The Changes and Transformation of Teaching Forms in the New Media Environment

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ABSTRACT

With the continuous upgrading of the mobile Internet, people's reading habits have changed from "reading words" to "reading pictures" and then to the current "video age", and people's learning habits have also changed. Therefore, this article focuses on how to match the teaching style with the learning habits of the public in the new media environment. The article analyzes the changes of the public's learning habits through the study of the background of the times, and compares the differences between the Internet celebrity knowledge column and the traditional teaching mode, summarizes the respective advantages and problems of the two kinds of knowledge dissemination, and finds out the content of teaching modes that can be used for reference and introduction. The author then derives the ideas and conceptions of new teaching styles that are compatible with the new media environment and can promote the improvement of teaching quality.

Keywords: Teaching form, Fragmentation, Post-modernization.

1. INTRODUCTION

On January 2, 2020, People's Daily Online published a report entitled "Short Knowledge Videos, Science Popularization Is More Heart-warming". The article elaborated on the rise of short video platforms, which has promoted knowledge production, and ignited users' interest in further deep learning. This phenomenon requires new cognition and reflection from teaching staff. Why is short knowledge video so popular with the public? Is it because its video format is more easily accepted by the public? Or is it because the combing of knowledge is clearer than much of the classroom teaching?

Daniel T. Willingham mentioned in the book "Why Don't Students Like School" that background knowledge is extremely important for students to understand and judge new knowledge. New content without background knowledge often makes students feel boring and difficult to understand. Therefore, it is obviously not comprehensive to simply talk about the rise of short knowledge videos without the background of the times. Therefore, combining the background of the times, studying the reasons why knowledge videos are so popular, and effectively incorporating them into the

teaching language and form system, so that teaching can be in line with the times, and improving teaching efficiency are problems that urgently need to be solved.

2. HISTORICAL BACKGROUND ANALYSIS

2.1 The Era Characteristics of Decentralization

With the continuous upgrading of mobile Internet, the characteristics of postmodernism have become more prominent. The popularization of graphics, video and other production technologies has promoted the process of popularization and commercialization of knowledge. The continuous differentiation and dissolution of information centers have also affected the central position of educational institutions. The disseminators of knowledge are no longer single-produced by schools and scientific research institutions, but by more knowledge gainers conducting multi-media and multi-dimensional communication. Especially after knowledge evolves into commodities, the business team will more accurately target the needs of the public, and quickly decompose and transform

the originally difficult and difficult knowledge to make it both interesting and easy to absorb, more catering to the taste of the public, and then complete fast-food consumption. On the other hand, "the emergence and rise of short videos have reconstructed the mode of human information exchange, and set off the third mass expression revolution after words and pictures." "Short" means fast, and video format means intuitive and easy to obtain. This short, flat and fast form of communication has made more and more people more accustomed to receiving and digesting this information in their leisure time or even on the bus, that is, the fragmented information model to be discussed next in this article.

2.2 Fragmented Information Model

The advent of the era of fragmented information, on the one hand, makes it easier to obtain information, and people can quickly obtain the information they want through retrieval and calculation of big data; on the other hand, the mass and short information dissemination method has also changed people's traditional reading mode. Recondite and difficult long talks are being dispelled. Multidimensional information has greatly distracted people's attention and made people more accustomed to short, fast and diverse fragmented information, and they also rely more on graphical and video information content. Correspondingly, it shows obvious discomfort and resistance to the original abstract and long text reading, as well as those that require a lot of energy to understand. Similarly, this combination of randomized and fragmented information also brings strong resistance to people's interpretation of the completeness and coherence of the content and the in-depth understanding of the content.

2.3 The Development of Online Courses

On the one hand, in the form of courses, the rapid development of the mobile Internet and the popularization of smart terminal devices have promoted the transition of online teaching from MOOCs to micro-classes. Today, with the development of the Internet, everyone's smartphones, tablet PCs, etc. can become the carrier of learning micro-classes; all free time such as waiting and riding, and even simple activity time can be used to complete a micro-class in the meantime. Therefore, its form itself has the characteristics of mobility and fragmented free

learning, which also makes micro-classes widely spread.

On the other hand, relying on the "Internet +" network teaching, the main course form is video teaching. Therefore, it is also necessary to explore the language mode of video teaching from the perspective of audiovisual language.

Audiovisual language based on film and television is a language form that has been enriched and developed with the production and development of film and television technology to express information through audiovisual images. Looking back on its development process, from the early stage of film production, its main function is to simply reproduce real scenes. Slowly people began to put stage plays on the screen and use movies to tell stories, gradually changed from a single scene to combination of multiple scenes, and then tried to compress time. Entering the Griffith period, audiovisual language has made a qualitative leap. Its smallest unit has changed from a scene to a lens, and different scenes have been used to describe it in accordance with the movement of the lens, and the axis rule, three-shot method, and crossover and other editing techniques have been established. Afterwards, film scholars of the Soviet film school summarized and absorbed American and European films of the same period on the basis of a large number of audiovisual language experiments, and created a film and television language that can not only narrate but also express emotions-montage. With the continuous development of movies, the expression of audiovisual language has become more and more abundant.

