

Research on English Teaching Model Based on Constructivism Theory in the Network Environment

Yingyu Meng

Guangxi University, Nanning, 530000, China

Abstract

Foreign language learning has distinct characteristics different from knowledge learning in other disciplines, especially focusing on the creation of language environment, emphasizing students' interactive participation and being highly practical. With the rapid development of multimedia computer and network education, constructivism theory shows its strong vitality and its influence is expanding in the world. What kind of teaching mode to construct, how to embody learners' subjectivity in teaching, and the relationship between teachers and students in the modern network environment need to be discussed by foreign language teachers. This paper discusses the combination of constructivism theory and multimedia network English Teaching in the network environment, so as to find out the teaching mode suitable for English Teaching in China. The change of teachers' role is from "housekeeper" in traditional teaching to "sheep herder" in network teaching. This role transformation fully reflects the learning law of constructivist learning theory. After continuous research and practice, it has achieved great success.

Keywords

Network environment; English teaching; Constructivism.

1. Introduction

The rapid development of network technology is gradually changing the environment and means of foreign language teaching, so that foreign language teaching must change from teacher-centered to student-centered [1]. Foreign language learning has distinct characteristics different from knowledge learning of other disciplines, especially focusing on the construction of language environment, emphasizing students' interactive participation and strong practicality. The new teaching model should be supported by modern information technology, especially network technology, so as to make English teaching develop towards personalized learning, learning without time and place restrictions and active learning [2]. The network teaching environment is also centered on students' development, emphasizing respect for students' emotional experience in the teaching process, encouraging students' individualized development, helping students to establish positive learning concepts, and paying more attention to cultivating students' learning interest in English learning, so that students can maintain lasting learning motivation for English learning, which is an ecological teaching mode [3]. Modern educational technology can provide a real and operable scene for students to construct the meaning of knowledge. The network puts the accumulation of thousands of years of human history on the display, and the abundant information is helpful for students to explore and integrate knowledge, and constantly complete their own meaning construction of knowledge [4].

The learning environment provided by multimedia computer and network communication technology is surprisingly consistent with the constructivist learning environment [5]. With the rapid development of multimedia computer and network education, constructivism theory has

increasingly shown its strong vitality and expanded its influence all over the world [6]. In the modern information environment, mobile network can provide a large number of time-sensitive, informative and interesting English learning information, and meet the individualized learning needs of different students [7]. Modern educational technology can provide practical cooperation and conversation for students to construct the meaning of knowledge. In addition, the Internet-based network environment creates favorable conditions for learning beyond time and space [8]. What kind of teaching mode to construct, how to embody learners' subjectivity in teaching, and the relationship between teachers and students in the modern network environment need to be discussed by foreign language teachers. It can be seen that constructivism is essentially similar to the ecological model emphasized by the network teaching environment, so the network teaching environment of college English created from the perspective of constructivism has important practical significance for improving teaching quality and learning effect.

2. Characteristics of College English network teaching environment

2.1. Combination of Education and Ecology

The core of College English network teaching environment is to maintain the ecological balance of education and pay attention to the mechanism and law between education and nature, psychology, physiology and morality. The main purpose is to optimize the College English teaching environment. Traditional classroom teaching is mainly carried out in the classroom. Teachers rely on limited resources, such as textbooks, reference books and library resources to organize learning materials, which inevitably has great limitations and affects students' language learning. Constructivism holds that learning is carried out under a certain social and cultural background, and the social and cultural background referred to here is "situation". The wide application of computer technology has brought great changes to college English teaching and learning, which not only makes teachers' teaching methods diversified, teaching contents enriched and teaching evaluation objective, but also promotes students' individualized and autonomous learning methods [9]. With the rapid development of multimedia and network technology, constructivist learning theory has become the main theoretical basis of college English teaching reform. Under the guidance of teachers, students communicate with one or several students around them, and put forward their own opinions, while commenting on others' opinions, which is called "collaboration" and "conversation". Ecological teaching concept emphasizes the all-round development of human beings, pays attention to individual development and its connection with environment and other individuals, and keeps them in a balanced development state, which highlights the sustainable development characteristics of humanistic teaching concept.

Information presented in plain text is not conducive to retention and memory, but when information is converted into other forms, information can be processed more effectively. Therefore, in order to keep the information in the article in memory, we can transform the plain text information into visual information, which is more convenient for reading and understanding the meaning. The information conversion strategy is shown in Figure 1.

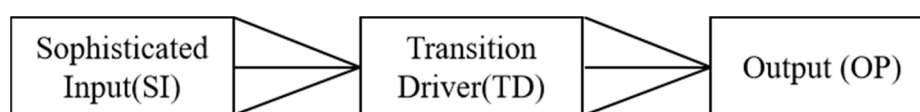


Figure 1. Information conversion

In English learning, it is helpful to give full play to students' subjective kinetic energy, enable students to arrange their study time according to their actual situation, and consolidate and

deepen their memory of knowledge points through autonomous learning, which is conducive to realizing personalized teaching. Constructivism emphasizes the diversification of teaching resources, and holds that language learning should pay special attention to the use of tools. As we all know, the remarkable feature of the network is that it provides us with huge information sources (teaching resources) and numerous media tools, which enables us to create a more realistic language learning environment for students.

