

The Research of Investigation and Application Strategy of Foreign Language Information Resources in Colleges

Dongmei Sheng

School of Foreign Languages Jilin Business and Technology College Changchun Jilin China

455635403@qq.com

Keywords: Investigation; Application Strategy; Information Resources

Abstract. Based on the characteristics of foreign language learning, a questionnaire about the use of foreign language information resources was compiled. The results show that the utilization rate of student information resources is low and the utilization rate is from high to low. Colleges and universities should strengthen the construction of double professional foreign language information resources, create a good environment, make information resources better for foreign language education, and promote the cultivation of complex international talents.

Introduction

Foreign language information resources refer to all software information related to foreign language teaching, including books, courseware, electronic materials and multimedia. CD-ROM and other network resources. The medium and long term information strategy emphasizes the development and application of high quality education resources, strengthening the construction of network teaching resource base, introducing international high quality digital teaching resources, developing network learning courses, establishing digital libraries and virtual laboratories, establishing open and flexible public service platform for educational resources, and promoting quality education. The education resources are popularized and shared. Therefore, information resources play an important role in education and teaching.

The Types of College English Information Resources

As far as the combination of College English teaching and information technology is concerned, the information resources of College English can be divided into two categories: online information resources and offline information resources. The online information resources mainly refer to the learning resources that must be used to connect the campus network or the Internet such as network courses. With the implementation of the reform of College English teaching and the integration of information technology and College English teaching, the presentation mode of information resources is also diversified. It has gone through three stages of development: one is the information resources based on paper materials; two is the information resources based on electronic documents and teaching CDs; and the three is the campus network and the Internet. Therefore, some scholars believe that the current college English textbooks in China have entered fifth stages. By integrating information technology and paper-based teaching materials, we begin to transform web-based multimedia and three-dimensional teaching materials.

Problems in the Utilization of College English Information Resources

Although college English information resources are rich in content and varied in types, there are investigation and research findings that students' self-learning consciousness is weak and teachers' supervision and guidance are missing, which leads to the low utilization rate of some college English information resources, and even some schools have given up the allocation of this part of the resources directly. I find the main problems include: first, most teachers and students fail to fully understand the important role of College English information resources in promoting English learning. Under the lack of teachers' necessary learning and technical guidance, many students have

poor autonomy, less independent access to information resources, and a few of the Internet resources are only some English videos or films. Two, teachers and information resources managers lack the necessary independent teachers in curriculum design, teaching material selection, teaching syllabus and evaluation. In a certain degree, the use of various information resources is limited to a certain extent, so that the current college English teaching is still based on paper resources. The three is that the sharing of information resources is not high. Although many colleges and universities have invested more human and material resources to build college English information resources, because of the closed consciousness and lack of technology, the information resources of the same school or interschool are not shared, which leads to the emergence of the problems of self-government and duplication of construction.

Realizing the Sharing of Foreign Language Resources

The sharing of foreign language information resources is the need of autonomous learning, cooperative learning, exploratory learning and lifelong learning. Each school's foreign language information resources have certain limits, and there is imbalance at the same time, so we need to establish a sharing mechanism. For the two majors, one party can carry out the sharing of foreign language learning and teaching resources. On the other hand, the other party can carry out the sharing of foreign language, concept, reading and other related resources in the other major, and improve the level of reading and understanding of foreign language teaching materials by sharing the foreign language level. To realize the sharing of double professional foreign language resources, we can make use of network technology, promote the cooperative development and sharing of Intercollegiate foreign language resources, and encourage teachers to create micro classes as an effective form of realizing the sharing of high quality resources in two specialized foreign languages. The sharing of foreign language information resources can avoid the waste of manpower, material resources and financial resources to the greatest extent. Through various ways, the effective utilization of resources can be realized to meet the needs of the information resources of the dual professional students and make the high quality resources.

