

Research on the Construction of College English Digital Teaching Resources under the "internet plus" Higher Education Environment

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Abstract: With the continuous deepening of educational reform and the rapid development of information technology, the application of digital technology in the field of education has been paid more and more attention. The development and application of digital English teaching resources are also the subject of college English teaching informatization. Under the environment of "internet plus", we need to think about the development of education informatization in colleges and universities with the thinking of the Internet, and we can no longer use the Internet as before to assist the development of education. Based on the current situation of the construction of college English teaching resources and the feasibility of the integration and sharing of college English teaching resources, this paper discusses the construction of the integration and sharing mechanism of college English teaching resources under the information environment, in order to give full play to the maximum efficiency of resources and better serve education and society.

1. Introduction

The arrival of the information, digitalization and networking era challenges the traditional college English teaching mode. In order to adapt to the new situation and new requirements, college English teaching reform is imperative. One of the main contents of the reform is to establish a new college English teaching mode based on multimedia and network [1]. People are gradually realizing that digitalization and multimedia network technology can be organically combined with education and teaching, and the originally abstract and non-specific teaching contents can be delineated and displayed in clear virtual form, which is easier to resonate with the learners. As an important medium, English has become an irreplaceable international common language [2].

The construction of digital resource database is the core content of the informatization construction of higher education for English testing in internet plus. This paper holds that digital college English teaching materials are a teaching system that relies on digital means of information technology such as cloud computing, the Internet, and big data and is deeply integrated with college English teaching contents [3]. Only by constructing and perfecting the college English digital teaching resource library can we better accomplish the college English teaching task and cultivate English professionals with all-round development in listening, speaking, reading, writing and translation. Colleges and universities need to urgently reform their own English teaching and training modes so as to keep pace with the times in our country's college English teaching mode and comprehensively improve the English ability and comprehensive quality of college graduates.

2. Digital English Teaching Resource Bank

As the name implies, the teaching resource library is a resource warehouse that can meet the teaching conditions and is established according to special requirements and specifications. The teaching content is rich and varied, which is convenient for professors to impart knowledge and recipients to learn better from it. With the development of information technology, the research and

development of college English teaching materials have also undergone changes from form, content to structure. In the era of "Internet+education", in order to improve the investment in education and the learning efficiency of learners, we must achieve large-scale sharing of high-quality digital teaching resources [4]. The digital English teaching resource library must take the existing or under-construction campus network as the medium to provide teachers with teaching resource reference, which is convenient to teach students English listening, speaking, reading, writing and translating knowledge. The digital teaching environment can not only ensure the accuracy of English pronunciation, but also vividly present the cultural background and language information of English classroom-related knowledge in front of students, which is easier to arouse students' interest in learning than the monotonous and boring explanations of teachers in the past, and is also helpful to improve students' learning efficiency. Through online learning, students repeatedly watch fragmented video libraries and picture libraries, or download online resources to computers and mobile phones, which frequently stimulate memory, promote the consolidation, internalization and sublimation of knowledge, and form positive feedback [5].

3. The Significance of Constructing Digital College English Teaching Resources

3.1 Serve English teachers

Digital English teaching resource library makes it easier for teachers to prepare lessons. The video and audio materials in the digital English teaching resource library are closely combined with college English teaching materials. After analyzing the needs of students, they are constructed and integrated. They are closely related to teachers' teaching and easy to retrieve. The research and development of English teaching materials need to combine these cognitive characteristics and explore the design concept, compilation principles, material selection, exercise design, teaching method promotion and other aspects to improve the learning efficiency of learners. Therefore, it is suggested that the Ministry of Education, in conjunction with provincial and municipal education departments, formulate a set of administrative intervention mechanism for planning, managing, monitoring and coordinating the sharing of digital teaching resources in colleges and universities. It is suggested that the Ministry of Education should choose its own learning content according to its own learning objectives to the greatest extent and use learning strategies to control its learning progress so as to achieve the best learning effect. To achieve the "student development as the center" education reform direction, all based on the actual situation of students, to help students learn efficiency as the foothold [6]. According to the requirements of the syllabus and teaching materials, the resource pool built has various kinds of rich resources. Teachers can use these resources to carry out teaching exercises in the classroom. These video and audio resources enrich the teaching content and teaching form, so that the efficiency of classroom teaching can be greatly improved.

