Exploration and Practice of College English Blended Teaching Model from the Perspective of "Internet+

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Abstract—In the context of the rapid development of Internet technology, the use of network information technology to improve and innovate the college English teaching model will help improve the efficiency and quality of college English teaching. This is also the main trend in the innovation and development of college English teaching. The effective use of the mixed teaching model can meet the requirements of teaching reform and improve the overall level of university English teaching. However, there are still some problems in the development of the college English blended teaching model under the "Internet +" perspective. Especially the mixed teaching methods and teaching policies are immature and imperfect. Therefore, colleges and universities need to strengthen the research work on the blended teaching mode of college English under the background of "Internet +", and understand the problems existing in the application of blended teaching mode. At the same time, colleges and universities need to propose effective practical strategies to improve the level of Chinese college English teaching reform.

1.INTRODUCTION
When carrying out college English teaching under the background of "Internet+", the traditional English teaching model can no longer adapt to the educational environment under the background of "Internet+". Colleges and universities need to strengthen the construction of mixed teaching mode. In English teaching in colleges and universities, teachers need to conduct sufficient research on wisdom education, and adopt effective methods of combining online and offline teaching to create a good teaching environment for students. Only in this way can it lay a good foundation for the application and development of the college English blended teaching model. The organic combination of traditional teaching mode and online English teaching mode is the main development direction of current college English teaching reform. Teachers must correctly understand the positive role of Internet technology in the process of college English teaching, and at the same time understand the connotation and application advantages of the blended teaching model. Colleges and universities need to carry out mixed teaching activities according to the specific teaching content of college English and the students' English level. Only in this way can the effect of college English teaching be truly improved.

2.OVERVIEW OF BLENDED TEACHING MODE
Many researchers abroad have explored and applied the digital electronic theory system. In this process, the application advantages of the hybrid teaching model were discovered, and relevant opinions on using the hybrid teaching model to carry out university teaching work were also put forward. The
teaching system formed in traditional Chinese teaching is characterized by classroom interaction, which integrates the social teaching characteristics of Chinese teaching. There is a big difference between the teaching advantages shown by these properties and the teaching mode formed by the Internet and the spread of information technology. The Internet and information technology can give full play to the advantages of rapid and timely information dissemination in the application process, which can help students obtain corresponding learning resources according to their own learning needs. In order to effectively integrate the two teaching modes, a hybrid teaching mode came into being. After this teaching concept was put forward, it caused a strong reaction from the teaching staff at home and abroad. The mixed teaching model has become an indispensable and important teaching model in the development and innovation of the current education model. The hybrid teaching mode means that in teaching activities, teachers can use technology and related equipment, multimedia teaching tools to innovate the content of teaching materials, and at the same time effectively combine with students' free learning mode to form a mainstream teaching mode. The full application of the hybrid teaching model in the university teaching process can give full play to the respective advantages of online and offline teaching activities and help students break through the limitations of time and space according to their own learning needs. This can also improve student learning efficiency and ensure learning results. At the same time, the traditional teaching methods can be innovated in the application of the hybrid teaching mode. This is conducive to the use of Internet technology and information technology to expand teaching content and enrich teaching resources. Teachers can use some high-quality teaching resources to carry out teaching activities. This can greatly promote the in-depth development of teaching reform, help achieve teaching goals and improve teaching standards. The mixed teaching mode needs to give full play to the main role of the students in the application. The more important thing for teachers in the mixed teaching mode is to guide students effectively. When analyzing blended teaching viewpoints from different perspectives, teachers need to comprehensively consider the effective integration of various teaching viewpoints, and sort out a scientific and reasonable blended teaching concept [1]. Only in this way can we effectively guide teachers' teaching behavior and teaching methods. In the mixed teaching model, teachers must organically integrate and optimize all teaching elements based on the students' specific learning environment, effective resources, teaching tasks, and students' main academic goals. This can give full play to the advantages of Internet information online education and offline traditional teaching methods, and realize the teaching goals of teachers and the learning goals of students. In this process, in addition to giving play to the teaching and guiding role of teachers, it is more important to leave sufficient room for students to create. Only in this way can the students' sense of innovation and innovation ability be cultivated, and the students can learn to learn and be good at learning [2].
3. THE CURRENT SITUATION OF COLLEGE ENGLISH MIXED MODE FROM THE PERSPECTIVE OF "INTERNET+

3.1. The Influence of "Internet+" on College English Blended Teaching Mode

Under the background of "Internet +", new changes have taken place in the field of education. The current new ecological model of education is based on the Internet and uses abundant teaching resources to carry out teaching activities. We can optimize the traditional teaching model and at the same time complete the scientific allocation of educational resources to provide a foundation for lifelong education. "Internet +" education is a new type of education. It is an innovative expression in the continuous development and progress of education. It not only helps to improve the innovation level of modern education, but also promotes the in-depth development of teaching reform. In the development of "Internet +" education, this educational model is adapted to the needs of the economic era. It not only helps to promote social change, but also alleviates the problem of insufficient capacity of the labor force. In addition, this is also conducive to promoting the diversified and personalized development of learners [3].

