Research on the construction of large-scale online open courses of foreign languages

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Abstract: With the rapid development of online open courses, colleges and universities have been striving to build online open courses in order to further improve teaching efficiency and quality and achieve good teaching effects. The so-called online open network courses teaching mode is mainly based on network information technology, enriching foreign language education resources from the root of teaching, optimizing the teaching environment and classroom teaching mode, and meeting the needs of the individualized learning requirements of foreign language students in colleges and universities to the largest extent. Moreover, the online open courses teaching mode can not only improve the efficiency and effect of teaching, but also provide new ideas for the reform of foreign language teaching innovation in colleges and universities. Based on this, this paper mainly analyzes the construction of large-scale online open courses of foreign languages in detail.

1. The advantages of online open courses

1.1. More good resources provided for students

Based on the online open courses construction, students have access to a variety of teachers inside and outside the universities. Instead of only learning foreign language courses, students will also learn some courses related to other majors and universities, which further ensures the fairness and comprehensiveness of education, meeting the needs of students for lifelong learning.

1.2. Good for improving students' learning initiative

The online open courses teaching further expands the learning time and space, and can adapt to the information development trend of the times and education to a greater extent. Students can learn flexibly in any time and place, realizing real-time learning both inside and outside the university and classroom.

1.3. Conductive to achieving individualized learning

When in the online open courses, students can control the progress of the learning by functions of pause, return, and replay of video playback to achieve individualized learning in a true sense. In traditional classroom teaching, teachers need to consider all students and master the progress of

teaching, unable to take into account all the differences between students in spite of individual students not understanding the course content or stop the teaching process to teach the individuals . However, the online open courses solve this problem well, fully considering the individualized differences of students. Once the key and difficult points are encountered, students can make appropriate adjustments according to their actual situations.

1.4. Conducive to promoting students' learning and teacher-student interaction

Through such links in online open courses as online discussion, work checking among peer, offline discussion and so on, the interaction of teacher- student and student- student can be strengthened, thus creating a good real-time interactive teaching atmosphere.

1.5. Helpful to improving students' thinking ability

The concept of modern college education has changed from traditional knowledge imparting to the cultivation of good comprehensive ability. In the process of ability cultivation, the most important goal is to cultivate critical thinking ability, which is also the most lacking aspect of basic education in many students in China. Online open courses teaching has more discussion and exchange teaching time with teachers and students discussing anytime and anywhere. This problem-oriented teaching is more helpful to improve students' thinking and expression skills.

1.6. Comprehensive and objective reflection of student learning based on diversified evaluation

The results of the online open courses mainly include video viewing, unit test, homework, offline discussion, exams and so on, which directly changes the traditional course evaluation system based on the final exam, examining the actual learning situation of students from all angles, thus the evaluation are more accurate and objective. The combination of various teaching activities and teaching methods is more conducive to mobilizing students' enthusiasm and initiative in teaching participation.

1.7. Conductive to promoting profound reflection on teaching

Using modern educational technology to collect the big data information of course teaching can reflect the specific learning situation of students in all aspects of the course teaching, which can encourage teachers to teach students in accordance with their aptitude and improve teaching efficiency and quality.

2. Challenges in the construction of large-scale online open courses of foreign languages

2.1. Focusing on project and neglecting construction

Many colleges and universities attach great importance to the submission of declarations when applying for large-scale online open courses. However, the declaration only specifies the construction plan and specific requirements, namely the number of videos and test questions. After the project was established, the relevant requirements were reduced in terms of project video quality and classic case materials, resulting in a big difference between final construction and planning. Even a few colleges and universities did not go into the actual teaching after the large-scale online open course project was constructed. In addition, the investment from universities in online open courses is limited. The large-scale online open courses construction of foreign languages from

production to resources perfecting requires relatively little investment, thus inevitably having a serious impact on course resources and quality.

2.2. Repeated construction of course resources with insufficient sharing

For foreign language courses, many colleges and universities are actively building large-scale online open courses, most knowledge content of which is consistent with each other, but different colleges and universities have different course platforms online, which makes it difficult to share the course resources, causing construction funds and resources seriously wasted.

2.3. Inadequate teaching resources and limited teaching staff

Due to the lack of teachers in the online open courses team, teachers need to invest a lot of time and energy in the course construction. And when the large-scale online open course starts, they should also update, maintain and answer the questions in real time and it's far form enough to rely on one or two teachers, so a good team of teachers must be built. Besides, the lack of energy, poor quality of course resources and students' lack of interests in course platform learning will directly affect the learning effect.

2.4. Occupying most of students' time

College students have reasonable courses arrangements and spare time is relatively limited with more homework after class. Therefore, students' learning pressure is relatively large. In the foreign language courses of colleges and universities, a large-scale online open course is introduced to combine with the traditional teaching mode. The traditional course time does not change and a knowledge point is double-learned through online and offline, which occupies more spare time of students, leading to increasing their burden of learning and even reducing their learning interests and enthusiasm in class.

3. The construction path of large-scale online open courses of foreign languages

3.1. Construction Planning

Before applying for a large-scale online open courses of foreign languages, the foreign language teaching team needs to develop a perfect and feasible course design plan. In the concept of foreign language teaching, course design should be based on students, teaching objectives as the guide and innovative education as the key, carrying out the construction of foreign language online open courses with perfect content and diversified forms. Moreover, in foreign language teaching organization, the network advanced learning method can be introduced to arrange the course rationally. This kind of learning method is similar to that of the game of making breakthroughs, that is, only by completing the first-stage learning content and passing the test can the students accept the learning content in the subsequent stage after. This learning model has been confirmed that it can greatly motivate students' learning enthusiasm and initiative.

