Research on the Reform and Countermeasures of Teachers' Classroom Teaching in Colleges and Universities Against the Background of "Internet Plus"

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ABSTRACT

The outbreak of the epidemic has led to an increase in the frequency of online teaching by college teachers, and college teachers have begun to think deeply about the construction of innovative classroom teaching modes. The education mode of the integration of the Internet and education is a product of the new era. It not only provides challenges for college teachers, but also provides rich teaching resources. This article mainly studies the shortcomings of previous classroom teaching. Through qualitative research methods, it proposes the construction of online and offline blended classroom teaching mode against the background of "Internet +" era. The online and offline blended teaching mode is mainly constructed by updating the teaching concepts of college teachers, optimizing classroom teaching methods, strengthening college teacher training, improving teachers' information technology application ability, and reconstructing teachers' classroom roles. Viewed from the three dimensions of time, space, and means, the new classroom teaching mode not only saves teachers' preparation time, but also broadens the students' learning space, realizes the time and space of teacher-student learning, and effectively improves the quality of classroom teaching.

Keywords: background of "Internet +", college teacher teaching, classroom teaching

I. INTRODUCTION

With the rapid development and wide application of modern information technology, China has entered the "Internet +" era. The use of Internet technology can be seen in all walks of life. It profoundly affects and changes people's thinking habits, behaviors and lifestyle. In 2015, Premier Li Keqiang proposed the "Internet +" action plan in the "Government Work Report" to promote the effective integration of Internet of Things, big data, cloud computing, mobile Internet and other network technologies with various industries from the national policy level. In 2020, the Central Committee of the Communist Party of China and the State Council issued the "China Education Modernization 2035", which proposed "using modern technology to accelerate the reform of the talent training model, and realize the organic combination of

large-scale education and individualized training." Obviously, the impact of "Internet +" on the education field is immeasurable, bringing new opportunities for the cultivation of innovative talents. One of the current research hotspots of "Internet + education", educational researchers have launched a series of academic discussions and practical explorations on it. The application of "Internet +" in the field of education not only brings opportunities to college teachers, but also brings unlimited challenges. College teachers should correctly understand and face "Internet + education", actively respond to the challenges brought by "Internet +", and seize the "spring" of classroom teaching reform to reflect the "subject" nature of college teachers' classroom teaching design, and show the new image of college teachers in the new era.

II. "INTERNET + EDUCATION" IS THE "SPRING" OF CLASSROOM TEACHING REFORM FOR COLLEGE TEACHERS

With the rapid development of modern information technology, the "Internet +" new technology has been continuously adopted in the education field. "Internet + education" not only enriches teaching resources, saves college teachers' time for lesson preparation, and

expands students' learning space, but also breaks through the time and space constraints between teachers and students, enriches teachers' teaching content and diversifies teaching methods.

A. "Internet + education" enriches teaching resources and saves college teachers' time for lesson preparation

In traditional classroom teaching, college teachers mainly use teaching materials and textbooks as the carrier of imparting knowledge. The ways for teachers to acquire extracurricular knowledge mainly include looking up books and materials or looking up electronic materials on the Internet. These methods of broadening classroom teaching content not only consume a lot of time, energy, and material resources, but also the content obtained needs to be carefully selected to match the content taught, which is very troublesome for them. Nowadays, with the development of modern information technology, Internet technology has brought benefits to college teachers, especially the application of "Internet +" in the education field, enriching teaching resources and providing convenience for teachers to obtain rich teaching content. Using Internet technology, college teachers can quickly and accurately obtain relevant materials that match their teaching content, across regions, quickly and accurately, such as text, pictures, animation, audio and video. Then according to the teaching needs, teachers can choose the appropriate teaching situation and materials to innovate the content and form of classroom teaching, so as to stimulate students' initiative in learning. The application of Internet technology in education and teaching has enriched teaching resources and saved teachers' time for lesson preparation, allowing teachers more time and energy to think and improve teaching effects, and improve the quality of classroom teaching. [6]

B. "Internet+" allows students to learn across regions and time

With the development of Internet technology, "Internet + education" has changed the way of learning and broadened the space for students to learn, using some new learning theories such as neo-constructivism and connectionism. As mobile terminal devices such as tablets and smartphones become devices commonly used by college students, student learning breaks through traditional classroom teaching and is no longer limited by time and space. Students can obtain the learning content they need through mobile terminals without time and space restrictions. Of course, this is a kind of learning that learners use fragmented time to carry out. It is relatively fragmented and requires systematic processing and overall planning. In addition, the use of "Internet +" broadens the students' learning space, so that students' learning is no longer limited to enclosed classrooms and limited classrooms, but breaks through the limitations of time and space.