The application of "Internet +" technology in the college English blended teaching mode will positively help improve college English teaching efficiency. In traditional English teaching, teachers are more based on textbook content to carry out English teaching activities, which leads to boring classroom teaching content. The teaching methods of teachers are relatively simple, and the teaching atmosphere is relatively dull. This will seriously affect the students' interest and enthusiasm for learning, and will cause a disconnect between the teacher's education and the student's learning. Students cannot be the beneficiaries of education in the classroom. English itself is a language teaching. In actual teaching, because of the particular nature of the course, it is even more boring. Many teachers simply let students memorize by rote, which leads to students not being able to effectively master the application skills of English language, which makes students feel tired and resistant to English learning. This state will seriously affect students' English potential.

The use of mixed English teaching mode can effectively improve various problems existing in traditional English teaching, and stimulate the vitality and vitality of college English teaching. In the application of mixed teaching mode, teachers can make comprehensive use of a variety of teaching media tools and Internet English teaching platforms to enrich classroom teaching content. In the meantime, students can also use mobile network learning and English information platform for
teacher-student interaction, student-student interaction. In this way, students can use their favorite English learning methods to carry out the English learning process. This will also help improve students' learning efficiency and help students build confidence in English learning.

3.2. Problems in Current Mixed Mode Teaching

Blended teaching mode is a new type of teaching concept. In the application process, it is necessary to integrate online and offline teaching methods to replace the traditional classroom teaching mode. In the application process of blended teaching mode, blended teaching can not only integrate diversified teaching resources, but also break through the limitations of traditional teaching mode to meet the individual needs of students for English learning. In actual learning, students can also use fragmented time to master some English information points. This can improve the time utilization rate of students and help cultivate students' autonomous learning ability. Based on Internet technology, teacher-student interaction and student-student interaction can also be carried out, which is conducive to the formation of a good teacher-student relationship. Moreover, this can strengthen the communication and exchanges between students and students, and actively help develop students' English language skills. However, there are still some problems in the application of the mixed teaching model, mainly in the following aspects.

Firstly, teachers have not fully realized the connotation of the mixed teaching mode, and the application of the mixed teaching mode is still on the surface. The blended teaching mode can replace the traditional teaching mode to a certain extent. It is an innovative and optimized teaching mode. However, when most teachers apply the mixed teaching model, they pay more attention to the change and innovation of teaching methods. They do not really understand the connotation of the mixed teaching model. In the process of developing blended teaching activities, most teachers only divide classroom learning content into online and offline channels for teaching, and simply improve the traditional teaching methods from the form. They have not enriched online English teaching content and integrated high-quality English teaching resources. This leads to the mixed teaching model becoming a formality. This is mainly because some teachers believe that the hybrid teaching model is simply the combined application of online and offline, and they do not realize that they are in the process of constructing an online teaching platform. Teachers must improve and optimize some teaching content to make it more suitable for students to use fragmented time for learning. Only in this way can the active role of the online teaching platform be fully utilized. In addition, students also have some problems when applying the mixed teaching model. Although students' enthusiasm for network software is relatively high, there is a phenomenon of dealing with errands when applying the learning platform. Mainly because of the lack of teacher's guidance and supervision in online learning, many students will have the problem of slack in thinking. There are also some students who are affected by traditional teaching classrooms and do not have the awareness of active communication with teachers, so they cannot appreciate the fun of online teaching platforms. This will affect the application effect of the blended teaching model to a certain extent, which leads to relatively low learning efficiency of students.

Secondly, the dependence on Internet information technology is too high in the application of hybrid teaching mode. Mixed teaching mode can provide richer teaching resources. This is conducive to enhancing the students' learning interest, but to a certain extent, it will increase the student's learning burden. In the learning process, using Internet information technology, students will receive more information, which may produce unpredictable cognitive activities. This will distract students and increase their learning pressure. Online English learning resources are uneven. Teachers need to effectively screen the corresponding learning resources, choose teaching content that is more suitable for students' learning and development, and optimize and integrate teaching resources. If the teacher fails to do this, it may lead to blindness in the selection of English learning resources for students, and the effectiveness of learning and teaching cannot be effectively improved.

