Empirical Research on College English Teaching Mode of Hierarchical and Three-Dimensional Interaction

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ABSTRACT

With the rapid development of information technology, which has a great impact on people's daily life, work and learning mode, the traditional teaching methods and teaching methods can not meet the needs of College English Teaching in the new era, and the reform of College English teaching needs to be deepened and optimized. College English teaching system is a large-scale system engineering, which needs readjustment, overall planning and continuous improvement. From several aspects of College English, this paper discusses the ways to reform the College English teaching system so as to improve the overall efficiency of College English teaching. In the process of College English teaching practice, it is necessary to consistently examine the rationality, innovation and timeliness of curriculum, teaching mode, teaching evaluation and extra-curricular practice, try to build a college English teaching system with the characteristics of the times and application value, study the interactive multimedia network college English teaching mode, and propose a hierarchical three-dimensional interaction.E The construction strategy of learning English teaching mode is expected to cultivate excellent talents for social development.

Keywords: College English, modern information technology level, Three-Dimensional Interactive College English teaching system

1. INTRODUCTION

With the continuous development of mobile Internet technology, China has entered the era of mobile information in an all-round way, and the education field has also ushered in information-based teaching in line with the development of the times. Nowadays, the network resources are very developed. Students can find all kinds of English learning materials on the Internet, which greatly enriches the English learning resources. It can effectively expand students' knowledge and make them contact with more knowledge. Moreover, the Internet can effectively make up for the slow updating speed of College English course knowledge and ensure students to learn the latest knowledge. Interactive learning mode is a new learning mode, which integrates various modern teaching technologies, intelligent online tutor services, information transmission media and other applications. It combines the traditional classroom teaching mode and online learning, gives full play to the advantages of the two teaching modes, and greatly improves the teaching effect. The traditional English teaching mode will be broken through the limitation of time and space, and will develop towards the personalized and autonomous learning direction. The traditional education concept, training objectives and learning methods are bound to change. In College English teaching, teachers can apply the hybrid teaching mode to help students improve their learning efficiency. In addition, there are different categories and levels in both the student group and the knowledge structure. In view of this objective fact, since stratified teaching was introduced into school teaching in the early 20th century, it has become a main feature of school education to stratified classes. Since 1916, the research on stratified teaching has been carried out in large quantities. Stratified teaching is also a controversial topic in the research of educational theory. Although the research of stratified teaching is not a brand-new subject, many experts have carried out profound research on this subject, and the specific operation of these programs is difficult, and there are still some problems in operability. How to implement stratified teaching in classroom teaching is still lack of necessary operability measures. Therefore, with the construction of the network information technology platform and the continuous improvement of the three-dimensional interactive learning mode, students' innovation enthusiasm can be effectively aroused and their innovation ability can be improved in the process of independent learning. At the same time, autonomous learning mode can stimulate students' desire to explore English knowledge and effectively improve their English learning ability. With the help of teachers' guidance and monitoring, students can feel the fun of exploring English knowledge, improve students' Comprehensive English literacy in an all-round way, and have a positive impact on students' future development. Layered teaching from the perspective of English acquisition provides an opportunity that is not available in the whole world. It forms a collective force that is conducive to the coordinated development of each student.