2.2. Ecological Network Teaching System

With the continuous development of education, the network virtual teaching environment has been widely used in the teaching field, and people have gradually discovered and paid attention to its ecological characteristics. In the process of teaching, teachers can mobilize students' enthusiasm and enthusiasm by using such factors as situation, cooperation and conversation, so as to finally realize the meaning construction of the knowledge they have learned. Autonomous learning in the information environment has its distinctive features. The author intends to explain it from two aspects: autonomous learning in classroom teaching environment and autonomous learning after class. As a new learning theory, constructivism holds that learning is a process of constructing internal psychological representation. Exploring the effective ways to cultivate college students' English autonomous learning ability under the network environment will not only help students adapt to the learning methods under the new situation as soon as possible, promote the formation of students' personalized learning strategies, but also help to mobilize students' English learning enthusiasm [10]. In order to encourage students' autonomous, research and cooperative learning, according to students' personalized learning characteristics and learning needs, when designing the autonomous interactive teaching mode under the network environment, this paper puts forward the idea of hierarchical learning design, that is, students' learning activities and their different needs are divided into two levels: foundation and improvement. The construction of multimedia network ecological classroom environment can be regarded as a dynamic learning ecosystem including both ecological and environmental factors.

3. College English Online Teaching Ecosystem From the Perspective of Constructivism

3.1. Teaching Theory Based on Constructivism

Constructivist learning view mainly refers to the construction of learning environment, which includes four parts: cooperation, situation, meaning construction and conversation. Knowledge is not imparted by teachers, but constructed by individual learners and cooperative groups. The teaching mode has changed from the traditional teacher-centered to student-centered. In the process of learning, students construct the meaning and knowledge of language. Multimedia network technology can create as real a situation as possible related to the current learning theme for students. Constructivist learning theory not only emphasizes the main role of learners' cognition, but also attaches importance to the guiding role of teachers.

Based on constructivist learning theory, instructional design should start with students' learning, and the content of instructional design is also different, from the design of teaching process, teaching strategy and educational technology to the design of learning situation and learning strategy. The instructional design mode based on constructivist learning theory is shown in Figure 2.