3.2 It is beneficial to cultivate students' autonomous learning ability

Digital English teaching resources can cultivate students' ability to search, analyze, process and obtain information in the resource library. The emergence of online electronic resources such as electronic courseware, online courses, top-quality courses, resource sharing courses and teaching resource libraries not only broke the shackles of the traditional teaching mode, but also made English teaching and learning to a certain extent not limited by time and place, moving towards ubiquitous and personalized development [7]. In terms of teaching material content, flexibility and selectivity require not only providing rich and diverse language and cultural information, but also providing resources and paths for in-depth study. Only in this way can the enthusiasm of resource sharers be improved. Therefore, an incentive mechanism for resource sharing should be established so that participants can feel the benefits brought by sharing.

Digital college English textbooks advocate personalized teaching mode, including personalized autonomous learning of students, personalized pushing of systems, personalized guidance of teachers and personalized research of teachers, as shown in Figure 1.

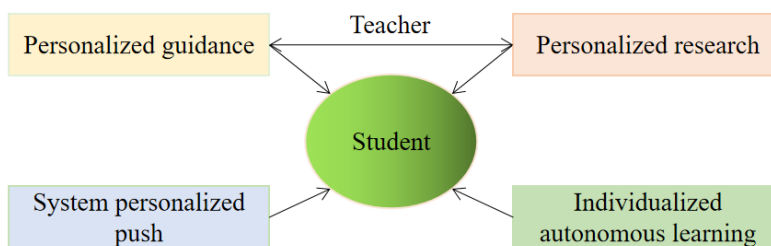


Figure 1 Personalized teaching mode of digital teaching materials

In the process of English learning, students' behaviors need not only to be set as specific results to be achieved, but also to directly face and solve difficulties. Obviously, in the process of English teaching resources construction, teachers should not only participate, but also students should participate. The data in the digital English teaching resource library can meet the requirements of students with different learning abilities, and relatively simple teaching resources for underachievers and slightly more difficult teaching resources for top students.

3.3 It is conducive to promoting the communication between teachers and students and between students and students

The construction of digital English teaching resources has set up a platform for teachers and students to learn together. Teachers and students can use this platform to learn, exchange and share information. With the help of multi-modal presentation and interactive means, the theme information presents dynamic characteristics and multi-dimensional interaction among teaching materials, students and teachers. The income expectation and risk expectation of resource providers greatly affect their enthusiasm to participate in sharing and the effectiveness of final sharing. While sharing the social benefits brought by resource sharing, we should also protect the interests of resource providers. Teachers, students and students can communicate in real time and at different times through the digital English teaching platform [8]. The time and space of classroom teaching can be expanded and extended, and teaching forms can be more diversified. Constructivist learning theory holds that language acquisition should be a process in which learners' subjective and objective are unified. Therefore, students' subjective initiative is very important. Students need to actively absorb what they have learned instead of passively accepting it. Language acquisition needs effective application to be fully internalized.

4. Construction of Digital English Teaching Platform under "internet plus"

Under the "internet plus" environment, in order to make the most full use of the digital English teaching resource library, the digital English teaching resource library must be designed concisely, easy to understand and operate. Some fashion elements should be added appropriately to attract students. Just as a business develops and sells a product, it needs to find out where its market is [9]. Traditional text materials, paper-based pictures, etc. cannot reflect the real clinical scenes, are difficult to display dynamic images, and cannot make full use of the space-time advantages of the Internet to meet the diverse learning needs of students. Teachers usually like a simple and practical digital English teaching resource library; however, students prefer a digital English teaching resource library with strong sense of science and technology and convenient retrieval. Figure 2 is the composition of the "internet plus" digital English teaching platform.

