

College English Teaching Reform and Innovation in the Context of Informatization

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Abstract: As early as 2012, China put forward relevant requirements for the integration of national education industry and information technology, and to some extent, planned the development goals of China's education informatization in the next decade. It can be seen that information technology plays an important guiding and fundamental role in the reform of the education system. At the college level, English, as one of the public learning subjects, should not only pay attention to students' basic English knowledge, but also cultivate students' awareness of cross-cultural communication. Schools should also pay attention to the timeliness and comprehensiveness of English courses, reform teaching concepts, teaching methods and teaching models, and effectively use information technology to build efficient English classrooms for students. This paper elaborates on the specific path of college English teaching reform and innovation under the information background.

Keywords: information background; College English; reform in education; Innovative approaches

1. Introduction

In college English teaching, the use of information technology can improve classroom effectiveness to varying degrees, and can also promote the in-depth implementation of various advanced educational concepts. However, at this stage, due to various factors such as teachers' teaching level, teaching equipment resources and students' cooperation, there are still some problems to be solved in the specific use of information technology in college English teaching. Relevant personnel should also establish a scientific and reasonable English education system from the perspectives of classroom setting, evaluation mechanism, teaching goal formulation, etc.

2. The positive significance of college English teaching reform in the context of information technology

2.1 Improve the effectiveness of college English classroom teaching

With the continuous promotion of information technology and network communication, various industries are using multimedia technology at this stage. In college English teaching, with the help of information technology, teachers can present various English knowledge for students, so that students can have a comprehensive understanding of learning[1]. Compared with the traditional indoctrination method, in college English teaching under the information background, teachers can use all kinds of advanced teaching software, teaching videos, data pictures, and even 3D simulation scenes to satisfy students' curiosity and improve their enthusiasm. Moreover, with the promotion of information technology, the relationship between teachers and students will be more harmonious, and the classroom learning atmosphere will also be active.

2.2 Improve college students' enthusiasm for English learning

As an English teacher, in the process of classroom teaching, if you can make effective use of every minute to make students feel the rhythm is bright and clear, you can arouse students' emotional resonance. Teachers can also use information technology to build the connection between knowledge and situation for students, stimulate students' thinking, and invite students to express their views and feelings. Students can interact with each other and collide with new ideas, which can not only effectively drive the enthusiasm of the whole class, but also make students feel confident in learning and sense of achievement, Middle school students can also maintain high enthusiasm for continuing

their studies in the later period.

2.3 Promoting the cultivation of college students' innovative thinking

Cultivating 21st century talents with information literacy has become one of the core goals of university education. In the classroom, teachers build various excellent learning platforms for students with the help of information technology, so that students have enough space to think. Each student can learn from others' strengths and make up for their weaknesses. Then, through bold guesses, reasonable guesses and real drills, they consolidate and understand knowledge, and on this basis, they develop their own innovation ability. Teachers can also use the information platform to timely understand the learning process and results of students, so that teachers can adjust the teaching progress and content in a targeted way, and further design classes that meet the students' innovation ability.

3. Prominent problems in college English teaching reform under the background of informatization

3.1 Informatization teaching equipment needs to be enriched

In college English class, if you want to really play the advantages of information technology, first of all, teachers should use advanced information teaching equipment. However, at this stage, many universities still have a shortage of equipment introduction. For example, there is still a teaching mode of "one blackboard, one mouth" in the teaching hardware equipment, and information technology is limited to computers and projectors. Teachers cannot provide students with various forms of teaching resources, and classroom teaching effects will be limited. From the perspective of software facilities, some college English textbooks have not been updated in a timely manner. The content of the textbooks is quite different from the social development needs and students' learning needs. In addition, the arrangement of classes is unreasonable. Many students are not interested in English learning, think they have not gained much, and classroom teaching is not targeted [2]. In addition, the use of information technology has a certain lag. There is no experience or reference materials on how to apply information technology in daily teaching, which makes some colleges and universities do not attach importance to the advantages of information technology. There are also disadvantages such as low utilization rate in building teaching platforms and sharing teaching resources.