C. "Internet+" enriches the teaching content of college teachers and promotes the diversification of teaching methods

With the rapid development of modern information technology, Internet technology is widely used in all walks of life. In the field of education, the application of "Internet+" has made college teachers no longer confined to the classroom. Teaching methods are not limited to chalk and blackboard. New teaching methods such as flipped classrooms, micro-classes, and MOOCs have emerged. In the context of "Internet +", teachers can not only use text, but also use pictures, animations, audios, videos and other materials as teaching media. The knowledge that students need to master is made into pictures, animations, micro-videos, etc. Students learn relevant knowledge through the second classroom. The pictures, animations, micro-videos and other materials organized by teachers have a shorter playing time, but the content is the essence of the content learned, coupled with a strong audio-visual effect, can better promote students' understanding and mastery of the content. Online education and teaching can cultivate students' ability to think independently and learn independently. The content of the course is targeted, short in time, and effective. Therefore, it can effectively and quickly stimulate students' initiative in learning. The use of "Internet +" in education and teaching has inspired college teachers to innovate classroom teaching methods, such as micro-classroom, Rain Classroom, MOOC, cloud classroom, etc.

III. PROBLEMS EXISTING IN CLASSROOM TEACHING OF COLLEGE TEACHERS AGAINST THE BACKGROUND OF "INTERNET +" ERA

In the context of the "Internet+" era, the application of Internet technology in the field of education brings new opportunities to teachers as well as new challenges for online education and teaching. First of all, the teaching concepts of college teachers are backward and the teaching methods are single. Secondly, the educational concepts of college teachers are outdated and the application of information technology is not proficient. In addition, the role of college teachers in online teaching has changed, and the traditional education function has gradually weakened. Fourth, the teaching mode is backward and it is difficult to adapt to the needs of the development of the "Internet +" era. Finally, the teaching form is rigid and the teaching effect is not good

A. The teaching concept of college teachers is backward and the teaching method is single

Against the background of the "Internet+" era, with the rapid development of modern information technology, people's thinking, concepts, and living habits have undergone earth-shaking changes. In the field of education, the use of Internet technology has changed the traditional education and teaching environment and education model. This change has caused teachers to face major challenges in education concepts and teaching methods. First of all, from the perspective of educational concepts, against the background of "Internet +", the cultivation of individualized and diversified talents based on strengthening moral education and cultivating people requires breaking the traditional education concepts, exploring students' interests, correctly dealing with the differences between students, and carrying out the implementation of teaching students in accordance with their aptitude. Therefore, in the process of talent training and online education and teaching, it is a must to take the OBE result orientation as the forerunner. The online teaching process is not only about teaching materials and teachers, but establishing a modern scientific teaching concept. Secondly, it can be seen from the perspective of teaching methods. The traditional classroom teaching method is dominated by teachers' lectures. However, in the context of the "Internet +" era, students are encouraged to use the Internet to learn by themselves and obtain relevant teaching content. Students process and organize the fragmented knowledge on the Internet, and use the situational teaching model to fully grasp and use it, and finally reach the student's "recent development zone", which undoubtedly impacts the traditional teaching methods.[2] Against the background of the "Internet +" era, traditional teaching methods are no longer suitable for the development of students' learning ability, and cannot effectively stimulate students' interest in learning. They may even be questioned and refuted by students, which has led to doubts about the prestige of college teachers and hindered the process of education and teaching.

