

Exploration on the Operation Mode of New Foreign Languages Teaching Platform Based on PBL Team Cooperation

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Abstract. It summarizes the overall situation of the construction and operation of the existing foreign languages teaching practice platform. The key analysis is that due to the lack of students' motivation, the participation is too low to play the role that the existing practice platform should play. The teaching mode of problem-based learning based on Aalborg University is introduced in detail, and the effectiveness, operation mode and precautions of teamwork are discussed. A new innovative practice platform operation framework based on teamwork is proposed to improve the usage rate of existing practice platforms and enhance students' ability to solve practical problems.

1. Introduction

At present, China is vigorously promoting the establishment of an innovative society, but contemporary college students generally lack the spirit of innovation and practical ability, and in the face of increasing employment pressure, how to find reform ways to deal with this problem has important pedagogical and sociological significance [1]. China's higher education has been expanding from 1998 to the present, and it has been 20 years since today, and the undergraduate stage has developed into a normalized mass education. Facing the new grand plan of "Two Hundred Years", today's society recognizes new talents with innovative spirit and strong practical ability. This is an educational change that every higher education worker must clearly recognize [2].

A major feature of foreign languages talent training is to emphasize that students have innovative thinking and social practice skills. Although with the increasing national power of China, colleges and universities have basically built a more modern professional teaching platform. But restricted by the traditional examination-oriented teaching thinking and some negative social atmosphere and other factors, nowadays college students generally lack enough learning motivation, which leads to the low utilization rate of existing platforms and fails to play its due purpose of enhancing students' innovative thinking and practical ability, which is also a serious waste of resources objectively [3]. Problem-Based Learning (PBL) is a modern educational model vigorously promoted by UNESCO. Its core principles include student-centered, problem-oriented, teamwork and other teaching concepts, which have been accepted by many international universities [4]. Through years of research accumulation, the author proposes a new foreign languages teaching practice platform operation framework based on PBL team cooperation, which is used to stimulate the learning motivation of college students, improve the frequency of use of existing foreign languages teaching platforms, and objectively enhance students' ability to cope with social practice.

2. A survey of foreign languages teaching practice platform

After the author's field research and reference to the existing literature, after years of continuous investment and construction, each foreign languages school has established a relatively complete school teaching platform. At the same time, it is also possible to rely on the resident primary and

secondary schools and enterprises and institutions to jointly establish an internship base. In general, it has complete hardware facilities for training innovative talents. Moreover, after years of discipline construction and development, the curriculum, teaching programs and training programs of languages-related majors at home and abroad have become more and more perfect, providing contemporary college students with the objective conditions of software and hardware necessary to grow into an innovative talent. All manuscripts must be in English. Please keep a second copy of your manuscript in your office (just in case anything gets lost in the mail). When receiving the manuscript, we assume that the corresponding authors grant us the copyright to use the manuscript for the book or journal in question. Should authors use tables or figures from other Publications, they must ask the corresponding publishers to grant them the right to publish this material in their paper.

Taking the college where I teach as an example, facing foreign languages majors, the college has a series of teaching practice platforms covering undergraduate to postgraduate teaching and research, such as autonomous listening laboratory, voice listening laboratory, simultaneous transmission laboratory, translation laboratory, recording room and English teaching radio station. Moreover, it has established a cooperative teaching practice platform with many agencies represented by the provincial government's Alien Office and resident radio and television stations, and has built a comprehensive chain training platform for students to learn from the theoretical knowledge of the school to the actual needs of the society.

3. The necessity of introducing PBL team cooperation in foreign languages teaching practice platform

It can be seen from the previous analysis that the main problem that restricts the current foreign languages students' innovative spirit and lack of social practice ability is no longer an objective factor such as hardware resource allocation or teacher teaching ability. More reasons may be attributed to the difference in the perspective of the educator and the educated person. That is to say, when the educated subjective initiative is not strong, the educator can not only look at the problem from the perspective of the educator, but should change the thinking and stand on the perspective of the educated to explore the new problems facing education today. The author summarizes and reflects on the teaching situation for many years. Combined with the research on the international advanced teaching mode, it is clear that the gap between the established teaching plan and the actual implementation of Chinese universities is very obvious. At present, students do not have enough motivation and research spirit to fully utilize the existing good hardware resources. This is an education and teaching problem that needs urgent attention and response. Specifically, although the college has developed a relatively flexible platform open model, and all professional tutors encourage students to participate in practical projects, the current majority of students' contact and use of the practice platform remains in the required experimental courses. Only a few students who participated in all kinds of competitions used the platform more frequently, but only stayed under the supervision and guidance of the instructor. They did not have the spirit of self-study and specialization, which was motivated by improving their innovative ability.