3.2 Teachers' information literacy needs to be improved

From the perspective of structure, college English teachers have rich work experience, which can not only promote students' English learning, but also hinder students' English cognitive level to some extent. Because teachers are older, used to the traditional teaching mode, do not know about information technology, and are unable to skillfully operate various functions of information technology. Although some teachers try to use information technology in the classroom, they waste a lot of time due to their unskilled operation. Moreover, teachers do not have a lifelong learning awareness. Few teachers actively learn information technology related materials and develop methods. In addition, teachers cannot use information technology to achieve interaction with students. The evaluation method is still single, which is difficult to improve students' interest in classroom English learning. In this way, promoting the reform of information English teaching will undoubtedly face greater challenges.

3.3 College English teaching reform has no form

With the increasing emphasis on the reform of the educational system, some college English teachers are fully aware of the importance of teaching reform. However, in the specific process of practice, it will also be affected by mode transformation, cultural cultivation, experience accumulation, etc., and it is impossible to form a mature classroom teaching system in a short time. The longest period from the initiation of classroom reform to the final success of some colleges and universities is no more than five years, but there are many foam in them, which give a very prosperous reform scene on the surface, but in fact, they are stereotyped without substance. In addition, some colleges and universities in the context of reform, in order to pursue temporary utilitarianism, have adopted packaging and other forms to obtain the appearance of brilliance in English classroom reform, but from the perspective of long-term development of colleges and universities, it cannot provide long-term benefits.

3.4 The reform of English teaching is too extensive

The proposition of the three-dimensional teaching goal has given English teaching reform a clear direction. For example, knowledge and skill goals, process and method goals, emotional attitude and values goals, but each goal contains many aspects of content, and does not specify specific content. Under the vague goal requirements, some teachers only pay attention to whether they can achieve these goals, but do not pay attention to the guiding role of the goals for students, which makes the teaching of teachers in the classroom without clue and the learning effect of students without rules to follow. For example, teachers only pay attention to the students' understanding of the content of the textbook and the setting of the syllabus, but the connection between the textbook knowledge and students' actual life has not been effectively explored, let alone based on students' learning and growth needs, to show students the relevant resources that meet the requirements of the recent development zone. The effect of such classroom reform will also be unsatisfactory [3]. In the process of reform, some English teachers, in order to cope with the inspection of the school and the Ministry of Education, made changes at various levels, which ultimately led to poor connection of teaching design and serious dispersion of energy. In this way, the classroom teaching effect will be more affected.

4. Analysis of the path of college English teaching reform in the context of information technology

4.1 Improve information teaching equipment and help improve classroom effect

In view of the imperfect information technology equipment in English teaching reform, college English related managers should start from the following perspectives. The first is the introduction of English teaching hardware equipment. First of all, we need to purchase advanced computers, projectors, electronic whiteboards and other multimedia teaching equipment, and build a sound information teaching platform. The school should also establish a professional information equipment detection and maintenance team to regularly maintain and update all teaching equipment and platforms, so as to improve the English teaching environment, promote the classroom teaching effect, and meet the requirements of social development. The second is the setting of English teaching software. First of all, colleges and universities should give full play to their scientific research and technical strength, develop a set of English teaching software suitable for the development of the college, and provide a complete set of learning materials for students' learning and teachers' teaching in the software. Secondly, the school can also work with enterprises outside the school to jointly develop school enterprise cooperation software that can promote the smooth employment of students. Thirdly, with regard to the introduction of teaching resources, the school should also update the teaching materials in a timely manner. According to the specific learning needs and employment requirements of students in each grade, the school should add corresponding teaching materials to promote the improvement of students' knowledge level, ability and interest, thus improving the efficiency of classroom teaching, so that students can master various skills required for employment. Third, schools should also promote the interaction between teachers and students by building a multi-functional information teaching network platform. For example, we can build a network resource platform that combines inside and outside the school, an online teaching platform for teachers, an offline interaction platform for teachers and students, and an online testing and online training platform for students. We can build a good learning atmosphere for students through a variety of platforms, so that information-based college English becomes a normal English teaching model.

