

Exploration of college english writing teaching practice from the perspective of internet

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Abstract: With the wide application of the Internet in all walks of life, the education field has begun to attach importance to the effective integration of the Internet in teaching. As a result, the Internet has become an important hand in the implementation of teaching reform in the education field, especially in the teaching of college English writing in China, which has had a great impact. In college English teaching, the teaching of writing is an important part of the test of students' comprehensive English ability. In traditional teaching, college English teachers attach too much importance to teaching achievements and students' writing achievements, neglecting the teaching of writing skills, which makes it difficult for students to acquire good English ability from English writing. Therefore, it is necessary for college teachers to update the existing teaching mode, enrich students' learning experience by virtue of the advantages of the Internet, and enable them to effectively improve their English skills and abilities in a diversified teaching environment. This paper, starting with the teaching of college English writing, discusses in detail how to carry out efficient teaching with the help of the Internet, and puts forward some practical strategies for college English teachers to use for reference.

Keywords: Internet; university; English writing teaching; Practice Strategy

Under the wave of rapid development of the Internet wave, all walks of life are facing huge challenges while welcoming new development opportunities, especially in the field of education. The application of the Internet has promoted the development of education, but also put forward new requirements and standards for schools, teachers and students. Therefore, college English teachers should keep pace with the times, improve their cognitive level of the Internet, gain a deep understanding of its status in the teaching field, summarize their experience, and finally apply it to their own teaching models, constantly improve and optimize their own teaching methods and models, keep pace with the development of the times, and create a new teaching form of efficient learning for students. In the specific teaching of college English, teachers should make use of the advantages of the Internet to create a learning environment with rich teaching contents, novel teaching forms and efficient teaching models for students, provide more writing materials for students through the Internet, expand students' English writing knowledge, complete the reform of improving the quality and efficiency of college English teaching, achieve the ideal teaching effect, and comprehensively improve students' English literacy.

1. The significance of introducing internet into college english writing teaching

1.1 Promoting the enrichment of English writing teaching content

In college English teaching, writing teaching occupies a very important position, which requires teachers to pay attention to the application of teaching methods when teaching in this area, so as to make the teaching effect more ideal. At present, many textbooks used in college English teaching have less content about writing teaching, which can not meet the students' learning needs in English writing. This has caused some obstacles to the smooth progress of English writing teaching, which requires teachers to find writing materials according to the students' conditions and learning ability. The advantage of the Internet is that it has a large amount of information, which can solve the problem of insufficient teaching materials for English writing. Teachers can find appropriate writing teaching materials for students through the core of textbooks, and use them in classroom teaching to enrich teaching for students. In addition, teachers can exchange information and share resources with other teachers to help students master more English writing skills and improve teaching quality.

1.2 Promoting the Diversification of English Writing Teaching Models

In the traditional teaching of college English writing, teachers often have monotony in the choice of teaching methods, such as adopting indoctrination, preaching or repeated explanation of knowledge points, in order to enable students to master knowledge, but the use of this method will not ultimately achieve good teaching results. In this learning atmosphere, students can not mention their love of English, but will lose their interest in English learning, which affects their learning effect, and also makes teachers and teaching efficiency can not be guaranteed. After using the Internet, teachers can use it as a medium to develop more attractive teaching courses, promote the innovation and development of teaching models, and enable students to improve their English level in a diversified teaching environment.

1.3 Promoting the enrichment of students' English writing materials

English writing requires students to have solid basic English ability and strong language expression ability, as well as certain research on writing skills, so that they can be skillful in English writing. At present, some college students have some deficiencies in basic English ability, language expression ability and writing skills. They can't perform well in English writing, and even have a blank mind when writing. They don't know what to write. The problem with this phenomenon is that students' reading is too little, lacking the accumulation of English writing ability, and also lacking the importance of English writing. Based on this, students can collect relevant writing materials through the Internet, exercise their writing skills, accumulate their writing ability, and increase their own reserve of writing materials, so that they can learn from other sources and write with confidence.

