

Optimization and Innovation of English Major Teaching Model Based on Micro-class

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Abstract: In order to improve the teaching effect of English majors, a research on the optimization and innovation of the teaching mode of English majors based on micro-classes is proposed. Analyzed the basic attributes of micro-classes in the way of expression and application, combined with the two problems of teachers' inadequate cognition of micro-classes and limited space for micro-class creation, and put forward the basic principles of insisting on teaching without class. Pay attention to teaching students in accordance with their aptitude, strengthen heuristic teaching, and pay attention to the optimization and innovation path with the combination of learning and thinking as the core.

Keywords: micro-classes; English majors; teaching mode; teaching but not class; teaching students in accordance with their aptitude; heuristic teaching; combination of learning and thinking

1. Introduction

In the context of the gradual deepening of global interaction, the teaching of English majors is becoming more and more important. On this basis, how to promote the reform of English education has become one of the important tasks of the grassroots teaching work [1]. In recent years, the development of computer technology has made the online teaching model based on the Internet gradually widely used in teaching activities. Not only that, considering the integration and processing capabilities of information technology for teaching resources, it is useful for improving teaching effects. It also has very important practical significance [2]. As a product of the organic combination of information technology and education and teaching work, micro-classes not only reverse the development of the classroom to a certain extent, but also cannot get rid of the deficiencies in traditional teaching. With the help of micro-classes, the distance between students and teaching content can be shortened to the greatest extent, so that they can obtain a more immersive experience in the learning process [3]. As far as English majors are concerned, the main education difficulty lies in the students' lack of relevant context, and it is difficult to use the knowledge learned in English classes in communication, so it is more difficult to consolidate. At the same time, due to the limitations of the curriculum itself, part of the teaching content is also mainly taking exams, the knowledge system is relatively solidified, and the applicability is relatively low for actual work and life [4].

To this end, this paper proposes a research on the optimization and innovation of English majors based on micro-classes. Based on the analysis of the basic attributes of micro-classes, combined with the main problems existing in English teaching at this stage, a specific optimization and innovation path is proposed. Through the research of this article, I hope to provide help to improve the teaching quality and teaching effect of English majors.

2. Analysis of the basic attributes of micro-classes

Compared with traditional classrooms, micro-classes are more of a teaching method based on the Internet. In the early stage of the development of micro-courses, it was mainly based on the American "60-second course concept" to construct a teaching model. Although it has undergone a period of rapid development, there is no precise concept to define it at this stage. In a broad sense, micro-course is a teaching method that implements teaching activities through the flexible use of Internet video resources and video methods. Because it is not limited by time and space, it has higher flexibility and applicability. Part of the abstract knowledge content can also be expressed in a more intuitive way through micro-classes. This eases the bottleneck of traditional teaching to a great extent, and the explanation of key points and difficulties in teaching is transformed into an analysis of teaching

resources. In addition to the above advantages, the teaching method of micro-classes is more relaxed, and the boring language and text teaching mode can be transformed into a diversified teaching mode such as video, audio, and pictures, so that students can devote more attention and interest to. During learning, this is extremely important for improving the quality of teaching. It should be noted that the biggest feature of micro-classes is that they are not restricted by the environment, which reduces the requirements for the teaching environment, but at the same time it also makes the management of students in the classroom more difficult. This requires teachers to adopt more practical and effective teaching methods, and make corresponding changes in thinking modes and teaching methods. On this basis, give full play to the value of micro-classes in enriching classroom teaching content, strengthening the internalization of teaching knowledge, and promoting the refined development of teaching design.

3. Analysis of the problems existing in the teaching mode of English majors' micro-classes at this stage

3.1. Insufficient teacher cognition

To make full use of the value of micro-classes in the teaching of English majors, we must first have a correct and full understanding of micro-classes. However, at this stage, as micro-classes are a new teaching method in the information age, they are useful for teachers' computer applications. Ability puts forward higher requirements, and teachers in some colleges and universities have a strong dependence on the traditional inherent teaching mode. Therefore, when using micro-classes to implement English teaching, it is mainly used as a teaching tool, and in order to give full play to its integration of teaching content, in a sense, the traditional teaching thinking mode is used to carry out teaching activities. Turn the carrier of knowledge from the blackboard to the display, and to realize the digital teaching in the true sense. The main reason for this situation is that teachers' cognition of the teaching function of micro-classes is still in the general cognition stage, which is also the main breakthrough point for the optimization and innovation of English majors.

3.2. Limited space for micro-class creation

There are obvious differences between the education of English majors and the universal education of senior high school. This difference is mainly manifested in the corresponding categories of different sub-specialties, and the focus of learning English knowledge is different. And by analyzing the current stage of micro-class English teaching, it is not difficult to find that the creation of classroom content is still based on the content corresponding to the traditional teaching mode. Not only that, the limited and heavy teaching tasks, the teacher's workload of preparing lessons, and the inadequate mastery of modern computers, result in the arrangement of the micro-course teaching content often unchanged for a long time. This leads to the fact that although there are a large amount of teaching resources in the micro-course platform, they cannot be fully utilized, and the teaching content is single and lacks pertinence. This makes the difference between micro-course teaching and the resource setting required by course teaching content, which affects the final teaching effect.

4. Optimizing and Innovating Paths for the Teaching Mode of English Majors

Through the above analysis, it is not difficult to see that the application effect of micro-classes in English majors is not ideal, mainly because the teaching value has not been fully utilized. For this reason, this article focuses on the innovation and optimization of teaching mode from the following aspects Research.

4.1. Adhere to the basic principles of teaching without class

Due to different learning experiences and differences in their own abilities, different students have certain differences in their acceptance and adaptability to micro-classes. Teachers must fully consider this factor in the teaching process, and the learning abilities of mainstream groups cannot be used as the basis for curriculum development. , But to fully consider the comprehensive ability of all students, carry out teaching activities in a fair and equal manner based on the basic principles of teaching without class, and design the content of micro-classes.

4.2. Focus on teaching students in accordance with their aptitude

The goal of teaching is to improve students' English proficiency as a whole, but for students who have demonstrated outstanding learning abilities in their studies, they should be given appropriate elevation education based on their actual abilities. For some students with weaker abilities, it is also necessary. On the basis of the targeted enhancement. This requires the micro-course to have more comprehensive and comprehensive characteristics in content planning, which can cover the learning needs of all students.

4.3. Strengthen heuristic teaching

Learning itself is an activity led by the sense of autonomy. Teachers' instillation in the classroom can only meet the basic test-oriented education needs. English majors will face a more professional and systematic environment in the future. Therefore, it is extremely necessary to establish an awareness of autonomous learning. This requires teachers to use micro-classes to carry out teaching, to restore the students' future work scenarios to the greatest extent, and through enlightening methods, make students have the ability to diverge and think about more content through the knowledge in the classroom.

4.4. Attach importance to the combination of learning and thinking

The teaching of English majors is essentially a kind of language teaching, and the content of language involves far more than words and grammar, but more to understand the language environment, cultural heritage and values of English. Therefore, when using micro-classes for teaching, it is necessary to introduce related issues that trigger students' thinking in the content design, such as why certain words have different meanings in different scenarios, and the expressions of the same meaning in different environments to use different expressions.

5. Conclusion

The advent of the Internet era has enabled a high degree of sharing of information resources, which also provides a good basic condition for the optimization and promotion of teaching work. This article proposes a study on the optimization and innovation of English majors based on micro-classes, and analyzes the attributes of micro-classes and the current stage. On the basis of the main problems faced by English teaching, targeted optimization measures are proposed in order to provide reference for the development of related teaching work.

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