We should give full play to the role of "scaffolding", and guide students to use foreign language and bilingual teaching materials. Resource construction should take students as the center, give full play to the dominant role of students in the use of resources, and play the role of teachers' scaffolding at the same time. Some students can't make good use of the resources. There are many resources in the network for foreign language learning. However, many students do not have a positive sense of use. After class, they are mainly textbooks. For example, the school has set up a language independent learning platform, but the students' use of information resources on the independent platform is blind. It is not clear how to choose their own learning resources in a large amount of information. Therefore, in the specific use, teachers should play the role of scaffolding to guide students to use information resources. Students in the professional study, there is a problem of understanding the foreign language teaching materials, some of the professional vocabulary and concepts in the teaching materials, students can not be very good translation and understanding, which is bound to affect the students' other major study. Teachers can translate and interpret a large number of vocabulary and concepts involved in the teaching materials and put them on the independent platform, and instruct the students to study at any time to become "scaffolding" for the use of students' resources. Teachers' use of flipped classroom mode can also promote the use of student resources. In view of the low utilization rate of electronic data and campus network, teachers should make students clear the importance of the use of resources in foreign language learning and actively guide them in an effective way so that students will use, use and use all kinds of resources as much as possible.

Creating a Good Resource Environment

The hardware equipment is the basic condition for the use of information resources. The two majors are inadequately invested in foreign languages, the lack of equipment or the obsolescence of

equipment is not updated in time, which makes teachers and students unable to use equipment to use resources after class. All of these seriously limit the utilization of information resources by teachers and students. In addition, teachers or managers lack of awareness of the use of resources, and there is no important role in the important role of information resources in foreign language learning. It is considered that the foreign language learning of the double professional students need not be too deep, so there is no need for more resources and environment. In addition, the lack of resources selection ability and the integration ability of resources and teaching process also make students lack of good environment. The school should increase the input of the foreign language equipment, providing the students with the perfect hardware and software conditions. The teachers should improve the ability of resource selection and integration. The managers should formulate effective incentive mechanism to provide a good environment for the use of resources for the teaching and learning of foreign languages.

Conclusion

As an important component, information technology has been integrated into the teaching and reform of College English. The two are inseparable and indispensable, which highlights the important role of information resources in College English teaching. However, there are still some problems in our university English information resources, such as resource dispersion, lack of utilization, unreasonable allocation and low efficiency. However, in order to realize the information of College English teaching, the research and discussion I have done is far from enough. In the future, further investigation and research can be made from the information technology, the security mechanism of infrastructure and the evaluation and evaluation mechanism of the information resources. Colleges and universities should strengthen the construction of double professional foreign language information resources, realize the sharing of resources, create a good environment and guide the effective use of students, make information resources better for foreign language education, improve the quality of education, and promote the cultivation of complex international talents.

Acknowledgements

This paper is one of research findings from the project “The Survey of Foreign Information Resource and Applied Study of Optimization strategy in College which is “the 13th Five-Year” social science project in the Department of Education in Jilin Province. The project number is JJKH 20170207SK

References

- [1] Davis, Niki. Teacher Education and Information Technology: Challenges for Teacher Education [J]. *Journal of Information Technology for Teacher Education* 1999(1):3-13
- [2] J.B. Ma A survey of College English teachers' computer level and the status quo of computer assisted English Teaching [J] *Media in Foreign Language Instruction* 2003 (1) : 56-60
- [3] S. R. Wang, H. X. wang, The survey of College English Teaching in China and the reform and development direction of College English teaching, [J]. *Chinese foreign language*. 2011(5):4-11
- [4] Y.X. Zhang, Seize the opportunity and make persistent efforts to improve the level of College English teaching. [J] *Foreign language circles*. 2008 (4) :2-7
- [5] Z.X. Zhang, W. Huang, L, WANG The present situation and Prospect of multimedia foreign language teaching in China [J] *Media in Foreign Language Instruction*.2007 (2) :20 – 27
- [6] Yu D, Peng L. When does Inferring Reputation Probability Countervail Temptation in Cooperative Behaviors for the Prisoners' Dilemma Game? [J]. *Chaos, Solitons & Fractals*, 2015, 78: 238-244.