

Exploring the Theoretical Theory of College English Education Teaching in "Internet + " Era

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Abstract: In recent years, China's economic development level has developed by leaps and bounds. This is followed by the rise of national status and a greater influence in the international community. To this end, China's scale of international trade is also expanding. English is a widely used language in the international community, and will already become one of the important criteria to judge talents. The advent of the Internet era makes the communication between countries closer. College students are the driving force of national development and progress and the new blood in the process of national construction. They apply advanced knowledge and technology to make contributions to the construction of the country. Therefore, if college students want to go abroad and achieve higher development, they should learn English well and have flexible application ability, so as to integrate with the world more quickly and better. English is also a necessary skill for college students, English learning will be of great help to the future development of college students. This paper analyzes the situation of college English teaching under the Internet background, and discusses the basic theory teaching in college English teaching, so as to provide reference for college English education.

1. Introduction

With the advent of the Internet era, the transmission way of information presents a rich and diverse characteristics, the speed of information transmission is also faster, to help people understand the world, contact with more and more new things. Therefore, in order to gain a firm foothold in the trend of the development of The Times, all fields of the society are actively striving on the road of reform and innovation, and constantly seek a new path to adapt to the social development. The university is the training base of social talents and has an important responsibility. To cultivate a high level of applied international talents for the society, it is necessary to attach importance to college English education, as far as possible to provide more opportunities for college students to learn English, create an environment to strengthen college students' English communication ability, make college students' English listening, speaking, reading, writing and other aspects can be improved, to help students learn English well. As a college English teacher, we should be clear the main teaching direction of college English. The main purpose of its education is to strengthen the cultivation of students' English application ability, so that students' English communication ability. In the background of the Internet era, the basic theory teaching of college English has also changed a lot to meet the needs of the country for English talents.

2. The current situation of college English education under the internet background

2.1 China's demand for international applied talents in the internet era

Since the reform and opening up, China's college English has a grade assessment standard, the teaching goal of college English is to make students' English level can reach four, six, to promote the improvement of students' English ability. China's economy is changing with each passing day, and China has achieved higher development on the big stage of the international community. In this case, the country also has new requirements for English talents[1]. In the future, English talents should be able to adapt to the development of the international community, have a broad international vision, fully understand the development needs of the international community, and have the ability and enthusiasm to participate in international affairs. Therefore, Chinese universities have a new orientation for English teaching objectives and have a new direction in talent training. At present, the main purpose of Chinese college English education is to cultivate high-level compound talents for the society. With the rapid development of China's economy, the scale of overseas trade is also expanding, and the demand for international talents from all walks of life is increasing.

2.2 The training direction of cultivating English talents under the background of internet

In order to meet the requirements of educational reform, universities have also issued a new College English Teaching Guide. Under the guidance of the new educational guide, the traditional curriculum requirements of college English education are gradually replaced, and college English education and teaching also has a new content and direction. Compared with the traditional college English education, the mechanical theoretical knowledge of English and the English teaching under the guidance of the new education pay more attention to cultivating students' English application ability and strengthening their oral English ability. Make students more willing to learn English, make its English grades can have greater progress, let students to learn English knowledge is not just to deal with English level assessment, but to flexible in daily life to use knowledge, ensure that students learn English knowledge can really use, play the maximum value of English education[2]. And In the actual English teaching, schools should understand the needs of social development, so that English education can keep up with the pace of The Times, so as to cultivate talents in really need for the society, alleviate the shortage of international talents in various fields in the new era. Therefore, the school should combine the background of the Internet era to establish a clear direction of English talent training.

3. "Differential teaching theory" In college English teaching in the internet era

3.1 Differential teaching theory

The theory of "difference teaching" first originated in the West, while the theory of "difference teaching" in China originated in Confucius' theory of "teaching without class"[3]. The theory of "difference teaching" mainly focuses on the educational mode of "teaching students according to their aptitude". Teaching under this theory has changed the traditional teaching mode, which is of great help in improving the English teaching performance. Under the theory of "difference teaching", different students are allowed to exist and pay more attention to the development of students' personality, so that students can give full play to their own strengths in the process of English learning.

For the understanding of the theory of "difference teaching", western scholars believe that it makes different teaching plans by combining students' mastery of basic knowledge and students' own interests and love. From the perspective of the Chinese and western understanding of the theory of "difference teaching", there are great similarities. Under the theory of "difference teaching", we pay

more attention to the differences between students, so as to carry out targeted educational activities. In general, the theory of "different teaching" is to make different teaching contents for different students, so that every student can gain in English teaching, enable the purpose of English education can be realized, and improve the English level in continuous accumulation. In the actual English education, university teachers should fully understand each student's learning ability and master knowledge, and carry out teaching activities according to the different needs of students in English learning.

3.2 The concrete practice of the "difference teaching" theory

Every student is an independent individual, and in educational activities, teachers exist as guides, and play a very important position in the process of students' learning. Their educational philosophy also has a key impact on teaching results. Under the theory of "difference teaching", teachers should make clear its practical significance. To objectively allow the existence of differences between students, in the setting of teaching content should be determined according to the actual situation of students, so that students' own advantages into full play, teachers can make the teaching content more diverse, so as to find students' interest points, let students become more active when learning English. From the current actual teaching situation of college English, most of them are unified teaching for students, and the teaching content is the same, but not targeted, which makes the teaching effect of college English not ideal. For this point, schools should reflect on their own teaching work, to understand that in the course of English learning, different students' English level is also different. Most students' English learning before the university is a unified teaching. After entering the university, the gap between students' English level will appear. If effective teaching methods are not adopted, this gap will become more and more obvious. In addition, most students lack interest in English and are easy to feel bored when learning English. Therefore, college English teaching activities based on "difference teaching" are very important for students' English learning, and also play a positive role in promoting the college English teaching results.