2. Problems in college english writing teaching from the perspective of internet

2.1 Lack of correct understanding of the Internet

In the past college English writing teaching activities, there are some drawbacks of traditional teaching methods, that is, teachers lack a correct understanding of Internet teaching, and think that the Internet is just a new technology, and there are only some simple resources on the Internet. Because of such wrong cognition, teachers cannot use the advantages of the Internet to improve their teaching quality. Even though some college teachers use the Internet in the teaching of English writing, they just copy the traditional teaching theory. They still focus on the teaching of theoretical knowledge in teaching. They do not really integrate Internet technology into their own teaching process. In addition, they do not grasp the students' learning status and do not understand the students' needs for the Internet in the new era. As a result, it is difficult for students to effectively strengthen their English professional ability in traditional teaching, which has caused certain obstacles to English writing learning.

2.2 Lack of embodiment of students' dominant position

In the teaching of English writing, because of the complexity of English writing, it leads to the simplification of the way teachers explain English knowledge, resulting in a boring classroom atmosphere and students' inattention. Generally speaking, this phenomenon occurs because teachers do not put students in the main position in the classroom, do not design teaching plans from the perspective of students, and do not think about the nature of strengthening English writing teaching with the help of the Internet. Instead, they always create teaching and learning models from their own point of departure, do not fully understand the needs of students, and finally result in low teaching efficiency. Nowadays, students are in the era of the Internet. Teachers should follow students' learning and living habits, and always put students at the center. Even if Internet elements are used in teaching, curriculum teaching design should be based on students' personality characteristics, preferences, etc. Otherwise, it will lead to unsatisfactory teaching results.

2.3 Lack of discrimination of teaching resources

The Internet can provide college English teachers with a large number of teaching resources, such as cases, videos, graphic courseware, etc. Although the content is rich, the quality of these resources is uneven. If teachers do not carefully identify and screen the teaching resources, not only the teaching effect will be affected, but also the learning effect of students will be greatly affected. The author once took "English writing micro class" as the search target, but the teaching resources found out have some problems, such as vague teaching objectives, poor quality of teaching content, and weak professionalism. Therefore, if teachers want to use effective network resources to assist teaching in actual teaching, they must use strict standards to screen resources.

3. Practical strategies of college english writing teaching from the perspective of internet

3.1 Combining Internet thinking to ensure continuous innovation of educational theory

When teaching English writing through the Internet, teachers should understand students' learning abilities, learning conditions and learning habits, and formulate corresponding teaching systems from multiple perspectives, including the filling of curriculum content, the design of Jiao Xu'e's method, and the way of practical teaching, so as to ensure that students can learn effectively.

Teachers should innovate their own educational ideas in time. After the Internet element is added, teachers can no longer teach students how to write according to the previous teaching methods, otherwise, the Internet will be incompatible with writing teaching, and even create a serious sense of separation, from which students can not improve their English writing ability.

For example, when writing in English, teachers should let students use the Internet to collect relevant information, including some grammar, new words and the structure of the overall article. In the process of collecting, students have not only completed the collection of materials, but also completed the improvement of their own writing ability. When thinking on the Internet, teachers must have a clear understanding of English writing teaching and choose the Internet elements that are consistent with it, otherwise it will have a reaction. For example, students' attention is attracted by the new Internet forms, but they ignore the learning of English writing, resulting in a situation of neglecting one thing and losing the other.

3.2 Combining Internet thinking to build a people-oriented interactive mechanism

In the new era of educational environment, the concept of people-oriented has received more and more attention. In the process of college English writing teaching, teachers should treat the relationship with students correctly. In the daily classroom, although the relationship between teachers and students is education and being educated, they are equal, and there is no statement of high or low status. Through equal communication between teachers and students, the goal of common growth of educators and the educated can be achieved, which is of great benefit to the formation of students' outlook on life, values and society. This is also the core concept of people-oriented. In the specific implementation of English writing teaching, teachers can master students' needs and ideological trends in a timely manner through the Internet communication platform, guide students to pay attention to the social focus, and can also answer individual students' questions individually and implement one-to-one counseling. This personalized teaching method fully reflects the students' dominant position, thus promoting the good shaping of students' English literacy.

