

The Dilemma and Countermeasures of Online Teaching in Colleges and Universities from the Perspective of Field Theory

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Abstract: *The degree of integration of network and daily life is deepening, and offline teaching is inaccessible in a specific time and space. Online teaching has become an increasingly popular way of teaching. This article is based on field theory and adopts qualitative research methods. Research has found that after the gradual prevalence of online teaching, the balance between teaching and learning has been broken, the contextuality of the curriculum has been weakened, and the individual's restraint has been reduced. The study proposes that online teaching in colleges and universities should break down barriers and find a balanced relationship between teaching and learning; solve dilemmas and find a mode of integration with online teaching situations; form personality and improve individual self-control.*

Keywords: *field theory, online teaching, offline teaching*

1. Introduction

With the improvement and development of information technology, online teaching has gradually revealed its opportunities, especially in the face of the “COVID-19” at the end of 2020, offline teaching is even more difficult to talk about, highlighting its disadvantages. In order to complete the teaching plan, many colleges and universities have started the line teaching plan. For many domestic colleges and universities, whether it is the shortcomings of hardware conditions such as network technical conditions and the limitations of teaching terminals, or the limitations of software conditions such as live classroom effects and the constraints of teaching APP, whether it is college teachers who are not familiar with new teaching methods, for college students with limited learning self-control, the online teaching model is undoubtedly a severe test. It not only requires teachers to acquire the skills of using live broadcast software and is accustomed to the way of online interactive feedback, but also requires students to master the basic functions of live broadcast software, adapt to the learning method that can effectively acquire knowledge even when the teacher's gaze is absent, and then achieve effectiveness of classroom teaching. As far as the time dimension is concerned, most of the online teaching models support playback, which improves the efficiency of teaching, but it also has the unspeakable concealment of replacing offline teaching.

2. Difficulties faced by online teaching in colleges and universities

2.1 The balance between teaching and learning is broken

The arrangement of all teachers and students participating in online learning has a certain degree of passivity, because in online teaching, teachers must not only grasp the learning content, but also organize the learning during the live broadcast process. In this state, the leading role of teachers has become increasingly obvious, and the active attitude of students is also very prominent. Boundary theory proposes that individuals maintain their mutual balance by maintaining the relative boundaries of various fields [1]. However, sometimes changes in certain resources will increase the permeability of the boundaries between various fields, leading to interference and conflicts in certain fields, resulting in a higher sense of pressure. Here, online teaching is an element of enhanced boundary permeability, which blurs the time and space boundaries between teachers' work and life, and therefore it is more likely to cause their work area to squeeze the life area.

How to balance the relationship between traditional teaching and online teaching, and accurately find their own position, is the primary level of reflection. In traditional teaching, the main role of the teacher is the lecturer, and the main task is to prepare the lesson, give it a good lesson, and make a good summary after the lesson. However, in online teaching, the role of teachers will be more diverse, and it is necessary to clarify their position and play multiple roles. It can be seen that online teaching is not to reduce the teaching tasks of teachers, but to take on more responsibilities: neither can relax the classroom explanation of traditional teaching, nor ignore the auxiliary role of online teaching, but also need to do a good job in online teaching to students of guidance assistance. However, because teachers are not familiar with the use of live broadcast software, it is difficult to get started, so some additional training work is needed; because the training is not timely and comprehensive, most teachers need to teach by themselves. Therefore, in the practice of teaching, there are often problems such as microphone failure, PPT on-line screening, difficulty in interaction between teachers and students, and inconvenient teaching environment. These dilemmas are also prominent problems in online teaching at this stage.

2.2 Curriculum contextuality is weakened

The students participating in online learning is itself a comprehensive change and reorganization of their own cognitive habits and learning styles. Therefore, looking at the overall situation, under limited conditions, it is difficult for online learning to create an educational situation equivalent to traditional classroom teaching, let alone achieve the quality of offline teaching.