Under the theory of "difference teaching", college English teaching activities are carried out through hierarchical teaching methods, including lesson preparation and teaching preparation. First of all, lesson preparation is a necessary work for every teacher, but also the main means to improve teaching efficiency. Under normal circumstances, teachers will make full preparations before class. Then, based on the theory of "difference teaching", college English teachers should design the course content on the basis of the divided teaching mode, which is mainly manifested in the stratification of students and teaching objectives[4]. In this process, teachers should combine students' English level and the actual grasp of English knowledge to remember the stratification, of course, this stratification method is to make English teaching more targeted, so as to achieve the purpose of helping students improve their English ability, there can be no discriminatory behavior. Secondly, in terms of teaching, it mainly adopts different teaching methods to carry out English teaching for different educational objectives, so as to ensure that English teaching can take into account students of different levels. For example, for the middle level of students, they have a good English foundation, so, strengthening the application ability of English, English knowledge expansion is the main goal of their learning. For this kind of students, we should focus on the improvement of their comprehensive ability in teaching. Finally, the stratification of post-class English tutoring. Tutoring stratification is to different according to students' English level, for English foundation is weak students, they first lack of interest in English and enthusiasm, so, in this kind of students, on the basis of strengthening the basic knowledge training, cultivate students' interest in English. The reason why the English level is not high, is the lack of interest, in the process of English learning appear boredom. Based on this situation, teachers should change the way appropriately when giving guidance, create a relaxed atmosphere, stimulate their interest in English learning, teaching and fun, and let students feel the fun of English. For students of the upper middle level, mobilizing their learning initiative is only one thing. What is more important is

to strengthen students' oral English expression ability and lay a good foundation for students to become English applied talents.

4. "Metacognitive theory" in college English teaching in the internet era

4.1 Metacognitive theory

It is understood that metacognition is mostly used in the adjustment and learning of thinking, which mainly includes three aspects, namely, the knowledge, monitoring and regulation of metacognition. In cognitive activities, the relationship of these three aspects is interrelated, mutually influenced and restricted[5]. First of all, metacognitive knowledge refers to the research that is influenced by certain factors in the learning process, which plays a very important role in monitoring, so as to form a better metacognitive experience. Secondly, metacognitive monitoring is to adopt metacognition in order to achieve the desired effect, which is to monitor cognitive behavior. Finally, meta-regulation is something that the teaching reflection needs to review the class process in time and prepare for the next class. This is the regulation of metacognition in teaching activities.

4.2 The concrete practice of metacognitive theory

In the practice of metacognitive theory, we should first have a clear-thinking teaching plan. Full pre-class preparation is an important prerequisite for course development, and pre-class preparation also provides a guarantee for teachers to make good use of metacognitive theory. College courses are generally relatively loose, for example, oral English courses are usually only two hours a week. Before the start of the new semester, teachers should make a reasonable teaching plan according to the English curriculum arrangement, including the teaching time, teaching methods and other arrangements. Secondly, teachers should do a good job of tracking after class. In the teaching of oral English, teachers can organize more English speech activities to encourage students to actively participate in the speech, in order to achieve the purpose of training students' oral English and listening ability. At the same time, English speech can also improve students' adaptability in using English. Through the speech, the teacher should combine the evaluation of each student's strengths, and praise the students' efforts. For students, the teacher's affirmation can enhance students' confidence in learning, and make students more willing to take the initiative to learn English. Of course, helping students to solve their doubts is also the main content of the teaching work. After teachers evaluate students, they should encourage students to actively put forward their own doubts, and solve students' practical difficulties in English learning, so as to improve the efficiency of English teaching. Third, to evaluate the teaching results. Teachers give pertinent evaluation of students' learning is of great help to students' learning, but students' self-evaluation can not be ignored, therefore, teachers should guide students to summarize their learning results in time, only to find problems to solve problems. In the process of self-summary, students can find their own deficiencies and the gaps with others, so as to carry out targeted learning and improve the learning efficiency. When evaluating the students who participate in the speech, the teachers should conduct it from many aspects, such as the students' pronunciation, body language and so on. Encourage students to give unscripted speeches to strengthen students' oral English ability.

5. Conclusion

To sum up, English, as an important course in universities, has received more and more attention. Studying teaching theory in the Internet era is the development requirement of college English in the Internet era. Moreover, the demand for international talents is increasing. Actively cultivating college students' English ability can not only meet the needs of the development of the current era, but also

meet the needs of college students to learn English. In the Internet era, there are also more volunteers for college English teaching. Respect students' differentiation, conduct different teaching from person to person, meet students' learning requirements according to students' personality, actively improve students' English level, and promote the comprehensive development of students. Independent learning theory is based on their own actual situation to develop their own learning goals, implement self-management and control. In the process of learning, self-regulation and reasonable learning methods based on this, so as to improve the ability of college students to learn English and meet the needs of the society for talents.

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