B. Teachers cannot accept new educational concepts and are not familiar with information technology applications

Major colleges and universities actively promote the informatization of education. Information technology has a subtle influence on the teaching mode, teaching methods and teaching organization of college teachers, but its teaching effects are uneven. The main reasons are the college teachers. First, college teachers cannot fully accept the new educational concepts soon. In traditional classroom teaching, the main body of the relationship between teachers and students is the teachers, and the main task of the teachers is to teach the students to solve the puzzles, and the students passively learn the content taught by the teachers. However, against the background of the "Internet +" era, the relationship between teachers and students in the classroom has undergone a fundamental change. Online teaching, whether it is pure online teaching or blended online teaching, students have become the main body of learning, giving full play to students' subjective initiative. And teachers become guides and instructors. In the teaching process, teachers use information technology to design teaching, emphasizing the construction of students' self-knowledge. However, from the perspective of online teaching practice, some teachers are unwilling to borrow new technologies for teaching, especially elder teachers who are older and more experienced, and they still use old educational concepts. Second, teachers are not familiar with the application of information technology. On the one hand, due to the lack of corresponding supporting content in the training of college teachers, the low level of information technology training and guidance in colleges and universities, and the lack of basic equipment to meet the necessary supporting standards, it results in insufficient informatization. On the other hand, some teachers have insufficient information technology application ability. Elder teachers do not use information technology. Although young teachers are using it, the application level of information technology is low, focusing only on form and lacking in-depth research.

C. The role of university teachers has changed, and the traditional education function has gradually weakened

For a long time, in the field of school education, college teachers have profoundly influenced the growth and development of students. In traditional education and teaching, teachers not only play the role of preaching to students, but also bear the responsibility of educating people. However, with the continuous development of modern information technology, the status of teachers as knowledge leaders has begun to shake, and the role of traditional teachers has undergone a fundamental change. Against the background of the "Internet+" era, it is easy for students to obtain high-quality educational resources and information through Internet technology across regions, schools, time, and space. In the process of education and teaching, students can quickly and accurately acquire knowledge related to the content of the courses they have learned through new media platforms such as MOOC and Xuexitong. And the number is much more than the teachers have known, and some educational resources are even better than the existing resources of the schools. In addition, with the rapid development and wide application of Internet technology, some bad information will influence the thinking of college

students, especially in the process of network communication, the content expressed by college students has a tendency of high frequency, short content, and audiovisual expression. The information received by college students has the characteristics of fragmentation, simplicity, entertainment, vulgarity, and extreme discourse, which will have a negative impact on the three reflections of college students, thereby weakening the educating function of the Internet. [1]

D. *The teaching mode is outdated and it is difficult to adapt to the needs of modern educational technology*

The application of "Internet +" in the education field has caused teachers and students to doubt the traditional teaching mode, and has promoted the reform and innovation of modern online education teaching modes. In the new education environment, the online education teaching mode of "student-centered" is a problem worth pondering and solving for the college teachers. The traditional classroom teaching mode is mainly based on the spoon-feeding indoctrination. This one-way transmission method inhibits students' enthusiasm for active learning and is not conducive to the development of students' creative thinking and learning ability. Online education and teaching put forward higher requirements for the cultivation of innovative talents. Based on the formation of the correct three reflections, teachers need to pay more attention to the cultivation of college students' sense of teamwork, innovation, and critical ability, as well as the development of students' self-acquisition, identification and learning ability. This calls on the college teachers to carry out classroom reform and innovation, only in this way can they meet the modern requirements of student training. In addition to using new teaching modes such as micro-classes, MOOCs, and flipped classrooms, college teachers can also use students' reliance on the Internet to open up other platforms (WeChat official accounts, Weibo, BBSL forums, etc.) for teaching. The combination of the two can further enhance teachers' online education and teaching ability and students' self-learning ability, allowing students to choose content for learning based on their knowledge and professional needs. Against the background of "Internet +", the construction of online and offline blended education and teaching mode needs to rely on carriers such as mobile terminals and Internet platforms. However, it is not a simple superposition of information network technology and teaching practice, but a practical process of "online education" generated against the background of new technology, which has a strong attraction and influence on college students, and becomes a common emotional bond between teachers and students.

