

Study on the Network Teaching View of College English in the View of Constructivism

Dan Cao¹, Lili Zheng²

¹College of Foreign Language, Xijing University, Shaanxi Xi'an 712123

²Department of Management, Ordos Institute of Technology, Inner Mongolia Ordos 017000

Keywords: Constructivism, College English, Network Teaching View

Abstract: In college English classroom teaching, online courses play an important educational role as an important medium for information transmission and storage. The teaching effect of the online classroom has gradually become a bottleneck in the development of education. English is the most widely used language in daily life. Teachers should use students as the basic subject, organize development and design courses, and promote the integration of online education resources and English textbooks. This article takes the constructivist teaching concept as the theoretical basis to discuss how to effectively carry out foreign language classrooms for online self-learning in colleges and universities, so as to maximize the interaction, enrich the real language learning situation, and realize the active construction of learners as the center to make foreign language teaching In the direction of personalized and autonomous learning.

1. Introduction

Constructivism theory is one of the most important theories in pedagogy. The theory was developed by the influence and inspiration of cognitive development psychology and social interaction theory. The Swiss psychologist Piaget first proposed the constructivist view, which was later enriched and developed into a complete system by psychologists and educators such as Vygotsky, Ausubel, and Bruner. Constructivism emphasizes that the acquisition of knowledge comes from the interaction between the subject and the object. The knowledge is obtained by the learner in a certain situation, with the help of others, and using the necessary learning materials through the construction of meaning, not through Obtained by the teacher. Constructivism advocates that creating a situation that is conducive to students' active construction of meaning is one of the important contents of language learning [1].

2. The theoretical basis of the study of the network teaching of college English based on the vision of constructivism

"Situational", "collaborative", "active" and "meaning construction" are the four basic attributes of the constructivist teaching concept. Constructivism emphasizes that creating rich and real learning situations is beneficial for students to construct meaning, which is an important basic content of foreign language teaching [2]. Collaboration refers to the interaction between teachers, learners and learners in collaboration, communication and feedback during the learning process. This kind of collaborative learning plays an important role in setting the teaching goals at the beginning of the learning process, analyzing the use of learning resources in the process, evaluating the teaching achievements, and finally building the meaning of the learner's knowledge. Constructivism emphasizes the learner's own initiative [3]. The learner does not receive information passively, but should construct the meaning of knowledge actively. This kind of construction cannot be replaced by others. The external information itself is meaningless. The learner actively selects, processes and processes the external information according to his own experience background, and re-recognizes, encodes and constructs it, thus completing the acquisition of new knowledge. "Meaning of meaning" means that constructivism believes that the ultimate goal achieved in the learning process is to

construct the nature, laws, and internal connections of things and achieve a deeper understanding. Therefore, according to constructivist theory, the process of learners acquiring knowledge depends on their ability to construct meaning, not the learner's ability to memorize and recite learning content [4].

3. Network Teaching Goals of College English based on Constructivism Vision

In the teaching process of traditional translation classrooms, the interaction method of "teaching" and "learning" is single, the teacher is standard, and the effective integration of the student body is lacking, which leads to easy to fall into a "one-word classroom" situation. Over time, students will form a lazy learning, waiting for the teacher to teach Knowledge, lack of consciousness and enthusiasm for active construction. The integration of network and digital technology makes the translation classroom come alive. Students can make full use of the latest and most standardized corpus for language input by means of teaching platforms such as campus LAN and Internet. In addition, the e-learning platform can also realize academic data analysis data, instant evaluation feedback, three-dimensional interactive communication, and personalized resource push. Students can use the network platform to record the whole process of learning, which is convenient for teachers to make a good analysis of learning, organize the teaching content in a targeted manner, and adjust the teaching rhythm. The intervention of the network platform has opened up communication channels between teachers and students, and the organization and presentation of the classroom are based on the needs and interests of students, following the principle of "student-centered" in the teaching process [5].

The Requirements for teaching in the College English Curriculum clearly state that "College English courses should use advanced information technology to promote computer-based and network-based English teaching and provide students with a good language learning environment and conditions. "An important sign of the success of the reform of teaching mode is the formation of students' personalized learning methods and the development of independent learning ability. The introduction of this course requirement, to promote the introduction of the network and digital media in the curriculum teaching. With the help of network and digital media, teachers can create an experiential, exploratory learning environment, train students in all aspects of translation skills, accurately grasp the actual level of students, and gradually improve their translation comprehensive ability. In addition, teachers can also carry out personalized teaching according to the different characteristics and learning progress of each student, and really improve the quality of translation teaching, and finally achieve the goal of training high-quality translation talents [6].

