing English language practice. It is also a place to deepen English knowledge. Therefore, the author will continue to pay attention to the problems of primary school students' autonomous learning and explore in the micro-classroom.

Example: Travelling around. From the network platform, in accordance with the homework feedback from students. The author found that many students are unable to distinguish between British English and American English. Followed by the focus, in the classroom through the micro-vision mode to show students common expressions in British English and American English, such as: (British English) I've just had breakfast. (American English) I just hadlunch. The introduction of these expressions encourages students to use the form of small groups to link their own preview with English learning, so that some students can conduct detailed analysis of these language differences. On the basis of group cooperation, through random selection supplements and innovations for junior high school students, students with learning difficulties and other group members, students' group interactive exploration is realized, which not only greatly reduces the teaching burden of teachers, but also improves students' practice Inquiry ability also deepens the cognition of English knowledge, and then enhances English learning ability.

Through the cooperative learning of students, the author encourages students to construct through language use in micro-classes and express their thoughts in the form of dialogue according to the purpose and tasks of English teaching. Therefore, it enables students to better understand the language and at the same time improves the language practice ability.

4.2 Application of Diversified Teaching Evaluation

Evaluation is an important part of education. The effective implementation of the evaluation of the teaching situation can not only guide teachers to understand their own teaching situation, learn from each other's strengths and improve teaching skills, but also further guide students to further improve their professional level and improve their English learning level. Improve high school English teaching evaluation teaching under the network environment, so teachers should conduct high school English teaching in the context of "Internet +", break the limitations of teacher evaluation and summative evaluation, use diversified teaching evaluation methods, and promote the development of teacher-student cooperation .

In the teaching organization, students can learn a new knowledge design framework under the guidance of the author. In order to effectively consolidate the new knowledge, the author designs appropriate exercises after class to guide students to apply what they have learned and to be applied independently. However, teachers cannot comment on the completion of students' exercises, which means that students cannot discover their own learning deficiencies in time. On the improvement of independent review and learning ability. In order to solve this problem, the author uses the online platform to break the limitations of teaching time and space. , Encourage students to upload their completed exercises to the network platform, and then the author will send their work to the group, let the group check after the group is over, they will give the work to the author to send. The author of the sending pointed out the mistakes of each student and made some suggestions to GE. And will continue to use the network platform to ask students other questions through their own answers, find the learning situation, and give guidance. This is that this evaluation method has practical significance for the daily development of primary school students. After a period of accumulation, the ability to learn English will naturally improve.

5. Conclusion

The Internet is a force that can change the world. Using the Internet to accurately learn English is an unprecedented social trend. It can solve different problems learned through precision education, but it also brings new problems. In the future precision English education process, there will be more educational resources. And more educational content. Therefore, the teacher's accurate service to students can improve the quality of students

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