E. *The teaching method is rigid and the teaching effect is not good*

The famous Soviet educator Sukhomlinsky pointed out that "if teachers' labor can bring some fun to teachers, so that everyday lessons will not become a tedious obligation, it is necessary guide every teacher to engage in research on this happiness path". To become a researcher also means to change the professional image of teachers. The main task of college teachers is to teach and educate people. The use of modern educational technology prompts college teachers to deeply analyze the educational situation and find and create new teaching methods to suit the needs of college students' development. How to innovate is an urgent problem for college teachers in the new era. Implanting contextual learning theory into online education and teaching is undoubtedly the best solution. The contextual learning theory emphasizes that knowledge is contextual. Students need to "participate" in specific contexts to construct useful knowledge, allowing students to "control" the behavior and ending of the role in the contextual story, thereby reflecting the student's "subjectivity" in order to improve students' initiative of autonomous learning.

IV. STRATEGIES FOR COLLEGE TEACHERS' CLASSROOM TEACHING IN THE "INTERNET +" ERA

Although the application of "Internet+" in the field of education has brought a series of new opportunities to teachers' teaching, it also makes teachers' teaching face many new challenges. This requires reforms in online education and teaching for college teachers against the background of the "Internet +" era. First, it is a must to change the concept of college teachers' classroom teaching and optimize college's classroom teaching methods; second, it is necessary to strengthen college teacher training and enhance college teachers' information technology application capabilities; third, it is also necessary to reconstruct college teachers' classroom roles and actively respond to the new requirements of college teachers' professional development in the new era; fourth, it is of great significance to create an online and offline blended teaching mode based on "Internet +" to meet the needs of college teachers' professional development in the new era.

A. *Changing the classroom teaching concepts of college teachers and optimizing classroom teaching methods*

Without the development of teachers, there will be no curriculum development. Any educational reform cannot be successful without the support and cooperation of school teachers. Educational participation and participation level are key to

curriculum reform. [2] In the context of the "Internet +" era, compared with traditional classroom teaching methods, new teaching methods with information technology as the link have the characteristics of openness and diversity, and emphasize more on the development of students' subjective initiative and innovative cultivation. The new teaching methods are to break the traditional teacher-only theory of classroom teaching and realize the student-centered concept. Therefore, in the context of the "Internet +" era, in order to meet the needs of innovative talent training in the new era, teachers need to change their classroom teaching concepts, and take the impact of modern information technology on traditional education and teaching as an opportunity to improve classroom teaching methods and build new teaching methods. First, it is to change the traditional teaching methods. Against the background of the "Internet +" era, teachers should be proficient in modern information technology methods, use existing high-quality online course resources, and use flexible and diverse modern new teaching methods such as micro-classes, MOOCs, flipped classrooms, etc. to replace the traditional classroom teaching method of face-to-face teaching, so as to stimulate students' interest and enthusiasm in learning and improve classroom teaching efficiency. Second, it is to change the way of teaching evaluation. Against the background of the "Internet +" era, teachers should rely on the platform that integrates learning and information technology, change the previous single form of classroom evaluation, build diversified evaluation methods, and evaluate each student fairly and justly. For example, they can adopt the evaluation method that combines student self-evaluation, other evaluation, student mutual evaluation, and teacher evaluation. At the same time, they can use WeChat official accounts and Weibo to expand the second classroom of student learning, allowing students to self-design and manage the platform. These can be used as one of the indicators of classroom evaluation. The evaluation method is gradually shifting from singularity to diversification, achieving the effect of teaching teachers in accordance with their aptitude and personalized education.

B. Strengthening teacher training and improving teachers' information technology application ability

As far as school education is concerned, regardless of the traditional education or the era of "Internet + education", college teachers are the key and core of classroom teaching. In the context of the "Internet +" era, the use of modern educational technology has become an indispensable new skill in the work, life and study of college teachers. Some policy documents pointed out that "university teachers must actively carry out education and teaching work and actively adapt to new technological changes such as artificial intelligence

and informatization". It can be seen that against the background of the "Internet +" era, college teachers must actively respond to new technologies, actively adapt to the times and the growth and development of students, and improve the ability to use modern education technology and network technology. Therefore, it is necessary to strengthen the training of college teachers in information technology and improve their information technology capabilities to meet the professional needs and the requirements of the society for talent training. First, it requires to build a diversified and hierarchical multi-training system based on the construction of educational informatization in colleges and universities and the professional development of teachers to enrich the content of teacher training and enhance the effect of teacher training. Second, it needs to guide teachers to conduct in-depth integration training on the use of modern educational technology and Internet + professional education and teaching. Then, it should expand the form of teacher training, through special training, online training, online and offline blended training and other forms to improve the ability of teachers to use information technology. Finally, it's a necessity to change the concept of college teachers using modern educational technology, and effectively transform heteronomy into self-discipline behavior, allowing college teachers to actively learn modern educational technology.