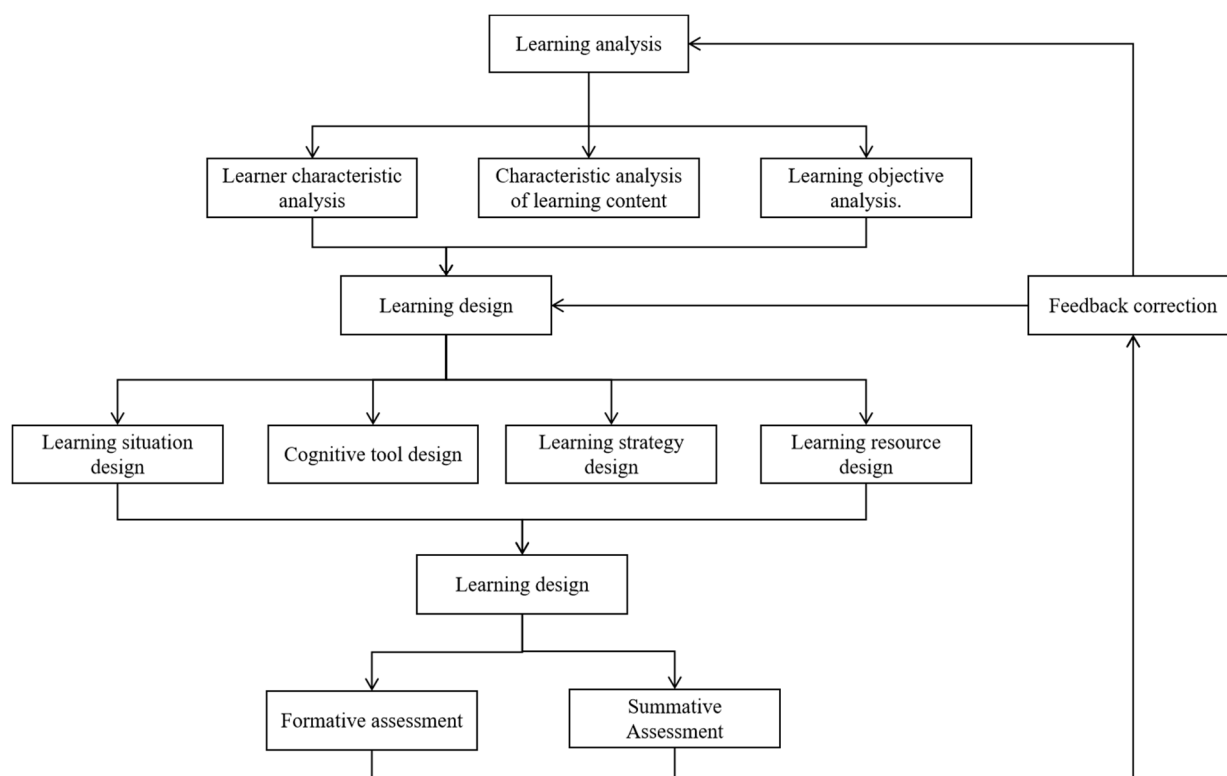


Figure 2. Teaching design model based on Constructivism Theory

Knowledge is the object of students' active construction of meaning, not the content taught by teachers. Teaching media is a cognitive tool for students to learn actively and explore collaboratively, not just a means to help teachers impart knowledge. Therefore, College English teachers should make full use of these material conditions and take constructivism as the theoretical guidance to fully mobilize and stimulate students' enthusiasm for English learning, so as to form their own understanding of the current knowledge, that is, the meaning construction in constructivism theory.

3.2. Create A Real Situation

In College English teaching, teachers should create a specific English atmosphere for students by means of multimedia and network. Autonomous learning is not a new concept in language learning. In the 1970s, someone in Europe wrote a report on autonomous learning and foreign language learning [12]. The student-centered classroom teaching mode requires teachers to select high-quality resources according to students' personalized learning needs and show them to students through diversified teaching means. According to their own learning characteristics and needs, students can choose interesting problems, study and put forward solutions in the form of combination of autonomous learning and cooperative learning in the online educational resources recommended by teachers, and finally present and exchange learning results by writing research reports, papers or other forms. Under the guidance of teachers, students spontaneously choose their learning contents according to their own learning needs, learning characteristics and learning interests through multimedia and network platforms, and use learning strategies to complete learning tasks.

4. Conclusions

With the popularity of the concept of "lifelong learning", higher requirements are put forward for both teachers and students. In this environment, students' autonomous learning ability can be developed, and online English Teaching under the guidance of Constructivism attaches

importance to learning environment elements such as situation, cooperation and conversation, so as to give full play to students' initiative and enthusiasm, so as to realize the final meaning construction. For students, autonomous learning accounts for an increasing proportion in their learning. Establishing a scientific concept of network learning, adapting to the learning methods in the network era as soon as possible and making effective use of the network for autonomous learning will benefit students all their lives. We should also pay attention to the problems faced by this teaching mode. English teachers who use multimedia teachers need to have certain computer software design ability, and teachers engaged in network teaching also need to have certain computer network technology. In a word, the change of teacher's role is from "housekeeper" in traditional teaching to "shepherd" in online teaching. This change of role fully embodies the learning rule of constructivism learning theory, and has achieved great success after continuous research and practice.

References

- [1] Zhang Qinjuan. English newspaper reading teaching based on Constructivism Theory in the network environment [J]. Guangxi Education, 2019 (15): 143-144
- [2] Shi Mingzhu. Research on English Teaching Mode under Network Environment [J]. Examination Weekly, 2016, 000(087):77-78.
- [3] Ni Jincheng, Cao Jialin, he Ling. Research on English culture teaching model in multimedia network environment [J]. Journal of Shanghai University of Technology (SOCIAL SCIENCE EDITION), 2018, v.40; No.148(02):36-40+101.
- [4] Zhang Nan. Research on the "Four Systems" Teaching Mode of College Oral English Teaching under the Network Environment [J]. Modern Communication, 2016, 435(13):192-193.
- [5] Zhong Hangzhou. An analysis of the research-based teaching model of College English under the network environment [J]. Journal of Liaoning University of science and technology, 2016, 018 (006): 62-64
- [6] Han Feiya. Construction of Constructivism Network English Teaching Management Platform in Higher Vocational Colleges [J]. Xunkan of Chinese Journal of Multimedia and Network Teaching, 2019(04):85-86.
- [7] Wang Yi. Research on layered foreign language listening and speaking teaching model in the network environment [J]. Overseas English, 2019, No. 406 (18): 150-151
- [8] Yang Lingling, Yang, Lingling, etc. Research on the Three-dimensional Teaching Model of Comprehensive English Course in the Network Environment[J]. Journal of Anshun University, 2017, 02(v.13): 69-72.
- [9] Zhang Junjie, Su Peng, Li Shaomin, et al. An Empirical Study on the Effect of Multiple Interactive Intensive Reading Teaching Based on the Network Environment [J]. China Education Information Technology, 2016, 000(002): 51-55.
- [10] Dong Yiping, Zhao Qingli. Construction and Practice of the Multi-evaluation System of College English Teaching in the Network Environment[J]. Campus English, 2017:50-51.
- [11] Zhao Chenguang, Jia Chenxing. The construction of ESP multi-interactive teaching mode under the network environment[J]. Campus English (Teaching and Research Edition), 2016, 000(010):10-11.
- [12] Guo Jingjing, Fang Lixia. The application of anchored teaching mode in higher vocational English teaching under the network environment[J]. Education Teaching Forum, 2019, 000(052):268-269.