First of all, electronic communication is still unable to fully simulate and fully present the details and information of face-to-face communication, especially to restore complex communication scenarios such as collaboration and discussion. In traditional classroom teaching, teachers and students can naturally create a mutually integrated academic atmosphere, and the contextuality of teaching interaction is relatively strong; in the online teaching mode, due to the differences in students' individualization and learning styles, the atmosphere of the class culture is caused. It is difficult to create, the traditional classroom environment cannot be simulated, the discussion and interaction between peer groups are absent, the situational atmosphere is weakened, and the learning efficiency of online classroom students will also be affected. Secondly, as Goffman's theory of drama puts it, people's daily self-presentation can be divided into "front-end", "back-end" and "script" [2]. In offline physical classrooms, the "front desk" is the entire classroom and needs to face the entire "audience", that is, other teachers and students present. In online teaching, from a student's point of view, the "front desk" becomes the area covered by the camera; when the student turns off the camera, he can also use "entering the classroom" as the form of presence, and his body may have changed from the "classroom" is pulled out to realize the free switching between "front" and "behind the scenes" interactive venues, but the teacher cannot locate the true state of his body. The teacher side continues to teach with the scene created by the offline contextuality, while the student side may destroy a certain classroom contextuality in the continuous free switching. Finally, many colleges and universities still arrange mechanical courses according to the time of the student's schedule, hoping that students can stay in front of the computer and follow the schedule to participate in the study. But in fact, copying the curriculum timetable will make students maintain the offline learning state, not to mention maintaining the creation of learning context. When the driving force of learning becomes resistance or being driven, the situation at this time is just an empty shell sitting in front of the computer. In addition, because teachers are difficult to control the length of class and the short rest time, it is easy to cause the fatigue of the visual and auditory nerves of the students, and there are many states such as "wandering" and "free". This state will bring resistance to the situational creation of the classroom.

2.3 Individual restraint is reduced

The poor individual restraint of students is the biggest shortcoming of online teaching. Many college students lack the ability to learn independently and restrain their own behavior because they gradually adapt to the supervision of offline education teachers and are accustomed to passive learning; once teacher supervision is absent in the online situation, it is difficult to effectively stimulate these students' interest in active learning. If the online classroom audience lacks the interest and ability to actively learn, then online teaching will become a mere formality, and its teaching effect will be difficult to guarantee. The main reasons leading to the reduction of individual binding force are:

First, online teaching reshapes the learning habits of college students. Many students have poor self-suggestion. In their online teaching practice, they often switch freely between the "front-end" and

"behind-the-scenes" states; in addition, most platforms have a large number of students due to current limitation or stability problems of the Internet speed [3]. As a result, it is difficult to realize the opening of all cameras, which makes it easy for the lecturers to be separated from the classroom without supervision, and it is difficult to achieve the expected teaching effect.

Second, the utility of the computer as an auxiliary tool for different objects is quite different. Many students' cognition of computers is still in the "computer is a tool for games and entertainment", that is, to express emotions and entertainment through it. However, since the Ministry of Education announced the implementation of online teaching, most students have not been able to get out of the rest of the winter vacation, and have not been able to adapt to the transformation of learning methods from offline knowledge acquisition to online knowledge acquisition, which has caused the effect of online teaching.

Third, the implementation of online teaching includes the reconstruction of the understanding of teaching rules, which not only brings severe challenges to teachers, but also challenges students and parents. As far as teachers are concerned, teachers in traditional classrooms can improve and ensure the learning effects of students through classroom management. After leaving the face-to-face situation, the difficulty of classroom management continues to increase, especially for some "marginal students" who have bad learning habits. It is even more difficult to achieve effective supervision and management. In short, in terms of awakening and improving "marginal students", the obstacles of teachers' classroom management and the absence of parental coordination have accelerated the reduction of the individual restraint of this part of the group, making it more difficult to guarantee the learning effect.

3. Exploration of online teaching paths in colleges and universities

3.1 Break down barriers and find a balanced relationship between teaching and learning

The smooth implementation of online teaching requires finding a balance between "teaching" and "learning" to continuously improve teaching efficiency; a student-centered online teaching plan needs to be developed. From the perspective of "teaching", teachers first need to be familiar with the basic functions of the live broadcast app before the curriculum starts, so as to avoid emergencies that are difficult to handle during the live broadcast. Secondly, the advanced methods of offline teaching can be transplanted to the online, and the online teaching can be appropriately "received" to avoid the situation of online teachers' "single talk". Finally, adapt to the online teaching mode and teaching structure as soon as possible, adjust the teaching rhythm and teaching plan according to the needs of students in time, find out their own role positioning, and do a good job in the connection between "teaching" and "learning", so as to improve students' learning initiative nature. In terms of "learning", the following two aspects need to be achieved: First, students not only need to accurately grasp the curriculum schedule and teaching time, but also to ensure timely participation in online teaching, and they need to be familiar with the live broadcast app in advance the functions of sign-in, speech, hand-raising and video are provided to better provide timely and effective feedback and evaluation of teaching content during the teaching process. Second, students learn in advance the knowledge points that teachers may teach in order to better grasp the content of the class.