4.2 Carry out teacher training activities to improve teachers' information literacy

As a member of the information society, college English teachers should first be familiar with information technology and master various operating skills. Schools should also regularly organize teachers to carry out various computer information technology training and learning activities, and stimulate teachers' subjective initiative to learn information technology by building evaluation standards and other forms. For some commonly used teaching software and tools, teachers should also deepen their understanding and application through assessment[4]. Secondly, schools should also pay attention to the improvement of teachers' ability to use software tools to prepare lessons or select materials in daily teaching, and can also guide teachers to prepare lessons efficiently through training when necessary. Thirdly, college English teachers should also improve their ability to combine information technology with English teaching, so as to build a compact classroom teaching activity in the classroom. The school can invite off campus English teaching experts, higher education teaching

experts, etc. to come to the school for talks or lectures, so as to provide theoretical and practical training on the use of information technology for all teachers, and provide face-to-face guidance, Promote teachers' ability to use information technology innovatively. In the promotion of computer application ability, school administrators should also pay attention to the training results of teachers. Although they participate in the training, some teachers are difficult to effectively improve their professional level with the help of training knowledge. In response to this phenomenon, teachers can promote the sharing of excellent educational resources and comprehensively improve the IT operation level of all teachers through teaching research, communication and other forms. In the course evaluation and listening, schools can also link the effect of teachers' use of information technology with their salaries and professional title evaluation, which can improve teachers' awareness of active learning.

4.3 Clarify the objectives of curriculum reform and improve the efficiency of curriculum reform

In the process of college English teaching reform, English teachers should first make it clear that the ultimate goal of the curriculum reform is to abandon the unreasonable part of teaching and add scientific and reasonable content. Therefore, if you want to do a good job in the curriculum reform, you should first make clear the curriculum goals and directions, find out all kinds of problems in the specific teaching process, summarize and deeply analyze the problems, and base on the basis of problem solving, Formulate a series of curriculum reform measures. In the context of information technology, college English teaching reform should give full play to the advantages of information technology, not just to pursue the fashionable use of information technology. Teachers should always adhere to the goal of classroom teaching reform and promote the all-round development of students. Therefore, they should conduct research from multiple perspectives, such as college English textbook content, class hour setting, and textbook structure, and formulate corresponding measures through in-depth research. In addition, English teachers should also play the role of discipline education, cultivate students' correct values, and improve students' ability to find and solve problems independently. Teachers should also respect the differences between students, choose interesting teaching methods that students can accept, and carry out English knowledge explanation, so as to conform to students' cognitive characteristics, improve students' learning enthusiasm, and make students truly become beneficiaries of curriculum reform.

4.4 Enrich English education resources and promote diversified development of teaching

Although teachers are the main guides and promoters of students' learning, and also the main designers of teaching activities, teachers' knowledge reserves cannot really meet the learning needs of all students. In order to effectively solve various problems of students in the process of English learning, teachers should make full use of information technology to show students all kinds of excellent in class resources and extracurricular learning resources. The teaching activities will be designed more compactly in the classroom, so that students can continue to maintain the best learning state. Teachers should also carry out hierarchical teaching methods, which can respect the differences of students, and protect the self-esteem of students, so that each student can be promoted together with the attention and encouragement of teachers[5]. When looking for educational resources, teachers should also adopt the problem situation method, role playing method, group cooperation method, etc. according to the personality characteristics and knowledge reserves of students at different levels, so that students can learn English knowledge with different methods .

Teachers can also encourage students to use network resources for fragmented learning. They can also regularly share various excellent learning resources with students by building WeChat groups, QQ groups and other forms, so that students can break the time and place restrictions and learn or review knowledge anytime and anywhere. For example, in the pre class preview link, teachers can arrange preview tasks for students with the help of the network platform. After students learn independently, they can summarize problems and ideas. In the classroom, teachers can communicate with students in a targeted way to learn about students' preview status in time. Teachers can also add online tests to students in the phased curriculum summary, and learn about each student's learning status through the analysis of students' test results, The teacher then formulates a targeted guidance plan for students according to the test results. For another example, when cultivating students' oral and listening abilities, teachers can enable students to have real-time conversations with the help of the Internet, either between students or between teachers and students, which can improve students' interest in English learning and train students' good English learning abilities such as listening, speaking, reading and

writing[6].

5. Conclusion

To sum up, the English courses offered by each university have both the characteristics of public basic courses and the characteristics of the development of the university itself. Under the background of the continuous promotion and application of information technology, the reform of college English classroom teaching has become the trend of the times. School administrators and teaching workers should base on the long-term development of the school, find out the problems and challenges faced in the course reform process, and adjust the strength of all aspects, Effective measures should be taken to promote teachers' teaching level and students' learning effect, so as to make the university develop healthily and sustainably in the long run.

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