Based on the concept of college English under the view of constructivism, constructivism teaching method, according to the "understanding task - knowledge review - do middle school - self-reflection - teacher summary improvement - new task verification" step organization teaching, the advocated learning method is the teacher-led, student-centered learning; Figure 1 is the college English Learning Environment Based on Constructivism Vision [7].

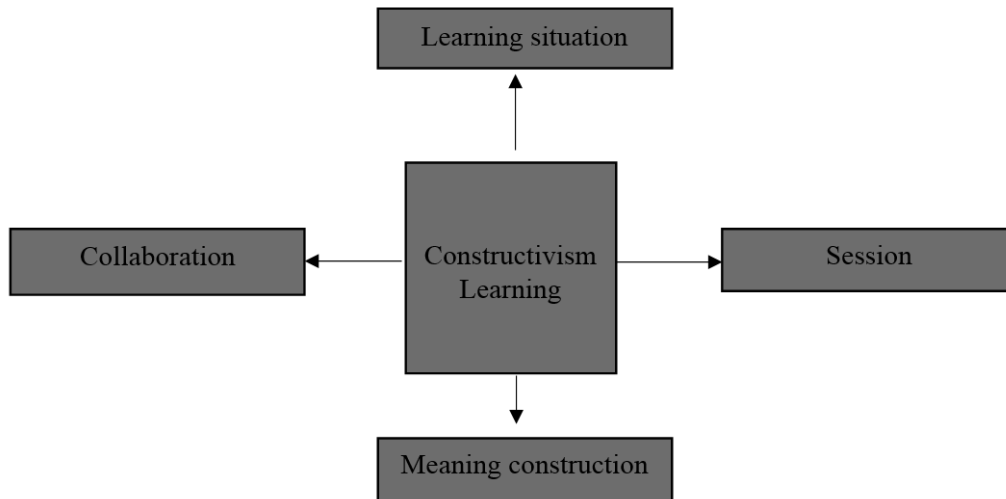


Figure 1. College English Learning Environment Based on Constructivism Vision

The construction of learning situation is very important for the comprehensive simulation training teaching. In a narrow sense, this paper holds that learning situational construction is the choice of practical training cases and the construction of practical training environment. Network security and law enforcement professional simulation training, the situation of the construction needs to be as close as possible to the actual combat, but also from the typical case to reflect as far as possible systematic knowledge point series. It is bound to have its superiority in selecting the real first-line case, but the treatment of material should not only take into account the student's knowledge background system, but also take into account whether the case itself has the teaching material conditions of constructivism teaching requirements. Therefore, it is necessary to guide teachers and first-line instructors in combination with the current regional public security work and the current situation of the training of students in the school scientific research and development [8].

Cooperation and conversation take place in the learning process all the time, its role is to make each learner's wisdom shared by the whole learning group, more to achieve resource sharing, to maximize the use of resources. At present, the application of team learning methods in the undergraduate teaching stage is not mature and perfect, as a comprehensive simulation training that requires creative thinking and team communication and collaboration, if we can scientifically carry out the learning process management and defense-style conversation al-Session assessment, it will play a positive leading role in the cultivation of students' ability to work on the other side in the future [9].

4. Network Teaching application of College English based on constructivism vision

4.1 Pre-school stage

In the pre-class stage, the traditional teaching mode is mostly based on daily teaching experience, teachers select teaching materials, design teaching activities to prepare for the lesson, subjectivity and experience are strong; students are required to preview based on the teaching materials, lack of subjectivity, personalization, often It is difficult to achieve the purpose of finding problems and solving problems because the pre-preview is caught in programmatic. The pre-curriculum links based on the Internet and digital media are quite different, and they can objectively evaluate the students' learning situation and realize teaching by learning [10].

First of all, teachers can teach the chapter of the difficult points in the form of micro-lesson video, learning courseware, pre-study test questions to the network platform, while creating a real learning context, and combined with teaching focus, the selection of high-quality, normative materials for students to carry out autonomous learning, thereby deepening cognition. Secondly, students can submit the task directly after completing the preview, and feedback on the translation obstacles and doubts encountered on the network platform, and then based on the platform to carry out questions

and discussions between teachers and students. Finally, teachers based on the platform feedback information for comprehensive analysis of learning, targeted to develop teaching programs.