For example, through the construction of a good teacher-student relationship, teachers can guide students to ask teachers for English writing skills that they have not mastered in teaching through the network platform or communication software. Teachers can also provide highly targeted and personalized guidance to students to help them improve their English writing skills. This not only saves valuable time in classroom teaching, but also tries to achieve all-round guidance, and further promotes the development of teacher-student relationship. In a

word, combining Internet thinking and building a people-oriented interactive mechanism can realize the flexible use of Internet elements in English teaching and give full play to its maximum value.

3.3 Combining Internet thinking to build an interactive platform for English writing

Because the teaching of English writing is difficult and requires students to have various English abilities, it also causes problems such as great difficulty in learning and boring learning process. Many college students are difficult to have a strong interest in it when learning. Therefore, teachers need to use the Internet to stimulate students' interest, promote their thinking and improve their English writing ability by building an interactive platform for English writing.

For example, teachers of computer science can help to build an interactive platform for English writing in the campus network, and set up some targeted content, such as the interactive communication section, the writing skills section, and the excellent article sharing section, so that students can use the system to practice interactive English writing after registering with their student ID numbers. Teachers can guide students to use English mail to communicate on the platform, and exercise their English writing ability in the process of communication. Teachers can also set up some thematic writing interactions for students, and set up some prizes, so that students can write English around the theme, and then upload the written English articles. Finally, teachers of English majors will evaluate the excellent awards, participation awards, etc. The students also enhance their English writing ability in this interesting activity.

3.4 Combining Internet thinking to build an efficient evaluation system

In traditional English writing teaching activities, teachers often evaluate students' test scores, which is relatively simple. Teachers need to recognize the important role of teaching evaluation, conduct process evaluation in the learning process of students, evaluate the problems and situations of students in the learning process, so that teachers can have a more accurate understanding of students' learning. Not only that, teachers need to combine Internet thinking to carry out teaching evaluation, so that students can understand their own situation in the learning process, and understand their own advantages and disadvantages in a timely manner. They need to adjust and optimize the problems in the learning process in a timely manner. Only by stimulating students' reflective ability, can teachers more targeted teaching, improve teaching quality and effect, and enhance teaching effectiveness.

For example, in the teaching process, teachers can design evaluation forms, set up rich evaluation activities, encourage students to constantly improve themselves, maintain a good learning attitude and improve learning initiative. In addition, college English teachers should give full play to the maximum value of Internet evaluation. Through online communication software such as QQ, WeChat and other ways, they can conduct one-to-one evaluation of students' English writing training, so that students can feel the teachers' good intentions, so that they can be more actively involved in English writing learning and improve their enthusiasm for learning English writing skills.

3.5 Combine Internet thinking to enhance teachers' teaching ability

With the deepening of the modern education concept, college English teachers should keep pace with the development of the times, pay attention to the combination of Internet elements in English writing teaching, open their own teaching ideas, try to absorb excellent teaching methods and teaching models for their own use, start from the core of English writing teaching, and cultivate students' ability in English writing, oral expression and English thinking. Clarify the specific teaching content under the Internet perspective, and think about how to integrate the two to make teaching more efficient, obtain good teaching results, and build an effective and replicable teaching system for college English writing teaching. Therefore, college English teachers should improve their cognitive ability of the Internet, understand the impact of the Internet on modern education at all stages, consult more relevant teaching materials from the Internet, browse real teaching cases, strengthen their Internet thinking, improve the application of the Internet in teaching, adjust the teaching methods and models of English writing, and promote its effectiveness. Further improve students' English literacy, lay a solid foundation for their future entry into the society, so that they can develop stably and become comprehensive talents in line with the society as soon as possible.

Colleges and universities can also regularly train teachers in Internet thinking, actively organize teachers from the same school or other schools to exchange teaching experience, so that teachers can learn from others' experience when communicating with other teachers, realize their own growth, better promote the use of Internet elements in English writing teaching, keep up with the pace of the times, and make English writing teaching complete innovation.

To sum up, in the contemporary era when the Internet is widely used, college English writing teaching should make rational use of its elements, and promote the improvement of students' English literacy by combining Internet thinking, innovating teaching concepts, building a people-oriented interactive mechanism, building an English writing platform, building an assessment mechanism, and enhancing teachers' Internet teaching ability.

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