2. THE DEFINITION AND EXPLORATION OF LAYERED MODE

Stratified instruction first appeared in the United States in the early 20th century. Education officials believe it is necessary to classify students according to their abilities and previous academic achievements. In the 1950s, almost all the students in Britain were divided into different levels according to their abilities. However, this kind of education mode was criticized from all aspects. It strengthened the inequality among different races, easily caused social contradictions, and was an undemocratic form of teaching organization. As a result, stratified teaching fell into a low ebb. In the 1990s, due to the unprecedented elite talents and academic achievements of the U.S. government Since the 1980s, China has introduced the concept of stratified teaching, and there are schools in various provinces and cities in China to study and practice stratified teaching. [2] The main modes of stratified teaching include: (1) stratified and divided class mode: according to the results of the main cultural courses conducted by the school, according to the level of students' knowledge and ability, it is divided into three or four levels to form a new teaching group; (2) hierarchical monitoring mode of ability objectives: the stratified teaching of knowledge and ability is based on the students' own conditions, first select the corresponding learning level, Then according to the efforts and the status quo of the follow-up learning, we will adjust the level at the end of the semester; (3) the mode of "individualized" Learning: it is based on the network "individualized" teaching, the key is to design suitable for all kinds of students, and it is convenient for students to choose teaching content, teaching objectives, training materials, evaluation materials and other materials independently. Students use the network to carry out step-by-step hierarchical learning, and each time they reach a goal, they will automatically enter the next knowledge module; (4) the "layered interaction" mode of classroom teaching: "layered interaction" teaching mode is actually a classroom teaching strategy. The "stratification" here is a kind of recessive stratification. First of all, teachers should master each student's learning situation, knowledge level, specialty, hobbies and social environment in the class through investigation and observation, and group the students according to their psychological characteristics to form a learning group; (5) directional training goal stratification mode: this mode is mostly limited to vocational education. It refers to teaching in different classes according to students' Graduation destination. [3]

3. THE CONCEPT OF THREE-DIMENSIONAL INTERACTIVE TEACHING MODE

The three-dimensional interactive teaching mode is based on the interactive teaching method, combined with the characteristics of the major, and effectively using various teaching methods, to achieve the teaching mode of teachers, students, practice links, multi-agent correlation and integration. RELEVANCE: the scope, content and scope of English acquisition are so extensive that it is hard to avoid the bad cycle of forgetting before and after school. The three-dimensional interactive teaching combines teachers, students and practice, and the project-based teaching mode can unify and relate each course. Interactivity: in classroom practice, teachers can't pay attention to many students at the same time, and can't achieve better teaching effect. [4] The three-dimensional interactive teaching mode uses network tools to realize teachers' simultaneous and immediate answers to the problems of multiple students, and fully realize the interaction and linkage between teachers and students. The three-dimensional teaching mode should be combined with the diversified teaching mode, which is conducive to promoting the students' subjectivity in the learning process, achieving the unity of knowledge and practice, forming the three-dimensional teaching framework of learning initiative, resource integration and diversification, diversified course teaching and learning support. Individual is the premise of creativity and the resource and dependence of human progress. The way of thinking is the source of creativity. The focus of cultivating students' innovative spirit is to cultivate students' creative consciousness and creative way of thinking. This is also the teaching goal of the three-dimensional interactive teaching mode.

4. THE PRACTICE OF THE NEW TEACHING MODE IN COLLEGE ENGLISH CLASS

In the process of practice, according to the different learning ability and needs of students, we should adopt the "rolling system and grading teaching", and adopt the hierarchical design in all levels of teaching practice and in all links of teaching practice, such as teaching objectives, teaching mode, curriculum setting, teaching evaluation, etc., to fully reflect the "personalized teaching", Highlight the teaching concept of "student-centered". In the teaching system, all elements are integrated from multiple levels and angles, including the combination of in class teaching and extracurricular practice, the combination of classroom teaching and online autonomous learning, the combination of basic compulsory courses and advanced elective courses, and the combination of summative assessment and formative assessment.

4.1 Layered design

First of all, effective language input is provided for different levels to promote the occurrence of language acquisition. Each level has its own characteristics in teaching objectives, teaching activities, curriculum, teaching methods and means. Graded teaching ensures that

students can choose appropriate and understandable language learning input according to their current learning level, stimulate students' interest in English learning, so as to achieve the purpose of improving students' English learning efficiency.

4.2 Curriculum

Under the network environment, information resources are always open and transcend the limitation of time and space, the media communicate in many directions, and the delivery system is also multimedia. This characteristic determines that English teachers should adopt a new teaching mode, a new teaching method and a new teaching design idea in the teaching process. In the era of network information and data, education resources are shared. Teachers and students can access education and learning resources through the Internet platform. In College English teaching, students can not only learn English knowledge in class, but also get more abundant learning resources in the network platform. However, in the process of choosing learning resources, students are easy to encounter difficulties, even affected by bad information on the Internet, which goes against the original intention of online learning. Therefore, teachers need to build a network learning platform, so that students can get more abundant learning resources in the network. In addition, by watching English teaching videos and pictures, students can effectively change their English learning methods and make them desire to explore English knowledge. Combine the double advantages of network teaching and traditional teaching. [5] In classroom learning, teachers should give full play to their own guiding role and guiding role, guide students to learn actively, highlight students' learning subjectivity, strengthen effective guidance for students' English learning, so that students can systematically and efficiently grasp English knowledge in limited classroom time. Network teaching can not be limited by time and space, so that students can study anytime and anywhere, and teachers can also achieve one-to-one guidance for students through the network platform, enhance the role of guidance for students, so as to improve the learning effect of students. [6]