4.2 Stage in class

In the middle stage, traditional teaching is mostly teacher-based, students passively accept knowledge, lack of necessary thinking and construction, easy to produce boredom. The teaching mode based on the network and digital media breaks the classroom situation of "a pool of stagnant water" through various forms of teacher-student interaction and student interaction. First of all, teachers based on the analysis of learning to invite students to share the translation or translation experience in the pre-class preview, and ask other students to make comparisons, evaluation, trigger the whole class of students to faithful, smooth translation of the exploration and thinking, so as to improve each student's classroom participation. Secondly, teachers' incisive comments are the key to ensure the positive interaction between teachers and students. Teachers should make in-depth analysis based on a certain or common problem, strengthen the focus and difficulty of module training, and guide students to use critical thinking to expand the discussion and solve translation doubts. Finally, the teacher pushes the classroom test to the students through the network platform. The test language is mainly the real language, can provide students with real learning situation. Students can submit as soon as they complete the exercise. Teachers can use the network platform to provide immediate feedback to understand students' learning effects and problems, and then carry out the next step of summary improvement.

Taking the new topic training of English 4th and 6th level of English as an example, the purpose of the special training is to help students improve the rate of passing, perceive the differences between Chinese and English language sand and culture, and improve the quality of translation. In the pre-class preparation stage, teachers can push the national College English level 4 or 6 level Chinese-English translation real questions based on the network platform, let students carry out pre-class practice, and feedback on the difficulties encountered in word translation Chinese;

4.3 After-school stage

In the after-school stage, teachers mainly evaluate students' after-school homework, and the feedback problem is lagging behind. In particular, at present, most colleges and universities translation class schedule is limited, once a week, resulting in teacherfeedback on homework can only be carried out in the next class, which will make many students feel strange about their translation, or even can not recall their own doubts. The involvement of network and digital media not only changes the lag of translation task feedback, but also realizes the personalization of feedback. First of all, students' after-school homework is no longer a unified form, but teachers according to each student's pre-class preview and classroom learning situation, targeted transmission of translation tasks and in-depth learning materials, to solve each student's different problems. Secondly, students complete the translation task, through the platform to submit to the teacher in a timely manner. Teachers for each student's translation output recording homework to change micro-classes, timely push to a student or more students with similar problems, personalized comments and explanations. Finally, students can watch their homework feedback, or they can post their own learning reflections and harvests on the platform. Post-class reflection includes not only teacher reflection, but also student reflection. Teachers' after-school reflection should take into account whether the rhythm of this classroom teaching is appropriate, whether the filtered teaching materials contribute to the realization of teaching objectives, whether they cater to students' learning interestpoints, etc. Teacher's reflection can play a role in the next classroom presentation, so that the classroom arrangement and design more scientific. Students' reflection is the process of internalizing skills. Students should reflect on whether they have infiltrated certain skills through language, accumulated some experience, discovered certain laws, incorporated into classroom teaching, found their own shortcomings, or found an interest in the development of extracurricular knowledge, and actively participated in classroom activities.

In short, the College English translation teaching based on the network and digital media combines text, audio-visual, image and animation in a variety of ways to build a dynamic, changing,

true, natural language learning environment, and realizes the network independent expansion of learning and classroom teachers and students, students interactive learning model, so that students translation learning autonomy, enthusiasm, purpose has been significantly improved. The personalized, contextual and diversified classroom content greatly enhances the performance and vividness of classroom teaching, and enhances the participation of students in classroom learning. The application of multimedia digital media and network technology in the teaching of English translation in college not only expands the teaching space and dimension, changes the situation of the basic dependence of the translation teaching material organization on the teaching material, but also avoids the singleness and lag of information source, and effectively improves the effect of english translation teaching in college.

5. Conclusion

Compared with the traditional college English classroom teaching, network teaching under the perspective of constructivism highlights the concepts of context, collaboration, communication, etc. At the same time, it also provides technical support and communication platforms for the practical application of language, "Communication is at your fingertips." In the network teaching and learning ecosystem, "ecological balance" and "ecological crisis" are symbiotic. Only by turning the disadvantages into advantages and resolving the crisis will the ecosystem continue to reach a new balance, can the environment be effectively optimized and the healthy and comprehensive development of learners be guaranteed. Through the study of this virtual environment and constructive learning theory, we find that both focus on creating a harmonious learning environment centered on the learner. Guided by the specific content of the constructivist learning concept, we have proposed an interactive model of college English network teaching ecology, as well as issues that teachers should pay attention to in the specific teaching design, hoping to help the current college English network teaching.

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