Teamwork is one of the core contents of the PBL teaching model. Through in-depth research, the author sums up the strong vitality of the teamwork model. When the educated people form a team to study together, the mutual promotion of the team members is very powerful, even if some members have insufficient motivation in the initial learning, or even passive confrontation. However, with the help and influence of other members of the team, their learning difficulties will be decomposed, and at the same time, driven by self-esteem, their learning investment time will increase inadvertently, so that they will gradually experience fun in learning. At this time, objective incentives will change into subjective initiative. When everyone is mobilized, everyone will work together toward a goal, and the strength of the team will be fully exerted, so that all learning difficulties and problems are not boring. Throughout the process, the instructor will grasp the general direction of the team's operation. If you find that the students can't solve the problem as a whole, they will intervene in time to guide the

student team back on track. Based on the appeal analysis, the PBL team cooperative teaching mode suitable for China's education status will be explored, which will provide an effective solution to the problem of lack of innovation and social practice ability caused by insufficient student motivation.

4. Basic operation mode of PBL team cooperation

PBL is a modern teaching mode based on students' self-directed learning, based on problems, student-centered and team-based. This learning mode is to put students in a set situation, and let students play a leading role in the situation, so that students take problems to find information and discuss with each other, constantly stimulate students to think and explore, in the team to learn the knowledge needed to solve problems, and ultimately achieve the goal of solving problems [5].

4.1 Formation of the learning team

Establishing a reasonable learning team is an important variable affecting students' learning in the PBL mode. It includes the way the team is formed, the size of the team and the effectiveness of teamwork.

4.1.1 Team size

If the team size is too small, there may be a risk that the work will be weakened due to the student missing the course; If the team size is too large, there may be problems that the "lags" can't contribute to the team. In addition, larger teams need more communication and coordination, and the project objectives are relatively difficult to achieve. The team size is determined by factors such as project complexity and limited resource constraints. Take Aalborg University's experience as an example. Usually the number of teams is controlled by 3 to 7 people. Each team needs to determine a fixed study or discussion place and be managed by a moderator [6].

4.1.2 Teamwork effectiveness

In addition to the practical components required for effective teamwork, team members must have certain characteristics to produce effective teamwork [7]. First, there must be a high degree of interdependence between team members, a feature that stems from open communication and increased trust and risk behavior. The dynamic development of the team through interdependence is the basis for team members to communicate with each other. The benign dynamic development will inspire all team members to take the initiative and form a more effective working mode. At the same time, it is necessary to pay attention to prevent the harmful competition from harming the whole team and avoid the team getting into a bad cycle. Therefore, an important feature of an effective teamwork model is the ability to rely on open discussions to properly address undesirable factors. In order to achieve effective teamwork, teams need to have clear and achievable goals through which team members can feel achievements and motivation. In the end, by sharing the sense of responsibility and sharing leadership positions among team members, the cohesiveness of teamwork can be greatly enhanced.

4.2 Task-driven teamwork model

In the traditional teaching mode, students are allowed to learn a large amount of theoretical knowledge first, and different practical tasks are solved within the existing knowledge framework. The PBL model focuses on the combination of learning process and solving practical tasks, and task-driven learning. Under the premise of clear learning objectives and values, students spontaneously generate internal learning motivation through a combination of individual learning and teamwork. The instructor assigns or guides students to find practical tasks based on the student-centered concept. The learning team's organizational model is directly influenced by different task types.

The tasks assigned by the instructor are generally carried out at the beginning of the course. The purpose of such tasks is to ensure that after solving the task, the students can master the basic theoretical system of the course, which is usually called a verification task. When setting up a learning team for validating tasks, teachers usually randomly assign team members, which will ensure the

fairness of each learning team and avoid the phenomenon of overfilling, so that each student can master the basic theoretical knowledge and skills required by the syllabus.

