On the Path of English Teaching Quality under the Background of Big Data

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Abstract: the Arrival of the Era of Big Data Has Given Birth to a New Teaching Mode Driven by Big Data in College English Education. the Traditional Teacher Oriented Education Model Has Not Been Able to Meet the Needs of China's Social Development and the Improvement of College Students' Quality. Therefore, How to Use Big Data to Support Learners and Promote the Development of English Learning Has Become an Important Topic Worthy of Further Study. This Shows the Ways to Improve College English Teaching in the Era of Big Data from the Aspects of Teachers' Structure, Curriculum, Teaching Mode, Educational Resources, Learning Evaluation, Etc. Improve the Existing Teaching Strategies and Activities to Meet the Learning Needs of Individual Students.

1. Introduction

After about 20 Years of Rapid Development, China's Higher Education Has Steadily Entered the Development Stage of Mass Pandering[1]. At the Same Time, Some Scholars Point out That China's Higher Education is Moving Towards a Development Path with Quality Improvement Significance. in 2012, the Ministry of Culture and Culture of the People's Republic of China Issued the Opinions on Comprehensively Improving the Quality of Higher Education, Proposing to Take an Important Development Path While Improving the Quality, Improving the Quality Standards of Personnel Training, and Strengthening University Self-Evaluation. Then, Please Improve the Quality Assurance System of the School. the Promulgation of a Series of Elements 2013 (Pingcheng 13) "the Modification of Graduate Education in General Universities and the Provincial Notice Related to the Evaluation of the Ministry of Culture and the Ministry of Education" Has Made the Evaluation of Talent Training Objectives and Research Achievements of Various Universities of Single Subject, and Realized the Significance of the Core Elements of Universities and University Development Whose Internal Quality Assurance System Has Been Officially Knocked Down. from the Perspective of the Overall Development of China's Higher Education and the Outlook of Education Administrators, Improving and Improving the Internal Education Quality Assurance System is One of the Key Points for the Future Development of Universities. Comments and Evaluation Provide Opportunities for the Reconstruction of Teaching Quality Assurance System in Universities and Colleges. Therefore, the Development of Large-Scale Data Technology Provides Technical Support for School Managers, Real-Time Control of the Operation of School Education, and the Improvement of School Running Efficiency[2]. Achieve Effective Quality Assurance. Using the Opportunity of Comprehensive Investigation and Evaluation on the Shortcomings of School Education Quality Management, Actively Using Big Data Technology for Guidance, Effectively Improving the Quality Assurance Level of School Education. It is Worthy of the Long-Term and Deep Concern of University Administrators.

2. Definition and Characteristics of Big Data

"Big data" refers to large-scale data that cannot access, organize and manage current mainstream software tools to help decision-making and achieve more positive goals. The kernel has a large amount of prediction and a variety of high-speed summary functions. At the same time, big data is also a data set, associated with data type (diversity), big data scale (volume), high-speed data flow,

dynamic data system (rate) and big data value.

3. Big Data Classification and Application in Education

Big data in education can be divided into broad sense and narrow sense. The data obtained from the actions of teachers and students in daily education activities are called the extensive education big data with the characteristics of time series, context and level, and the data related to the actions of learners are called the narrow education big data. The data mainly comes from online learning platform, student management system and course management platform[3]. This includes answer level, keyword level, classroom level, teacher level, student level, conversation level and school level. Only when we have these data can we provide people with corresponding data support at different levels to help them understand better. The application of big data in 173 - 174 education can be divided into three steps. In the future smart classroom, teachers can use various sensors to record students' behaviors. Therefore, in the field of education in the future, we can obtain data through wearable devices, conduct data analysis, and write the research, practice and test of three points into words. This belongs to the category of learning analysis, which needs the detailed analysis of students' retention time and repetition degree, machine learning, semantic analysis, support of learning psychology, etc. That is to analyze what students need to strengthen in their research.

Table 1 Survey of Basic Information of Students

Survey items	A	B	C	D
College entrance examination English scores	0-40	40-60	60-90	90-100
Percentage	20	72	8	0
English learning before entering university	First semester	Second semester	The third semester	The fourth semester
Percentage	16	20	3r	61
English learning time after class every day	Hardly any	Less than 1 hour	1-2 hour	More than 2 hours
Percentage	34	41	18	7
Effect evaluation of personal learning methods	Very nice	Good	Difference	Very poor
Percentage	4	15	53	28

4. The New Development of College English Education in the Era of Big Data

With the advent of the era of big data, the initial opportunities and conditions of human beings have achieved complete, comprehensive and systematic data in multiple fields and deep levels[4]. Before using the real world laws, we can not explore, we can use the acquired knowledge. It has shaped the whole education system and become a new driving force for the reform of education mode and method. In the context of big data, knowledge is ubiquitous, and learning is carried out anytime and anywhere. Educational resources have the characteristics of open content and platform. The popularity of the Internet and various mobile terminals has led to fewer and fewer face-to-face courses. On the other hand, experiments and interactions have increased a lot. In the era of big data, College English teaching must be based on the school and adjusted according to the teaching objectives. Curriculum design and education management must be consistent with the teaching reality of the school. In this way, College English will become a more high-quality and diversified college English education to meet the needs of college students, so that they can benefit from life.