3.2 Solving the dilemma and looking for a mode of integration with the online teaching situation

In online teaching, context is both its advantage and its disadvantage. The advantage is that online teaching can achieve multi-layer interaction within the online field situation, but the disadvantages are that it is difficult to create learning contexts online as well as offline. In this regard, the problem of lack of context in offline learning should be effectively embedded, and an online context should be constructed according to the actual situation [4].

First, teachers and students should create a harmonious teacher-student relationship through flexible and frequent online interaction. The online teaching and the materials involved in the teaching are uploaded in the group in advance for students to download, which is convenient for pre-class preparation and after-class knowledge review, so as to better utilize the advantages of online teaching. In addition to the curriculum, teachers should also increase the time for interaction and communication with students in order to grasp the learning dynamics of different students in a timely manner, to help solve their life and learning problems, so that students can still feel the context of offline learning.

Second, reduce the audience to ensure the effectiveness of classroom teaching. Before the curriculum is opened, formulate a strict teaching plan and teaching mode; in order to effectively avoid

the separation of the students from the situation, the group base of the students in the class can be appropriately reduced, and at the beginning of the curriculum, discuss with the students about turning on the camera or microphone in advance to avoid sudden requests turning on the camera, but because of the students' self-"impression management" considerations, the phenomenon of non-cooperation breeds.

Third, weaken the tendency of mechanical teaching and improve teaching flexibility. In online teaching, students' "adaptiveness" and initiative are an important prerequisite for ensuring the effect of learning. Therefore, in the teaching process, teachers should leave enough room to answer questions and actively interact with students. For classroom teaching time, you should choose a time period that is in a better state to reduce students' fatigue; it is also necessary to pay attention to attention guidance strategies in the curriculum, create a space for teacher-student interaction, student-student interaction, and continuously improve students' understanding and knowledge of the curriculum.

3.3 Form personality and improve individual self-control ability

First, online teaching is to reshape teachers' teaching habits and students' learning habits, looking for opportunities for students to form self-suggestion, get out of winter vacation as soon as possible, and change some students' inherent notion that "computers are tools for games and entertainment", to guide the individual's learning behavior with rational cognition, thereby helping the lecturers to develop new learning habits and learning concepts [5].

Second, teachers should set challenging learning tasks to exercise and cultivate students' thinking skills. In online teaching, the learning tasks of the course are divided into a series of sub-tasks, and these sub-tasks are embedded in daily homework to strengthen the correlation between knowledge and practice and enhance students' learning motivation. At the same time, teachers can use the learning task reminder function of the live broadcast platform to help students clarify the learning tasks of each stage of the curriculum, so that students can better control their own learning process, so as to learn how to learn independently. Promoting students' self-construction with "task-driven" can cultivate students' autonomous learning ability and promote students' self-regulated learning; this kind of controlled and regulated learning belongs to the level of metacognition and high-level understanding, and can promote students' autonomy the development of learning ability.

Third, give full play to the synergy of parents' "first teachers". During the home study period, parents should do a good job of corresponding supervision work, and properly check the effect during the student's class. Of course, parents do not need to accompany the whole process, but proper supervision to ensure the learning status of the subjects. Since the subjects of teaching are college students, the role of parents is more embodied as a supplementary and supervisory role.

4. Conclusion

The reason for the increasing prosperity of online teaching is not only the rapid development of Internet technology, but also the specific time and space thrust of the field. In the cloud of APP, the class location has changed from offline to online, and the understanding of the rules of the teaching space has shown great changes. Specific temporal and spatial changes trigger changes in formal rules, and real online teaching must be realized through interaction between actors in the field. Colleges and universities have transferred teaching places from offline physical classrooms to online virtual spaces, and the teaching situation has changed significantly, and a series of impacts have been produced. Although many online teaching platforms have different functions, they basically support multi-format online video and voice, dialog box chat and other functions. Software such as classin and dingding also supports playback functions. In online teaching, because there are blind spots outside the lens, students' self-impression management will also change. This is because the teacher-student interaction is limited to "online classrooms", where voice and text are used for communication, and more personal appearance features are hidden due to changes in the interactive venue. However, although the interaction in the chat box weakens the look and demeanor information and reduces the transmission of body language, it promotes the structured information communication among class participants.

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