Thirdly, the corresponding teaching evaluation system is relatively backward. In the mixed teaching mode, students can use the Internet to complete the learning process independently. This requires
relatively high self-discipline and autonomous learning ability of students, and will pose new challenges to students. And how to help students master good learning methods and make students face the online learning platform with the correct attitude is the key content that teachers must pay attention to in the process of developing blended teaching. The use of an effective teaching evaluation system can establish a scientific and perfect blended teaching model, which will help students adjust and optimize learning content in a dynamic evaluation method. However, in the actual teaching process, the traditional teaching evaluation system is still the mainstay. In this way, the individual requirements of the hybrid teaching model cannot be used. This will lead to unscientific and unreasonable teaching evaluation results in mixed teaching activities, which will affect students' learning confidence and interest in learning [4].

4. PRACTICAL STRATEGIES OF COLLEGE ENGLISH BLENDED TEACHING MODEL FROM THE PERSPECTIVE OF "INTERNET+

4.1. Create A Mixed Teaching Environment

In the process of mixed teaching mode, in order to improve the level of college English teaching, colleges and universities need to build a "Internet +" teaching mixed teaching environment. In the context of the rapid development of Internet technology, most college students' online information English learning platforms are established on the basis of computers. This learning model is constantly improving and stable. In the continuous development and innovation of the Internet learning model, the development speed of WeChat smart mobile terminals is also getting faster and faster. This provides a new direction for the innovation and improvement of the college English blended teaching model. In the development process of China's Internet industry, the new social networking platform can lay a good foundation for the establishment of a hybrid teaching platform. Students can carry out the English learning process according to their own learning needs when applying social platforms, and can also use other ways to obtain corresponding English learning materials. For example, the English learning platform in WeChat can give full play to the advantages of online learning, which can strengthen the communication and interaction between students and teachers. Students can also use their spare time to complete the accumulation and learning of language fragment knowledge in the mobile phone client, and teachers can also use the multi-functional teaching method in the WeChat platform to optimize. For example, WeChat’s file transfer function, voice video and group building function can help teachers establish English academic exchange groups in daily teaching. In the WeChat group, teachers can discuss with students the problems in class teaching on the day of the course, so that students can consolidate their knowledge after class. Teachers can also directly make English courseware and English materials into files and links to distribute in the group. Students can click on the link to obtain course materials and carry out independent learning, which will help improve classroom teaching efficiency [5].

4.2. Integrate Teaching Resources

In the application of the mixed teaching model, we also need to pay attention to effective adjustment of teaching resources. The mixed teaching mode can enrich traditional teaching resources. Teachers can use video online learning system and audio to adjust and optimize traditional teaching resources. Compared with traditional paper textbooks, these new teaching resources cover more information. Moreover, this is more time-sensitive, which is convenient for students to handle and share. The enriched development of teaching resources in college English teaching can improve the efficiency of language input and help fully mobilize students' multi-sensory learning process. This will help improve the interest of English learning activities and improve teaching effects. An open learning environment is also conducive to giving full play to students' personalities, enabling students to learn according to their own learning needs. Furthermore, it is also convenient for students to discuss and research problems from multiple angles and aspects, breaking the constraints of the traditional learning model [6].
4.3. Cultivate Students' Critical Thinking

Teachers can allow students to judge and think, and cultivate students' critical thinking. For example, when teaching "To be able to understand and write invitation letters" in English teaching, teachers can use online videos to introduce the basic knowledge of invitation letters. Simultaneously, teachers can record the corresponding micro-class video, and explain the format and related elements of the invitation letter based on "write an invitation card and how to write a letter of invitation". This can strengthen the comparison and analysis between formal and informal invitations. Teachers can allow students to independently discuss and study the common sentence patterns of invitation letters, and divide students into different study groups. Teachers can write invitation card and invitation letter according to the specific situation, and focus on showing students' works. In the context of information technology, teachers can enrich and improve the teaching content and teaching process. Teachers can integrate teaching resources more freely and flexibly, and choose teaching content that is more suitable for students' development based on teaching materials. This will help mobilize the enthusiasm and initiative of students and improve the level of English classroom teaching.

5. Conclusion

In short, in the process of college English teaching, the full application of the blended teaching model is of vital importance. Teachers not only need to improve and optimize the traditional teaching content, but also pay attention to the effective combination of online platform and offline classroom teaching, which will help ensure the cohesion of the two teaching methods. Only in this way can we integrate English teaching resources and give full play to the respective advantages of online and offline teaching. This will also help mobilize students' enthusiasm and initiative in learning English, improve the efficiency of classroom English teaching, and improve the level of English teaching. This is also a positive help to promote the in-depth development of China's teaching reform.

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