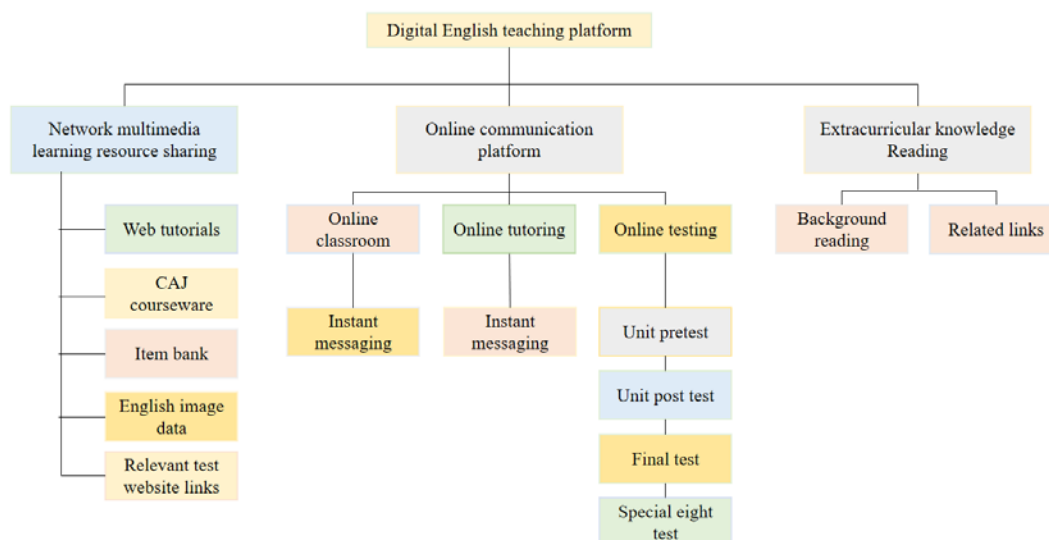


Figure 2 Composition of "internet plus" Digital English Teaching Platform

4.1 Construction of digital english teaching platform

The establishment of a digital English teaching platform can provide students with brand-new and diverse online multimedia learning resources and modes. The platform includes the setting of online learning content, assignment of students' homework, group cooperative learning, online autonomous learning, online classroom, learning records, testing system, resource center and interactive communication. The teaching content realizes point-to-point connection and focuses on teaching, and can provide systematic and comprehensive related teaching, autonomous learning and training content from point to surface. For example, learners should upgrade their academic qualifications, recharge themselves to improve their work level, change their jobs to learn new knowledge, and their personal interests make it necessary to do so. The motivation of the organization comes from the business needs of the organization. The use of video clips for teaching is an important and effective form of English listening and speaking teaching. In audio-visual middle school students enter a real foreign language communication environment, through active listening to understand the speaker's feelings, perceive and receive different cultural customs, and resonate with the role. Teachers can check students' online situation, online records, learning process records, score analysis, score ranking, assignment and correction of online homework. Therefore, teachers with rich English knowledge are also required to participate in the construction of the website. It can be seen that the demand for talents in the construction of digital resource pool is both comprehensive and professional. A sound talent training system is needed to maintain the continuous optimization and innovative construction of the resource pool.

4.2 Creating digital platform courses

Establishing English Autonomous Learning Resources on Digital Platform. The construction of teaching courseware, examination questions bank, English major grade 8 examination exercise library, picture library, English video data, audio data and related examination website links, etc. Relying on the digital resource bank with completely independent intellectual property rights, the rich materials in the resource bank are used. The quality of teaching resources will be affected by the difference in the degree of attention schools attach, the difference in the number of teachers and the amount of funds invested. The teaching system, especially the autonomous learning system, should have the ability of diagnosis and self-adaptive coordination. It can automatically push individualized learning contents and related training forms suitable for students in time according to different levels and needs of students, and help learners form effective learning strategies. From the audio database, the national anthems of Britain and the United States during the Second World War were selected to be played to students, most of whom had not heard them, thus arousing students' interest. To better