5. An Analysis of the Ways to Achieve High Quality College English Education in the Era of Big Data

5.1 Improve the Information Literacy and Professional Quality of College English Teachers

Teachers are the key to the quality of education. It can be seen from the standards proposed by

UNESCO that the quality of foreign language teaching consists of the following standards: all the guiding objectives need to be designed by teachers. Under the traditional education mode, an excellent English teacher must be able to speak authentic English, express accurately, and have natural and fluent pronunciation and intonation. In the classroom, you can deal with the relationship between input and output, language and content. Strong language teaching ability, proficient in Linguistics and applied linguistics. In the era of big data, College English teachers only have language ability. They also need to learn modern educational technology and adapt to the changes of new technology and knowledge. Otherwise, their authority will be greatly reduced. The personal charm of teachers is also an important factor in high quality college English education[5]. Responsibility, knowledge, humor, cheerful, good at communicating with students, doctor-patient justice, are the most popular among students. Therefore, at 174 in 173, teachers must improve their overall quality.

5.2 Building a Three-Dimensional Curriculum System

General English, professional English and cross-cultural communication. General English refers to the development of students' language ability, such as listening, speaking, reading, writing, as well as vocabulary, grammar, oral and practical knowledge teaching. In order to prevent misunderstandings caused by expectations of different cultures, to achieve more effective communication, and to cultivate students' understanding of different cultures. The University and the university must integrate these three parts into the school-based curriculum.

5.3 Teachers' Outlook on Development and Education

The new model of educational institutions needs teachers to have new abilities. In the context of big data age, teachers must change from resource providers to resource integrators. In traditional education, teachers' response to classroom students is based on predefined situations. In the era of big data, due to the rapid increase of data volume, when the processing speed increases and the data is fuzzy, the previously preset scene may no longer exist[6]. Therefore, teachers must consider big data while learning their professional knowledge. Professor evaluation is not one-off, but there are procedures. Teachers can record students' learning status at any time, which can be summarized as classroom observation data terminal can be used. If they are fast learning students, we can find a point. The relevance of teachers' education effect in the classroom. In order to improve their own education activities, the reflected assistance can be used. The course carrier record of students' behavior information base organically combines big data with classroom teaching. This purpose and real record can understand teachers' learning knowledge, reflect it in teaching activities, and improve teaching content to meet the needs of students.

5.4 Abundant Teacher Education Resources

Big data will have a devastating impact on the teaching of individual teachers. Traditional college English education is a classroom based on teaching materials and basic knowledge and skills. In the era of big data, the popularity of the Internet enables students to solve most of the problems in English learning with the help of the Internet platform[7]. Nowadays, students have rich English learning resources, but they lack interest, method and motivation. Teachers need to gradually transform from knowledge and skills instructors to organizers and participants of educational activities. Big data teaching provides English teachers with rich and diverse teaching resources. MOOC is a large-scale open online course. The ED xmooc platform, created by Harvard University and MIT, attracted 49 universities, including Peking University and Tsinghua University. Courseera MOOC platform, established by Stanford University, provides 386 online courses for 3.5 million students. These online education platforms can provide students with quality education resources from world-class universities. Teachers can also transform the international MOOC platform and establish a school-based MOOC platform. Compared with the existing platforms such as national standard courses, video public courses and resource sharing courses, MOOC has made great progress. Students can watch videos selectively and repeatedly to adapt to personalized learning. The learning effect of multi-mode video is better than that of reading textbooks. Students

are free to control their time, learning direction, content and research progress. MOOC courses are not only designed for personal computers, but also for independent students, providing teaching videos for mobile application terminals. MOOC curriculum design materials enable students to express their life and work in the most distinctive English. However, the use of independent MOOC resources based on College English and the introduction of international MOOC resources based on the university must match the actual learning ability of students. Schools also need to do their best to provide teachers with necessary information, organize appropriate training, so that they can better adapt to the role of technological change.

6. Conclusion

The establishment of university teaching quality assurance system is an inevitable requirement to realize the common development of University and university[8]. In the current context of colleges and universities, in order to find the shortcomings of quality assurance, comments and evaluations are faced with the problems that need to be considered by university managers in order to build self-evaluation and self, to build new "big data" technology of education quality, and to ensure the system. The author's changes in three aspects of the education of management concept, through our effective establishment of a complete participation and campus quality culture, it is necessary to make a substantial student center turn, the importance of the important accessories of process management, the quality standards of links, in order to ensure that the data needs to be processed[9]. The other five aspects set by the organization, the use of technology, the encapsulation of feedback and the focus of construction are positive. In the new era, the new "artificial intelligence + education" quality assurance system will be built to build a new era. In order to satisfy the education, people will implement a higher training ratio of better socialism and successors, and education will provide a strong guarantee for the realization of rapid development.

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