C. Reconstructing the classroom role of college teachers and actively responding to the new requirements of college teachers' professional development in the new era

Against the background of the "Internet+" era, the role of traditional college teachers in preaching and teaching work and solving puzzles has gradually faded, and the function of teaching and educating has gradually weakened. The application of modern educational technology in online education teaching is not to replace teachers, but to re-establish teachers' identity in the classroom by integrating teachers' knowledge, educational capabilities and new technologies, and effectively complete the task of training innovative talents. First of all, college teachers are the holders and integrators of information resources. The Internet + era has gradually weakened the dominant position of teachers in online education and teaching. However, in the "Internet + education" era, uneven information and knowledge continue to flow into the life and learning of college students. For learners, it is very important to choose valuable learning content. College teachers can act as integrators of information resources and guides for student learning. They can select appropriate and effective learning content based on their professional background and teaching requirements, and process and integrate the information to ensure the suitability of educational

resources. Secondly, teachers are not only knowledge imparters, but also knowledge processors. "Internet+" learning makes students' study time and content more fragmented. At this stage, students do not have the ability to integrate fragmented knowledge, nor do they have the ability to think deeply and process them deeply, let alone establish the correlation between the knowledge they have learned, which hinders students' deep learning. At this time, the identity of the leaders of college teachers is obvious, guiding students to integrate a large amount of fragmented information, and helping students to establish connections between the scattered knowledge they have learned. Finally, college teachers become innovative and personalized educators.

D. Creating a blended online and offline teaching mode to meet the needs of the professional development of college teachers in the new era

In the rapid development of modern information technology, Internet technology frequently appears in education and teaching, and college teachers have become professional instructors and service personnel for students' learning from the original knowledge-transmitters. In traditional classroom teaching, teachers are at the center and have an authoritative position, and students dare not question them. However, against the background of the "Internet +" era, the role of college teachers in modern classroom teaching has undergone a fundamental change. College teachers have changed from "classroom authority" to "classroom guide" and "classroom server". College teachers change their old teaching concepts, use Internet technology to create a mixed online and offline teaching model, and create a diversified, interactive, and innovative classroom atmosphere to improve the quality of classroom teaching. First, it is to build an online and offline blended teaching mode. The norms of the role of college teachers in the new era will show dynamic characteristics, and necessary conceptual updates must often be made to make them have a sense of the times and vitality. The role of college teachers in the new era is no longer a preacher, a knowledge authority, but a builder of high-quality learning resources, a builder of learning environments, and a designer of learning activities. Constructing a blended online and offline teaching model is the way to solve real problems. College teachers use online teaching platforms (such as Xuexitong) to integrate high-quality online teaching resources and carry out online and offline blended teaching. Second, it is to create a teaching mode that combines "Internet +" and the second classroom. In the context of "Internet +", the use of Internet technology to carry out second-class teaching will help break through the traditional teaching time and space. It is necessary to let students independently integrate and design the knowledge they have learned, so that the field of learning for students is not limited to the classroom, but

more importantly, in educational practice. The effective combination of "Internet +" and the second classroom can effectively change the old teaching method based on classroom indoctrination, stimulate students' enthusiasm for learning, and mobilize students' learning initiative, promote students' personalized learning to realize the reform of classroom teaching mode and improve classroom teaching efficiency. [8]

V. CONCLUSION

In short, Internet + education has changed the classroom teaching mode, created new rules for online teaching, changed the original teaching mode and teaching method, and innovated the teaching structure and methods. Teachers in colleges and universities must continue to learn information technology, and use the online teaching platform to conduct online and offline blended teaching mode, in order to truly arouse the enthusiasm of students in learning and realize the personalized learning of college students.

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