realize the sharing of educational resources, it is extremely important to grasp the demand. If the resources you provide are not what learners need at all, they cannot be shared. Colleges and universities can develop as many extracurricular communication activities as possible, such as English corner, online English learning center, English speech contest, writing contest, singing contest, etc. Students can choose to listen, or listen and read, imitate the correct pronunciation and intonation, learn the correct pragmatic expression, correct their mistakes through repeated practice, and learn the ability of authentic English expression.

4.3 Autonomous learning in digital teaching practice

When students carry out online digital autonomous learning, they enter the system from the campus network, check the teaching contents to be carried out by the teachers in the next class from the system, and complete the autonomous learning task according to the online teaching plan. With the help of WeChat public platform, WeChat public numbers will be created and recommended to freshmen for attention when they enter school. With the continuous advancement of the informatization process and the strong support of the state, the technologies and environments that are necessary to realize the integration and sharing of digital education resources are already available. The combination of English interaction and communication activities with the construction of network resources will, on the one hand, make up for the shortage of single network learning, on the other hand, strengthen students' mastery of English and optimize students' English learning environment as a whole. In autonomous learning, we should focus on the content of the teaching materials and adjust the learning plan at any time according to our own learning progress. Students with good learning results can further improve their learning through digital resources on the basis of completing the content required by the learning plan. Provide more humanized feedback and suggestions for students. Teachers can also use the digital platform to carry out exploratory experiments of teaching ideas and related teaching research, and feed back the research results to teaching.

4.4 Teachers' face-to-face teaching in digital teaching practice

Teachers' face-to-face classroom teaching mainly inspects students' autonomous learning effect, and exchanges and summarizes according to students' feedback. The 21st century is an era of information and cooperation. Only when resources are shared and advantages are complementary can win-win results be achieved. Actively attract enterprises to participate in the integration and sharing of teaching resources, and guide the combination of production, learning, research and application; Actively create an open and flexible cooperation environment and promote extensive cooperation between schools and enterprises, regions and schools. One is to explain the content of the text and the key and difficult points of this unit. The second is to check the students' learning situation in this unit and answer the questions and solve the problems in this section. A variety of learning forms can completely realize instant feedback online, such as presetting answers to objective questions, and students can view the results and answers after completing the exercises. To provide a framework for technical support, including shareable resource elements, shareable processes and matters needing attention. Secondly, a website platform needs to be established to technically solve the compatibility of databases and platforms among universities. Some materials of the digital resource library are shared, exchanged and discussed with colleges and universities, which has obtained valuable suggestions for improving the construction of the digital resource library and laid the foundation for building a large-scale English testing continuing education platform. Different teaching contents are selected to provide collective or individual guidance to students, thus overcoming the phenomenon of "one size fits all" in teaching, truly realizing the principle of teaching students according to their aptitude, and making up for the deficiency of insufficient information exchange in classroom teaching.

5. Summary

The sharing of digital teaching resources in high-quality colleges and universities under the "internet plus" environment is a complex and systematic project, involving teaching objectives, teaching contents, teaching design, selection of teaching media and other teaching activities. Teaching resources are the basis for teachers to preach and teach. The establishment of the digital resource library for higher education of English testing in internet plus has broken the limitation of educational time and space, optimized the allocation of educational resources and promoted the teaching reform. Digital college English teaching materials have all-encompassing features of foreign languages in teaching content and multi-media and multi-modal features in presentation. It will be more and more important to attach importance to the construction of online teaching resources in colleges and universities. The construction and sharing of these resources not only need the joint efforts of teachers of computer and English majors, but also need the strong support and effective guidance of relevant education departments. Only by allowing students to learn, comprehend and practice the language in a totally authentic language environment can they improve their ability to use the language and better accomplish the task of modern English teaching.

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