The actual tasks that students are looking for are generally carried out in the later stages of the course. The instructors guide the students to make practical tasks in the form of individuals or teams, organize all students to demonstrate certain tasks and publish them. The instructors need to balance and ensure that the difficulty of each task is basically the same. Students are recombined with new tasks to form a new learning team. At this time, the size of the learning team members will be different, and some teams will perform very well at the initial stage, and some teams will have difficulties. This is the essence of PBL mode, that is, on the premise of ensuring the basic fairness of tasks, team cooperation mode will stimulate the initiative of all members. Teachers should fully trust each students' ability and do a good job of guidance. Teachers' timely and necessary intervention is the core to ensure the healthy operation of each team.

Overall, the effectiveness of teamwork will continue to grow through specific training for individual team members and the entire team. A team's growth process will generally go through the following four stages: initial group completion type → contradiction and running-in → normalization → stable strong execution. A good team must be formed gradually through the previous period, and the team must always be dynamically adjusted. When there is a problem with the team's operation, under the coordination of the team leader, the team should be more confident in the power of self-renewal and fully exploit and respect the ability of each team member. Of course, as a student learning team, when the team operates in a vicious circle, or when encountering any uncoordinated problems, you can seek the help and advice of the instructor in time.

5. New practice platform operation mode based on PBL team cooperation

Through the analysis of the current operation mode of the foreign languages teaching practice platform in Chinese universities, we have found the most core problems in many problems that restrict the cultivation of foreign languages students' innovative spirit. That is to say, under the current situation that there are generally more perfect hardware conditions, because students generally lack learning motivation, the use rate of various innovative practice platforms inside and outside the school is too low, and they fail to play the role of cultivating and training students. On the basis of fully comprehending the PBL team cooperation model, the PBL team cooperation teaching process applicable to the status quo of China's higher education is proposed. The operation process is divided into four stages:

1) The instructor issues the task after the formulation or argumentation, and gives a basic introduction to the task.

2) Forming a learning team, team members brainstorming to reach initial goals, each member individual attempts to solve problems with existing knowledge, personal discovery and new questions.

3) The team collectively corrects the initial goals, develops a teamwork plan, and forms new solutions through individual learning and mentoring, and then uses the new knowledge system to complete the task.

4) Demonstrate the team's results, combined with the whole learning process, on the basis of the mentor's summary, the team will reflect and summarize each other and the members, and lay the foundation for the next task.

The proposed new teaching model consists of three main subjects: mentor, student and teamwork. Tutors and students are essential elements of all teaching methods, and the core of implementation is the teamwork process around PBL teaching methods. It can be seen that the core process of PBL teaching, such as brainstorming and achieving initial goals within the team, formulating team cooperation plans, contributing knowledge within the team and discussing new solutions, using new knowledge and solutions to complete tasks and reflecting and summarizing between self and members, organically links the whole PBL teaching process. When there are some problems in

students' individual links, such as lack of motivation, lack of interest in learning, unable to dig deeply into knowledge, unwilling to challenge innovative consciousness and not actively using the practice platform to verify the knowledge they have learned, the mutual supervision and promotion within the group formed by team cooperation can mobilize the enthusiasm of all members.

Through continuous improvement and adjustment, the team with virtuous cycle ability is the necessary premise to guarantee the operation of PBL teaching mode, and it also provides a practical reference solution for solving the problem of insufficient student learning motivation in China.

6. Summary

Based on the in-depth study of the PBL teaching model, the author addresses the new problems encountered in the practice of foreign languages teaching in China at this stage. A new teaching model that mobilizes and stimulates students' learning motivation by PBL team cooperation mode is proposed. In the current situation of China's increasingly sophisticated hardware resources, how to improve the soft power of teaching, how to make students spontaneous and active learning in the spirit of the master is the urgent problem facing the Chinese education community. The research content and the proposed teaching mode of this paper will be constructive and instructive for the implementation of PBL teaching mode in China, especially the necessity of implementing teamwork.

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