3.2. Course production

In order to promote the large-scale online open courses production of foreign languages carried out in an orderly manner, the Academic Affairs Office should make overall arrangements for the whole process of production, and other units actively cooperate. The production process is as shown in Figure 1.

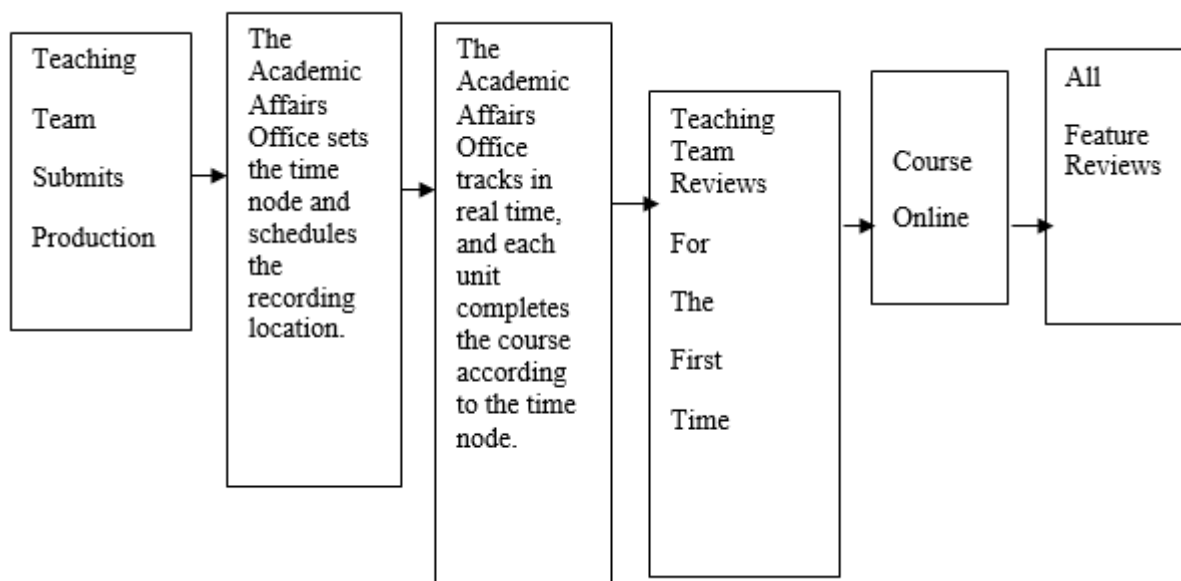| Teaching Team Submits Production | → | The Academic Affairs Office sets the time node and schedules the recording location. | → | The Academic Affairs Office tracks in real time, and each unit completes the course according to the time node. | → | Teaching Team Reviews For The First Time | → | Course Online | → | All Feature Reviews |

Figure 1 production process of large-scale online open courses of foreign language

At the time of the large-scale online open courses production of foreign languages, it is also necessary to pay attention to: First, the foreign language teaching and technical team produces and completes the course planning within the prescribed time, and submits it to the Academic Affairs Office that will make scientific and reasonable arrangements for the specific information of the course video shooting and production. Secondly, in the course production and after that , if there is any problem or change in one party, the Academic Affairs Office must be notified in time so that appropriate adjustments can be made to avoid hindering the progress of the course construction. Again, after the course recording completed, the teaching team and the technical team should actively communicate, not only to clarify the specific effects of the post-production of the course, but also to make a comprehensive and detailed record. Then, in order to ensure the efficiency and quality of course production, the Academic Affairs Office and the teaching team need to track the whole process in real time, and strictly review the video resources recorded in each course. Once problems occur in post-production, they will be promptly fed back to the technical team that will actively coordinate and make appropriate adjustments to ensure the overall level and quality of video production. Finally, after completing the large-scale online open courses production of foreign languages, it should be strictly reviewed and then transmitted to the online platform. The teaching team of the Academic Affairs Office should comprehensively test the online function of the online foreign language open courses, finding and solving problems in time so as to ensure the smooth implementation of large-scale online open courses of foreign languages.

3.3. Support and quality assurance

In order to ensure the quality of large-scale online open courses construction of foreign languages, the teaching team must update and maintain it in real time according to actual needs. After the completion of each round of online courses, the foreign language teaching team should promptly adjust the problems encountered during the opening of the course and the feedback from the students. Especially in the following aspects, when it is in the novelty and comprehensiveness of foreign language teaching content; whether the teaching method and language mode of teachers can motivate students' enthusiasm and initiative; whether the test subject can comprehensively consider

all aspects of student learning level, the teaching team needs to conduct in-depth exploration and detailed analysis. As far as the copyright of large-scale online open courses of foreign languages is concerned, colleges and universities should also carry out related work such as registration and maintenance of course copyrights. If there are violations and misappropriation, universities can negotiate and effectively solve them by legal channels. In addition, colleges and universities should also provide a full range of funds, venues, equipment, personnel and other comprehensive support to ensure that foreign language large-scale online open courses construction with perfect software and hardware equipment. If the response is good after the course is online and the team performs well when the course is produced, universities should give appropriate encouragement and praise to stimulate the enthusiasm and interests of the production team and the students.

4. Conclusion

To sum up, the construction of large-scale online open courses of foreign languages in universities can not only effectively reduce the cost of education and teaching, but also further promote the fairness and justice of education, ensuring the efficiency and quality of teaching. However, in the specific construction process, many enormous faced challenges that requires the colleges and universities to actively take effective measures to comprehensively solve related problems from multiple angles, so as to promote the effectiveness of large-scale online open courses construction of foreign languages.

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