In contrast to the audiovisual language of online teaching, compared with the development of film and television language, people can intuitively find that the audiovisual language of teaching videos mostly stays in the early stage of the audiovisual language of film and television, that is, the language form of the scene as a unit. The reason is that, first of all, the initial stage of online teaching is to satisfy distance teaching. The core of people's attention is the content of the teaching, not the form. Therefore, the early teaching videos were mostly single-cameras, and they were recorded in one shot. Second, video recording and editing usually requires teamwork to complete. For teachers, this kind of production cycle often exceeds expectations, and at the same time is subject to the dual constraints of energy and financial resources, making the production mode of

instructional videos more still stay in the early stage of basic audio-visual language expression. Third, although the development speed of online video teaching is fast, it is still in the initial stage of the transition between the old and the new. Therefore, a reasonable promotion of the development of the language form of video teaching plays an important role in promoting the development of micro-class teaching.

3. ANALYSIS OF THE CHARACTERISTICS OF THE INTERNET CELEBRITY KNOWLEDGE PLATFORM

Compared with relatively conservative online teaching, those online programs that take into account both knowledge content and entertainment can quickly grasp the trend of the times, grasp the hot spots of the public, and spread them in the most acceptable way to be accepted by the audience. Here, the author takes the first art talk show "Is Art Hard?" as an example for analysis.

The first season of the show was launched in June 2014. Its first day's views exceeded 1 million, and each issue of the video was about 10 minutes. The total number of videos played in the first season exceeded 20 million, and 6 seasons have been launched so far. The column also opened the "Accident Art" WeChat public account and Weibo "Accident Art EYart" at the same time. The number of fans on Weibo exceeded 120,000, and the reading volume of each article on the official account was almost 10,000+. What makes it so attractive?

3.1 Precise Positioning for the Public

The column's rhetorical question from the proposition "Is Art Hard?" has already stimulated people's curious and somewhat incomprehensible point of conflict in their minds, and uses "finding the art you actually know" to narrow the distance between the public and art. With the aim of "letting you understand art", it bridges the gap between the public and art in understanding and cognition. This show makes the public easily understand the connotation of art in the 10-minute column in a witty and humorous way.

3.2 Postmodern Language Model That Keeps Pace with the Times

An important feature of the column "Is Art Hard?" is that its language style is in line with the hot spots of the times. This has been clearly shown in the first episode of "Using Psychology to Find Judas in the Last Supper". At the beginning of the show, it extracted the suspense that Jesus said at the Last Supper "Some of you betrayed me" as the beginning of the suspense, and combined this sense of suspense with the popular game "Who Is Undercover" in the entertainment variety show now as the entry point of the construction, leading the audience into a gamified interpretation mode, which instantly resolved the tension of the obscure art and cultural barriers in the eyes of the public. Instead, the game is more familiar to the public, just like analyzing the performance of partners, participating in the interpretation and guessing of the characters in the work, and having a deeper understanding and understanding of various details in the screen. In addition, in the interpretation of the content, the familiar advertisements and entertainment words was also implanted in a timely manner. For example, when interpreting the gestures of one of the disciples, using association assumptions and comparisons, people can use the gestures on the "Laotan Chinese Sauerkraut Noodles" frequently appearing in TV commercials and the logo on the very popular column "Very Good Voice" to compare with the replaced gestures. These make the audience realize the important role of the choice of action after the laughter.

Behind this light-hearted ridicule is actually a deep concern for the public's daily hotspots. The important reasons why the column is popular with the public include exploring the similarity between the connotation of artistic thought and the thinking mode of the public's daily life, using the public's background knowledge to interpret the connotation of the artwork, setting up a ladder that the public can easily climb for the elegant art and esoteric theories in the eyes of the public, using fun and humor to dilute the fatigue in the process of interpretation and so on.

3.3 Exquisite Audiovisual Language

In addition to the humorous style of this column, its delicate audio-visual language organization and editing are also indispensable. The production of a column must have its audio-visual editing production team behind it, using the current popular editing techniques to carefully arrange the column. Therefore, in the process of watching the

"Is Art Hard?" column, people will find that the arrangement and movement of each shot can be perfectly integrated with the content, and can present the details they pay attention to in a timely manner. Even the movement of the text is set to adapt to their reading habits.

In addition, for example, the animated pictures on the Riverside Scene at Qingming Festival in the show, the Dunhuang murals with comic dialogues, etc., these exquisite animation settings, together with clear and complete column packaging, and sound design that echo the plot, have greatly promoted the visual and audio effects of the column. These are difficult for ordinary teaching teams.