The curriculum of "combination of basic compulsory courses and advanced elective courses" is a form of "hierarchical Three-Dimensional Interactive College English teaching system". The curriculum of "basic compulsory" and "advanced elective" fully considers the differences of students' English learning ability and needs, provides them with multi-level language input sources, helps students choose their own learning content, set learning objectives, gradually and steadily improve their comprehensive application ability of English, and fully embodies "personalized teaching", To highlight the teaching concept of "student-centered" and realize the continuity of English learning of our students in the college stage. [7]

4.3 Teaching form

"Chinese teachers + foreign teachers" combined teaching form. That is to say, Chinese teachers are mainly responsible for the cultivation of input language skills such as reading and listening, while foreign teachers are mainly responsible for the cultivation of output language skills such as speaking and writing. Chinese and foreign teachers take their own advantages and complement each other. However, to instill English grammar knowledge into students will lead to students' loss of interest in English learning. Moreover, teachers neglect to communicate with students, which leads to a dull teaching atmosphere and is difficult to stimulate students' desire for learning. In view of this kind of education present situation, the teacher can use the network information technology platform, constructs the study platform. Students' autonomous learning ability can be well developed, and students' subjectivity can also be highlighted. Through collective teaching, we can train students' cooperative ability and spirit, help students learn from each other's strong points and make up for their weak points, and constantly learn from others' effective learning methods. In addition, it can also strengthen the collaborative learning among students. Whether in classroom teaching or online teaching, it can promote collaborative learning among students. In the classroom, students can explore and discuss a knowledge point. In the online course, students can also focus on a doubt to carry out exchanges and deepen the understanding of knowledge in discussions and exchanges. There are also various types of extracurricular practical activities, such as English corner, English broadcasting, foreign teachers' lectures, morning reading and other forms of basic practical activities, and expansion of extracurricular practical activities, such as the school wide English speech competition. To stimulate students' interest and enthusiasm in learning, to create a good foreign language learning environment and a strong campus foreign language culture atmosphere, to help students actively build a pure English learning environment and background, to achieve "student-centered", to improve students' ability to use the language for communication and problem-solving, and to promote the occurrence of language acquisition.

4.4 Teaching evaluation

On the one hand, teachers make a reasonable independent learning plan for students, and require students to arrange their learning time reasonably. In addition, in the network, teachers communicate with students in time, analyze the problems in students' autonomous learning, and guide students to understand English knowledge. At the end of each semester of College English course, the course examination will be carried out. On the other hand, teachers should use network information technology to establish background monitoring equipment in the learning platform. In this way, we can supervise the process of

students' autonomous learning, and record the learning time, learning content, learning evaluation, etc. On this basis, we will continue to optimize students' learning objectives and effectively improve students' English autonomous learning ability. By recording activities inside and outside the classroom, online autonomous learning records, in class quizzes, classroom performance and written and oral assignments, a series of formative assessment activities are carried out to monitor and record the results of students' learning process, so that teachers can clearly understand students' learning conditions and problems in teaching, so as to make decisions on teaching contents and methods Timely adjustment.

5. CONCLUSION

College English teaching is facing new opportunities as well as new challenges. The reform of College English teaching mode involves a wide range of factors, which is a complex and arduous task. Only when there is pressure, can there be motivation. Therefore, we can't be deterred. We believe that as long as we firmly resolve to fully study our own characteristics, take measures according to local conditions, carry out supporting reforms, and formulate a timely and effective hierarchical Three-Dimensional Interactive College English teaching model framework, we will achieve the improvement of College English effect, teaching quality and students' autonomous learning ability.

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