4. THE CONNECTION BETWEEN TEACHING STYLE AND THE TIMES

Through the above analysis, it is not difficult to find that the development of the times has changed people's reading habits, and the exquisite and short commercial knowledge columns are having a huge impact on the traditional teaching mode. Since 2020, affected by the new coronary pneumonia, the online teaching mode has been widely promoted and popularized. Next, the question that is needed to explore is how to integrate online teaching and daily teaching to maximize effectiveness together.

4.1 Effective Organization and Transformation of Network Resources

An important difference between the teaching of educational institutions and network knowledge columns or short videos is that educational institutions need to provide students with specialization and special training for market needs. Therefore, it is necessary to have a complete and systematic knowledge construction and practice content; however, the knowledge content on the Internet is more in line with the immediate needs and social hot spots of the public, so the knowledge content is scattered and random, and cannot constitute a complete system. Nevertheless, the easy accessibility of network knowledge and information has made students in the new era accustomed to such a fragmented learning and immediate sense of harvest. Moreover, this dependence has had an impact on traditional classroom teaching, and students have begun to show discomfort with coherent, continuous, and serious learning methods.

Based on such a phenomenon, in order to better improve the teaching effect, educational institutions or teaching workers can start from their own advantages, widely absorb high-quality online content, exert professional judgment, sort out and screen the massive high-quality knowledge content, and incorporate the scattered knowledge points into the orderly teaching system to make up for the areas that traditional teaching teams cannot reach.

On the other hand, the internal online courses of the teaching team should not be ignored either. This is the issue this article will discuss next.

4.2 Construction of New Teaching Team

An important feature of Internet knowledge dissemination is its reproducibility, which means that teachers' teaching can no longer rely solely on face-to-face instruction. Instead, using the network to replace humans to teach the content that needed to be repeated in the past, teachers can allocate more energy to the expansion of knowledge and the design of teaching modes. Therefore, the organization of the teaching team and the research and development of the content will also change accordingly.

The formation of a new type of teaching team should no longer be composed of professional talents like the traditional knowledge team, but should be composed of comprehensive types of talents such as collaborative planning, development, and production with professional teachers. Curriculum construction in the major can fully absorb the production experience of high-quality knowledge columns, so that the quality of online courses can better adapt to the learning habits of contemporary students, and enhance the teaching effect and the penetration of knowledge.

4.3 Reform of Teaching Mode

Fragmented information reception habits, reproducible online classrooms, and massive construction of micro-classes all promote the transformation of traditional teaching modes. Online teaching, blended teaching, OBE teaching reforms, etc., all kinds of teaching reforms are adjusting their own teaching modes to adapt to the times. However, no matter what kind of teaching reform, it is difficult to avoid such a trend in the context of rapid advancement of network technology. This is the transformation of the role of teachers and the transformation of students' learning mode.

4.3.1 Transition of Teacher's Role

In the future, the role of teachers should be more inclined to sort out information, navigate content, and promote and judge the quality of student learning. Curriculum development or anchors have become behind-the-scenes work. Because, in the information age, micro-classes, knowledge columns and short videos relying on the Internet will continue to increase over time, and people will spend more time screening information to distinguish authenticity and select high-quality content. What and how to think will become new problems for people. High-quality content is constantly iterating, and the resources that can be introduced in the teaching process are also increasing. Teachers need to design student learning plans based on actual teaching goals, and help students complete corresponding learning goals just like providing game strategies. Then, through student feedback and new market needs, the teachers need to work with the team to develop and expand new course content and improve the system resource library of the course.

4.3.2 Changes in Student Learning Mode

People's habit of receiving information and knowledge has changed, and it is necessary to change the traditional teaching mode accordingly. The core of this change lies in the effective coordination of the contradiction between the fragmented learning mode and the construction of a systematic knowledge system. Students' control over content can become more flexible, and their ability to improve can be more targeted. The formulation of learning plans can be done jointly by students and teachers. Then, the students need to complete the learning of the corresponding content and complete the specified tasks as expected. The interaction between teachers and students is more like the communication and interaction between the leader and the participants. Students can complete their own learning plans and learning goals based on the teacher's suggestions and exchanges, and master a relatively complete knowledge system.

5. CONCLUSION

In the new media environment, the rapid development of network technology has caused new changes in people's reading and learning habits. When the teaching form cannot match the knowledge characteristics of the era's fragmentation, fast food and post-modernization,

the effect of teaching is bound to be greatly reduced. Therefore, the only way to improve the quality of teaching is to reasonably learn from the dissemination mode of the high-quality network knowledge platform, give full play to its own professional advantages, and adjust the teaching mode to suit the times.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Ying Han.

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